

**KENAI PENINSULA BOROUGH SCHOOL DISTRICT  
HEALTH SERVICES**

**THE PRACTICE OF NURSING  
IN THE  
KENAI PENINSULA BOROUGH SCHOOL DISTRICT**

**PURPOSE**

To enhance the educational process by maximizing the health and well-being of Kenai Peninsula Borough School District students.

**A. POLICY AND PROCEDURAL DETERMINANTS**

KPBSD Health Services determines school nurse policy and procedure from the following sources:

- Alaska State Statutes and Regulations (AS 08.68 and 12 AAC 44)
- National Association of School Nurses (NASN) ([www.nasn.org](http://www.nasn.org)). NASN standards are adopted by reference in the absence of local and/or professional guidelines.
- KPBSD Board Policy (KPBSD Policy Manual, Article 4)
- Local Professional Consultants
- Past Practice

**B. HEALTH SERVICES POLICY**

It is the intent of Health Services to promote and implement current standards of school nursing practice.

**C. HEALTH SERVICES PROCEDURE**

The following areas have been identified by AS 08.68, 12 AAC 44 and NASN to be within the professional duties of the school nurse. This list is not exhaustive and its purpose is to provide examples of the core nature of this discipline.

1. **First Aid and Crisis Management.** The school nurse is a trained first responder. The KPBSD nurse is responsible to:
  - triage emergency care and provide first aid when onsite
  - instruct staff and students in Medic First Aid when requested
  - identify and/or train selected staff to respond to school emergencies in the nurse's absence
  - post a current First Aid and Emergency Protocol (Form D 102) in a visible place. This form identifies trained, on-site personnel and their response category
2. **Identification of Health Concerns.** The school nurse is to use all means at his/her disposal to ascertain health issues that may decrease the student's ability to learn. The KPBSD nurse:
  - reviews available health documents i.e. school physicals, student health review form, incident reports, verbal reports from the student and/or parent
  - observes symptoms and responds appropriately to the observation
  - documents health information pertinent to educationability on the health cum
3. **Specialized Nursing Service.** The school nurse provides a variety of specialized procedures during the school day. These procedures are ordered by the health care provider and follow a written nursing care plan. Procedures currently performed by KPBSD nurses include, but are not limited to:

- invasive procedures i.e. catheterization, gastrostomy feeding, and tracheal suctioning
  - airway assessments and treatments i.e. postural drainage, percussion, lung auscultation
  - monitoring of existing conditions i.e. blood glucose testing, seizure protocols, respiratory baselines for asthma
  - severe allergy considerations with EpiPen availability
  - daily assessments of selected students i.e. non-verbal, recently ill or injured and those referred by parent, teacher or student self-referral
- 4. Infectious Disease Control.** School nurses are trained in specific criteria regarding many of the most common contagious and infectious diseases and conditions. In addition, they are able to access specific information from a variety of sources. KPBSD nurses are responsible to exclude or recommend for exclusion, students who appear to have symptoms indicating a contagious or infectious disease or condition {BP 5141.22(a)} or who do not meet minimum state requirements for immunization and/or tuberculosis screening {AR 5141.22(a)}. These are specified in the 'Standing Orders' and in Section VI of this Manual.
- 5. Student Health.** Student Health includes a comprehensive health program that covers the multiple facets of school nursing as it relates to students. The KPBSD program includes, but is not limited to:
- student walk-in assessment for illness and injury
  - collaborative work with parents, classroom teachers, medical professionals and others to assure the best possible health for the child
  - health screening i.e. vision, hearing, height/weight, blood pressure, nurse assessments, etc
  - referral to a health care provider when evaluation results are outside the acceptable norm
  - regulatory compliance reviews and reports i.e. the self-assessment immunization and tuberculosis reports required by the State
- 6. Multi-Disciplinary Team Member.** The role of the school nurse in the multi-disciplinary team includes advising the team regarding appropriate student health referrals and interpretation of medical data. The KPBSD nurse is usually a part of a team whose discussion includes student health. This may include:
- 504 and Individual Education Plan (IEP)
  - Intervention
  - Student Assistance
- 7. Instruction and Health Resource.** The school nurse is an able instructor and resource for health information. The KPBSD nurse is daily involved in at least one of the following:
- 1:1 student instruction in personal health issues i.e. diabetic monitoring, infection control, specific illness assessment
  - health information resource per student and staff request
  - student classroom classes upon request
  - staff educational classes i.e. Medic First Aid and Bloodborne Pathogen
- 8. Liaison.** The school nurse interprets school health laws, regulations and health data to those who must (or should) comply. The KPBSD nurses regularly interpret:
- individual health information and screening results to students
  - screening information and referral needs to parents
  - medical data to school staff

- State Statutes and Regulations to parents, school staff and other interested parties
- 9. Documentation.** The school nurse documents her work as required by her profession. The KPBSD nurse documents in the following areas:
- generation and maintenance of student health cum cards
  - generation and maintenance of Nursing Care Plans
  - generation and maintenance of working documents i.e. medication forms, treatment sheets
  - generation of nursing notes and completion of a monthly report of activities
- 10. Delegation.** The school nurse must comply with AS 08.68 and 12 AAC 44 when determining which duties can and cannot be delegated.
- In general, duties that CAN be delegated include those in which the duty includes a clear direction from beginning to end.
  - In general, duties that CANNOT be delegated include those in which the duty is dependent upon assessment, requires an evaluation to determine the next step or includes an invasive procedure.
- When delegating a duty the nurse is required to provide specific instruction, to be reasonably confident that the person understands the duty delegated and to periodically evaluate the work accomplished, correcting and re-teaching as necessary. <see Addendum>
- KPBSD nurses may delegate the following:
- student medication (exception: injectables). Training includes the KPBSD Medication Manual and 1:1 training to the specific medication.
  - walk-in and first aid coverage for when the nurse is not in the building
  - other duties which meet the State Statute criteria
- 11. Staff Health.** The school nurse provides selected staff screenings and training and is a resource for individual staff upon request. KPBSD nurses provide:
- annual TB testing for school staff, subs and volunteers
  - annual identification of and Bloodborne Pathogen training for 'at risk' staff
  - inservice presentation per administrator request
  - limited health assessment, counseling, information and referral per individual staff request i.e. B/P evaluation; symptoms review
- 12. Health Office Maintenance.** School nurses maintain a health office consistent with the goals of delivering on-site care to those who are ill or injured and the storage of student health records. KPBSD nurses:
- maintain individualized health cums and related documents in a secure location to assure their appropriate level of confidentiality
  - order and stock first aid supplies
  - maintain equipment required for screening i.e. audiometer, vision screener, otoscope, etc.
  - maintain resource materials as needed to be effective as a school nurse

## Summary of Services

**Special Education Participation**

| Special Education and Related Services | Location of Service         | Frequency per Week | Duration Min/Day | Projected Start Dt. | Projected End Dt | Provider            | Supervision         | Frequency of Supervision |
|--|-----------------------------|--------------------|------------------|---------------------|------------------|---------------------|---------------------|--------------------------|
| Reading                                |                             |                    |                  |                     |                  |                     |                     |                          |
| Math                                   |                             |                    |                  |                     |                  |                     |                     |                          |
| Writing                                |                             |                    |                  |                     |                  |                     |                     |                          |
| Social/Behavior                        |                             |                    |                  |                     |                  |                     |                     |                          |
| Speech/Language                        | Special/Gen. Ed. Classroom  | 2                  | 20.0             | 9/9/2013            | 1/7/2014         | SLP & Speech Aide   | Speech Pathologist  | Monthly                  |
| Vocational Ed.                         |                             |                    |                  |                     |                  |                     |                     |                          |
| Behavior Plan                          |                             |                    |                  |                     |                  |                     |                     |                          |
| OT                                     |                             |                    |                  |                     |                  |                     |                     |                          |
| PT                                     |                             |                    |                  |                     |                  |                     |                     |                          |
| Counseling                             |                             |                    |                  |                     |                  |                     |                     |                          |
| Vision                                 |                             |                    |                  |                     |                  |                     |                     |                          |
| Hearing                                |                             |                    |                  |                     |                  |                     |                     |                          |
| Interpreter                            |                             |                    |                  |                     |                  |                     |                     |                          |
| Preschool                              |                             |                    |                  |                     |                  |                     |                     |                          |
| Study Skills                           | Special Education classroom | 5                  | 42.0             | 1/8/2013            | 1/7/2014         | Special Ed. Teacher | Special Ed. Teacher | Daily                    |
|  |                             |                    |                  |                     |                  |                     |                     |                          |
|  |                             |                    |                  |                     |                  |                     |                     |                          |

Total Special Education Minutes per Week: 250

**General Education Participation**

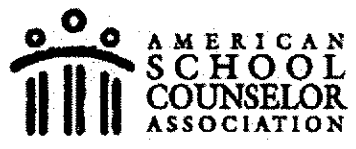
| Regular Education Participation | Location of Service         | Frequency week | Duration min/day | Provider                  |
|---------------------------------|-----------------------------|----------------|------------------|---------------------------|
| General Education Participation | General Education Classroom | 5x/wk.         | 345.0            | General Education Teacher |

Total General Education Minutes per Week: 1725

Total All Education Minutes per Week: 1975

# American School Counselor Association (ASCA) National Model: A Framework for School Counseling Programs

1. **Foundation**-Philosophy, Beliefs, Mission
2. **Delivery System** – A. Guidance Curriculum; B. Individual Student Planning; C. Responsive Services; D. Systems Support (NC=Non-Counseling Duties, approx. 20-22 weeks of 36 = 55%-61% of our time is NC)
3. **Management System** -Agreements, Advisory Council, Use of Data, Action Plans, Use of time/calendar
4. **Accountability** -Results Reports, Performance Standards



## Soldotna High School Counseling Department Calendar

### On-going year round

- **Systems Support** – Committee Work (Graduation, Staff Development, SLT)
- **NC/Systems Support** – Daily Lunch Duty (daily 35 minutes, 109.5 hours per year=2.75 weeks per year)
- **Responsive Services** - Personal/social/crisis counseling and mediations
- **Delivery System-Individual student Planning** – Intervention Team and 504 plan coordination
- **Individual Student Planning** - Academic Counseling
- **Individual Student Planning** - Advisory Visits and support

### August

- **Systems Support** – Super Monday and other 9<sup>th</sup> transition activities
- **Systems Support** - Finalize schedules
- **Systems Support** - Open House
- **Accountability** – review calendar, data,
- **NC** - New/returning student registration and scheduling (first 2-3 weeks of semester)
- **NC** - Add/drops due to student changes in choice (first 2-3 weeks of semester)
- **Individual Student Planning** - Special services collaboration and scheduling
- **Individual Student Planning** - Coordinate agency services (tutors, CPHS, OCS, etc.)
- **Individual Student Planning** - KPC/Work Co-op/Home Release collaboration

### September

- **Systems Support** - Galaxy newsletter article
- **NC**- Schedule and coordinate the HSGQE, ASVAB, PSAT, PLAN, and Workkeys tests (approx. 1 week)
- **NC** – HSGQE letters (1-2 days)
- **NC** – Assessment Coordinator Meeting (1 day)
- **Individual Student Planning** – Jr/Sr class visits (SAT/ACT/PSAT, college visits, credits, scholarships), 10<sup>th</sup> PSAT
- **Individual Student Planning** - Senior Credit Checks/goals/plans, senior meetings
- **Individual Student Planning** - Senior Jeopardy letters mailed home
- **Individual Student Planning** – Coordinate Kenai Peninsula College and Career Fair coordination (Announce Anchorage College Fair)
- **Management System/Accountability** – District Counselor Meeting
- **Guidance Curriculum** - Senior Scholarship folder/essay instruction in Language Arts classes

October

4.7

- **Systems Support/Individual Student Planning** - Parent Teacher Conferences
- **NC** - HSGQE retest coordination and administration (**approx. 1 week**)
- **NC** - PSAT coordination and administration (**3 days**)
- **Individual Student Planning** - Continue Senior Credit Checks/goals/plans, senior meetings
- **Individual Student Planning** - KPC Career Day organization (10<sup>th</sup> and 11<sup>th</sup>)
- **Individual Student Planning** - Chaperone Kenai Peninsula College and Career Fair coordination
- **Individual Student Planning** - Financial Aide Night coordination
- **Guidance Curriculum** - Continue Senior Scholarship folder/essay instruction in after school workshops
- **Guidance Curriculum** - Freshman Career Unit (in Health classes)
- **Guidance Curriculum** - Junior Career Unit (in either Language Arts or US History classes)

November

- **Systems Support** - Galaxy newsletter article
- **Systems Support/Individual Student Planning** - Chaperone KPC Career Day (10<sup>th</sup> and 11<sup>th</sup>)
- **NC** - Work on second semester schedules (**1 week**)
- **NC** - Support/organize ASVAB administration (**.5 day**)
- **Individual Student Planning** - Attend/Contribute Financial Aide Night
- **Individual Student Planning** - Continue Senior Credit Checks/goals/plans, senior meetings
- **Individual Student Planning** - College Applications, letters of recommendation
- **Management System/Accountability** - District Counselor Meeting
- **Management System/Accountability** - Professional Development Conference (AkSCA)
- **Guidance Curriculum** - Continue Senior Scholarship folder/essay instruction in after school workshops

December

- **Systems Support** - Scholarship Committee Organization (In-House judging)
- **Systems Support** - Set dates for Middle School Visits
- **NC** - Finish and distribute 2<sup>nd</sup> semester schedules
- **NC** - Add/drops (**2-3 weeks**)
- **NC** - Course description info out to departments for prep/modification (**1 day**)
- **NC** - Pre-scheduling activities for next school year
- **Individual Student Planning** - Continue Senior Credit Checks/goals/plans, senior meetings
- **Individual Student Planning** - College Applications, letters of recommendation
- **Individual Student Planning** - PSAT Interpretations
- **Individual Student Planning** - KPC/Work Co-op/Home Release collaboration for 2<sup>nd</sup> semester
- **Guidance Curriculum** - Continue Senior Scholarship folder/essay instruction in after school workshops

January

- **Systems Support** - Galaxy newsletter article
- **Systems Support** - Scholarship Committee Organization (In-House judging)
- **NC** - Add/drops due to 1<sup>st</sup> semester failures and other Add/drops (**first 10 days**)
- **NC** - New/returning student registration and scheduling
- **NC** - Pre-scheduling activities for next school year
- **NC** - Support/organize ASVAB interpretations (**.5 day**)
- **NC** - Support/organize AWA administration (support Language Arts Teachers)
- **Individual Student Planning** - 9<sup>th</sup>-11<sup>th</sup> classroom visits for next school year registration and course choices
- **Individual Student Planning** - Senior Jeopardy letters mailed home again and phone calls
- **Individual Student Planning** - Continue Senior Credit Checks/goals/plans, senior meetings
- **Individual Student Planning** - College Applications, letters of recommendation

## February

4.7

- **Systems Support** – Advertise Open House, 9<sup>th</sup> visits to SOHI to SMS, Aurora, Connections
- **Systems Support/Individual Student Planning** - Parent Teacher Conferences
- **Systems Support** - Scholarship Committee Meetings (In-House judging, use rubrics)
- **Management System/Accountability** – District Counselor Meeting
- **Management System/Accountability** – AkSCA Board Member's Institute
- **NC** – Pre-scheduling activities for next school year. Begin to Build Master Schedule with Administration
- **NC** – Assessment Coordinator Meeting (1 day)
- **NC** – HSGQE/SBA preparation (organization, coordinating staff, proctor arrangements)
- **Individual Student Planning** – Continue Senior Credit Checks/goals/plans, senior meetings
- **Individual Student Planning** – College Applications, letters of recommendation
- **Guidance Curriculum** – Junior Career Unit (in Advisory classes if not already done in October)
- **Guidance Curriculum** – Sophomore Career Unit (in either Language Arts or US History classes)
- **Guidance Curriculum** – Freshman Career Unit (in Health classes)

## March

- **Systems Support** - Galaxy newsletter article
- **Systems Support** - Scholarship Committee Meetings (In-House judging, use rubrics)
- **NC** – Continue to Build Master Schedule with Administration (2 weeks)
- **NC** – HSGQE/SBA preparation (organization, coordinating staff, proctor arrangements) (2 weeks)
- **NC** – AP test coordination (and order tests) (visit classrooms) (2-3 days)
- **Individual Student Planning** – Continue Senior Credit Checks/goals/plans, senior meetings
- **Individual Student Planning** – College Applications, letters of recommendation
- **Individual Student Planning** – 8<sup>th</sup> grade registration @ SMS (include Aurora, Connections), and lunch visits
- **Individual Student Planning** – 8<sup>th</sup> grade parent night at SOHI
- **Individual Student Planning** - Construction Career Day organization (buses, permission slips)
- **Responsive Services/Individual Student Planning** – TAG (Teenage Grief Group) organization and support

## April

- **Systems Support** - Scholarship Committee Meetings (In-House judging, use rubrics)
- **NC** – Continue to Build Master Schedule with Administration
- **NC** – HSGQE/SBA Administration (1 week)
- **NC** – AP test coordination (and order tests)
- **Management System/Accountability** – District Counselor Meeting
- **Individual Student Planning** - Chaperone Construction Career Day
- **Individual Student Planning** – Continue Senior Credit Checks/goals/plans, senior meetings
- **Individual Student Planning** – College Applications, letters of recommendation

## May

- **Systems Support** - Scholarship Committee Meetings (In-House judging, use rubrics)
- **Systems Support** - Awards Night/4.0 recognition
- **Systems Support** - Graduation Prep
- **Systems Support** - 8<sup>th</sup> grade visits to SOHI (support StuCo)
- **Management System/Accountability** – District Counselor Meeting
- **NC** – AP test administration, (Proctor for 5 days)
- **NC** – Finalize Master Schedule (1 week)
- **Systems Support** - Attend Grad Practice/Ceremony, assist with lining kids up, diploma covers, hand out diplomas
- **NC** – Summer School registration (2-3 days, often after contract has ended!)
- **NC** – Amend schedules due to 2<sup>nd</sup> semester failures (2-3 days, often after contract has ended!)

3063

# Counselor Duties

4.7

## 9/11 Counselor:

9<sup>th</sup> grade transition activities (July super Monday)  
Grades 9 & 11 for scheduling and grades  
Fall AKCIS lessons for 11<sup>th</sup>  
Junior conferences  
Spring AKCIS lessons for 9<sup>th</sup> (in Health classes)  
Intervention Team Coordinator 9/11  
NC - Master schedule coordinator (with Principal)  
NC - Testing coordinator:  
    October - HSGQE re-test  
    October - PSAT and/or PLAN  
    November - WorkKeys  
    December - ASVAB  
    January - AWA  
    April - SBA/HSGQE and retest  
    May - Advanced Placement

## 10/12 Counselor:

Grades 10 & 12 for scheduling and grades  
Senior conferences  
Scholarship Folder and AKCIS instruction in LA 12 classrooms, after school workshop, fall semester  
AKCIS lessons - Spring 10<sup>th</sup>  
Intervention Team Coordinator 10/12  
College Fair (coordinate busses, permission slips, both counselors chaperone)  
Career Day at KPC (coordinate busses, permission slips, both counselors chaperone)  
Construction Career Day at Sports Center (busses, permission slips, both counselors chaperone)  
Senior College Applications and letters of recommendation  
8<sup>th</sup> grade Registration at SMS, Orientation and Parent Night  
Oversee graduation credits  
Scholarship Committee Chair (Kenny Carver, Tesoro, Abby, XTO, Spirit of SOHI, Brown Bears)  
Early Graduation Packets Coordination with I-Team and District Office  
Graduation (with StuCo and Graduation Committee)

## Both Counselors:

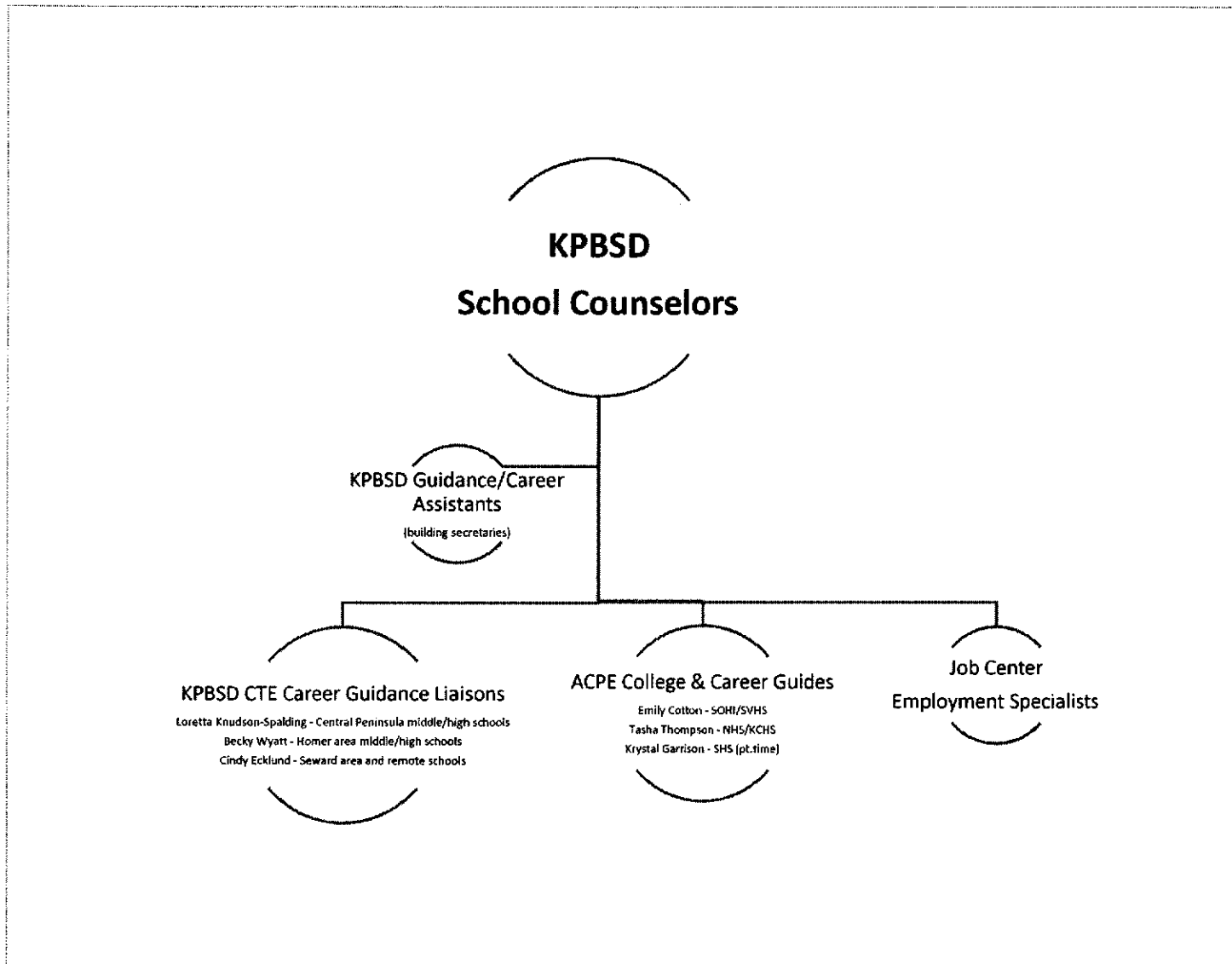
Registration and Four-Year Plan  
NC - Schedule changes as needed at semester  
Individual Career counseling and guidance  
Individual counseling  
Facilitate support groups (girls, boys, grief)  
Parent contacts  
Career and Future Planning lessons using [www.AKCIS.org](http://www.AKCIS.org) for gr. 9-12  
Hosts visits by community career professionals  
NC - Lunchroom supervision (daily)  
Conflict mediation  
Financial aid coordinator  
Financial Aid Night in November (with KPC and other high schools)  
Awards assembly  
Classroom registration visits, build master schedule  
Maintain Counseling Portfolio Notebook  
Open House in Fall, (copy bell schedule on student schedules!)  
8<sup>th</sup> Grade parent night in Spring  
Chaperone Career Day at KPC  
11<sup>th</sup> and 12<sup>th</sup> Jumpstart registration coordination  
CTE Academy Registration Coordination (and other after school classes)

4.7

## KPBSD Counseling Program Flowchart 1314

Monday, September 16, 2013

1:48 PM





### Teacher Referral Checklist

#### Prior to first I-Team meeting:

- ☐ Fully complete the RTI/I-Team Initial Referral form (Page 2).
- ☐ Contact parents by phone to notify or invite to the meeting.
- ☐ Collect the required data – see below

Please submit the following information to the I-Team Chairman with your completed referral form 2 (two) days prior to your I-Team meeting.

#### Academic Concerns:

- ☐ Most recent progress monitoring data
- ☐ Other assessment data (Jerry Johns – BRI, SRI scores, SBA scores)
- ☐ Report card with selected areas of concern
- ☐ Classroom work samples
- ☐ Other pertinent data or observations

#### Behavior Concerns:

- ☐ Baseline data
  - o Please bring a minimum of three (at least 5-minutes each) observations in which data was collected with regard to frequency, duration or intensity of the behavior. If needed, please see any member of the I-Team for further clarification.)
- ☐ Other pertinent data or observations

#### Attendance Concerns:

- ☐ Most recent printout of attendance with totals for excused and unexcused
- ☐ Note any letters sent home from the office regarding attendance on referral form.

**Initial Referral Form**

TEACHER: Please complete the following form.

School: \_\_\_\_\_

Referring Date: \_\_\_\_\_

|                   |                   |           |
|-------------------|-------------------|-----------|
| Student:          | Birthday:         | Gender:   |
| Primary Language: | Teacher:          | Grade:    |
| Parent(s) Name:   | Current Absences: | Retained: |

Health Concerns (Vision/Hearing Screening Results):

Current Services:

|  |                              |                                      |                               |
|--|------------------------------|--------------------------------------|-------------------------------|
| <input type="checkbox"/> Special Education (IEP) | <input type="checkbox"/> ESL | <input type="checkbox"/> Title I/VII | <input type="checkbox"/> PCHS |
|--|------------------------------|--------------------------------------|-------------------------------|

Assessment Data (fill in below or attach grade sheets, CBM scores, SBA scores or other info.):

Define the area of concern - include data:

Describe and indicate frequency and/or quantify severity (i.e. work sample, observations, screening scores)

|  |
|--|
|  |
|  |
|  |
|  |
|  |

Describe the behavior that occurs during the problem: - be specific (who, what, when, how, how often)

|  |
|--|
|  |
|  |
|  |
|  |

Describe what you want the student to be able to do:

|  |
|--|
|  |
|  |
|  |

Additional information and or contacts from parent and past teachers about your concerns:

|  |
|--|
|  |
|  |
|  |

Interventions you have tried:

| Intervention | Dates Tried | Result |
|--------------|-------------|--------|
|              |             |        |
|              |             |        |
|              |             |        |
|              |             |        |

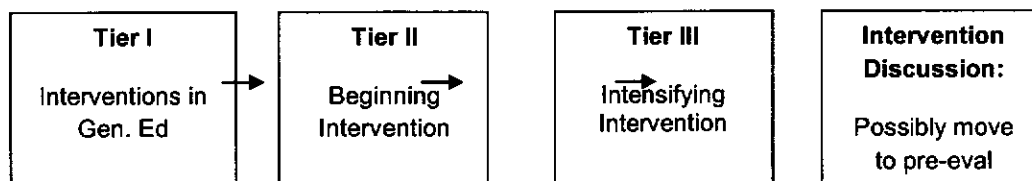
Please invite:

|  |                               |  |  |
|--|-------------------------------|--|--|
| <input type="checkbox"/> Title I/IV      | <input type="checkbox"/> OT   | <input type="checkbox"/> Special Ed. Teacher | <input type="checkbox"/> Other, please specify |
| <input type="checkbox"/> Speech/Language | <input type="checkbox"/> PCHS | <input type="checkbox"/> Nurse               |  |

**Problem Solving Notes:**

Date: \_\_\_\_\_

Where are we in the process:

**1.) Introductions****2.) Define the Problem:**

- a) What is the baseline: \_\_\_\_\_
- b) What is the expectation/ goal: \_\_\_\_\_
- c) Write a goal: \_\_\_\_\_

**3.) Possible reasons for the behavior:****4.) Intervention Planning:**

- a) How will we reach goal?
  - i. \_\_\_\_ Can problem be managed in the classroom? Move to Tier I
  - ii. \_\_\_\_ Are more intense interventions needed? Move to Tier II
  - iii. \_\_\_\_ Is student already in Tier II interventions? Move to Tier III
- b) What will the Intervention look like?

**5.) Progress Monitoring Data:**

- a) What will be measured? \_\_\_\_\_
- b) Who will do it? \_\_\_\_\_
- c) When/How often? \_\_\_\_\_

**6.) Follow-up Date: \_\_\_\_\_**  
 (or after 6-12 data points)

# Kenai Peninsula Borough School District



## Parent/Guardian Notification of Meeting

|         |       |
|---------|-------|
| Student | Date  |
| School  | Grade |

Dear Parent,

The school-based Intervention Team (I-Team) is a group of individuals who meet regularly to assist teachers in identifying ways to meet students' needs in their classrooms. We will be meeting to discuss your child and to devise a plan to make him or her more successful in school.

It has been brought to our attention that your child may be having some difficulty in the area(s) identified below:

|                          |                           |
|--------------------------|---------------------------|
| <input type="checkbox"/> | Classroom behavior        |
| <input type="checkbox"/> | Academic progress         |
| <input type="checkbox"/> | Speech/Language           |
| <input type="checkbox"/> | Emotional adjustment      |
| <input type="checkbox"/> | School-wide behavior      |
| <input type="checkbox"/> | Social/peers              |
| <input type="checkbox"/> | Motivation                |
| <input type="checkbox"/> | Organization/study skills |
| <input type="checkbox"/> | Attendance                |
| <input type="checkbox"/> |                           |

We will be having a meeting on \_\_\_\_\_ at \_\_\_\_\_.  
You are invited but not required to attend.

Please contact your child's teacher, the principal or any I-Team member if you have any questions about our I-Team process.

Thank you,

I-Team Members



**Kenai Peninsula Borough School District**  
Response to Intervention – NOTES

Tier: 1 2 3

Student:

School:

Date:

*Use this page to record additional information.*

# Kenai Peninsula Borough School District

## Tier Documentation Sheet

\* use this sheet for further interventions- attach newest intervention on top

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

**RTI Tier:**    1    2    3

**Tier 1:** Core classroom instruction with teacher delivering support during core delivery.

**Tier 2:** One 20-30-minute session carried out 2-3 times a week in addition to Tier 1 instruction.

**Tier 3:** Two 30 minutes sessions carried out 5 times a week in addition to Tier 1.

|   |                                       |
|---|---------------------------------------|
| <b>Complete during RTI meeting</b>  |                                       |
| GOAL:   |                                       |
| Research-Based Intervention   |                                       |
| Person Responsible for carrying out Intervention and Progress Monitoring (PM)   |                                       |
| Frequency of PM: Tier 2 – no less than biweekly<br>Tier 3 - weekly  |                                       |
| Frequency and Duration of the Intervention  | _____ days a week _____ minutes a day |
| Follow-up date  |                                       |
| <b>Complete during scheduled follow-up</b>  |                                       |
| Total # of weeks of Intervention and dates  |                                       |
| Attendance during Intervention: Classroom absences _____ Tardies _____ Intervention absences _____                            |                                       |
| Rate of Improvement & Summarize data  |                                       |
| Evaluate Success of Intervention:   |                                       |
| _____ <b>Goal met or exceeded:</b> Consider exiting   |                                       |
| _____ <b>Goal not met and performance improved:</b> continue current and follow up progress <u>or</u> proceed to Tier 2 or 3. |                                       |
| _____ <b>Goal not met and performance did not improve or got worse:</b> Proceed to Tier 2 or 3                                |                                       |
| Team determination from data: Exit, Continue intervention, Change tier <b>RTI Tier 1</b> <u>2</u> <u>3</u>                    |                                       |
| GOAL:   |                                       |
| Research-Based Intervention :   |                                       |
| Person Responsible for carrying out Intervention and progress monitoring  |                                       |
| Frequency of PM: Tier 2 – no less than biweekly<br>Tier 3 - weekly  |                                       |
| Frequency and Duration of the Intervention  | _____ days a week _____ minutes a day |
| Follow-up date  |                                       |

# Kenai Peninsula Borough School District



## Intervention Screening Form

|         |       |
|---------|-------|
| Student | Date  |
| School  | Grade |

The possible areas of educational need for your child have been checked off the list below. The purpose of these screenings is to assist your child's Intervention Team with gathering information regarding your child's educational needs.

| X | Area of Concern        | Person completing screening |
|---|------------------------|-----------------------------|
|   | Academic Skills        |                             |
|   | Speech/Language        |                             |
|   | Behavior Rating Scales |                             |
|   | Classroom Observation  |                             |
|   | Fine or Gross Motor    |                             |
|   | Other                  |                             |

Please check whether or not you give consent, sign and date the form, and return it to your child's classroom teacher.

I give consent for the above screenings.

I do not give consent for the above screenings.

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Date

**Kenai Peninsula Borough School District**  
**Parent/Guardian Permission for Intervention (Tier 2 or 3)**

Child: \_\_\_\_\_ School: \_\_\_\_\_  
 Grade & DOB: \_\_\_\_\_ Teacher: \_\_\_\_\_  
 Parent(s): \_\_\_\_\_ Home phone: \_\_\_\_\_  
 Referral by: \_\_\_\_\_ Date of Referral: \_\_\_\_\_  
 Reason for Assistance: \_\_\_\_\_

The following intervention service options were recommended:

- ☐ Short term individual intervention
- ☐ Short term group intervention
- ☐ Behavior Support Plan
- ☐ Social skills training
- ☐ Academics – see below for further details.
  - ☐ Reading \_\_\_\_\_ days a week \_\_\_\_\_ minutes a day
  - ☐ Math \_\_\_\_\_ days a week \_\_\_\_\_ minutes a day
  - ☐ Writing \_\_\_\_\_ days a week \_\_\_\_\_ minutes a day
  - ☐ Gifted/Talented \_\_\_\_\_ days a week \_\_\_\_\_ minutes a day
  - ☐ Speech/Language \_\_\_\_\_ days a week \_\_\_\_\_ minutes a day
  - ☐ Behavior \_\_\_\_\_ days a week \_\_\_\_\_ minutes a day
  - ☐ Study Skills \_\_\_\_\_ days a week \_\_\_\_\_ minutes a day

**Individual(s) Responsible**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Classroom teacher         | <input type="checkbox"/> Speech Therapist    | <input type="checkbox"/> Intervention Teacher    |
| <input type="checkbox"/> Title teacher             | <input type="checkbox"/> Nurse               | <input type="checkbox"/> Gifted/Talented Teacher |
| <input type="checkbox"/> Special Education teacher | <input type="checkbox"/> School Psychologist | <input type="checkbox"/> Other                   |

The data being collected for this intervention will be reviewed with you, the parent(s), and the school team by the following date: \_\_\_\_\_. The data being collected for this intervention will be continually monitored. All decisions to decrease, maintain or increase an intervention will be based on the data collected. Any changes to the **intensity** of an intervention will require additional approval. The I-Team will include the parent in changes regarding intensity levels and movement through the RTI Tiers. Interventions may continue into the next school year if the data warrants continued intervention. This data may be considered in the future as part of the data used in an evaluation to determine eligibility for special education. However, no evaluation for special education eligibility will take place without your consent. Your child's participation in this intervention does not mean your child has been identified as a special education student.

If you would like your child to receive the intervention services requested, please check the appropriate statement and sign below. If you have any questions, please contact your child's teacher or the following I-Team representative:

I-Team Representative Signature \_\_\_\_\_ Date \_\_\_\_\_

Check one of the following:

- ☐ I give permission for my child to receive the school intervention service described above.  
☐ I do NOT give permission for my child to receive the school intervention service(s) described above.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

# PowerSchool

## Personal Learning and Career Plan (PLCP)

### Kenai Peninsula Borough School District Personal Learning & Career Plan

Name: English, Megan Elizabeth

School: Soldotna High School

Year of Graduation: 2015

| Career Cluster Interest  | Occupations of Interest                              |
|--|--|
| <input checked="" type="checkbox"/> Agriculture, Food, & Natural Resources<br><input type="checkbox"/> Architecture & Construction<br><input type="checkbox"/> Arts, Audio/Visual Technology, & Communications<br><input type="checkbox"/> Business Management & Administration<br><input type="checkbox"/> Education & Training<br><input checked="" type="checkbox"/> Finance<br><input type="checkbox"/> Government & Public Administration<br><input type="checkbox"/> Health Science<br><input type="checkbox"/> Hospitality & Tourism<br><input type="checkbox"/> Human Services<br><input type="checkbox"/> Information Technology<br><input type="checkbox"/> Law, Public Safety, Corrections, & Security<br><input type="checkbox"/> Manufacturing<br><input type="checkbox"/> Marketing<br><input checked="" type="checkbox"/> Science, Technology, Engineering, & Mathematics<br><input type="checkbox"/> Transportation, Distribution, & Logistics | Chemical Engineer<br>Bio-process engineer<br>Chemist |

| Beyond High School - Education Training Planned:   | Testing Information   |
|--|---|
| 4 years or more of college learning. Depending on the field, possibly a masters degree. Internships or field experience may be required. | <input checked="" type="checkbox"/> SBA Reading: 485   Writing: 471   Math: 459<br><input type="checkbox"/> SAT Overall/APS Combined: 0/0   Reading: 0   Writing: 0   Math: 0<br><input type="checkbox"/> ACT Overall: 0<br><input type="checkbox"/> WorkKeys Applied Math: 0   Locating Info: 0   Reading for Info: 0<br><input checked="" type="checkbox"/> HSGQE Reading: ✓ Writing: ✓ Math: ✓ |

#### 4-Year Course Plan

| 9th           |                                    | 10th           |                                      | 11th           |                                     | 12th           |   |
|---------------|------------------------------------|----------------|--------------------------------------|----------------|-------------------------------------|----------------|---|
| Language Arts | 9 Honors Language Arts (Full Year) | Language Arts  | 10 Honors Language Arts (Full Year)  | Language Arts  | 11 Honors Language Arts (Full Year) | Language Arts  | AP English Literature and Composition (Full Year) |
| Mathematics   | Advanced Algebra (Full Year)       | Mathematics    | Precalculus-Trigonometry (Full Year) | Mathematics    | AP Calculus (Full Year)             | Social Studies | AK History (Semester)                             |
| Science       | Biology 1 (Full Year)              | Science        | Chemistry (Full Year)                | Science        | AP Chemistry (Full Year)            | Social Studies | Alaska Studies (Semester)                         |
| Health and PE | Health (Semester)                  | Social Studies | World History (Full Year)            | Social Studies | AP U S Hstry (Full Year)            | Elective       | Choose 1 Elective Class (Semester)                |
| Health and PE | Life Activities (Semester)         | Elective       | Symphonic Band (Full Year)           | Elective       | Symphonic Band (Full Year)          | Elective       | Choose 1 Elective Class (Semester)                |
| Elective      | Interior Design (Semester)         | Elective       | Aide (Semester)                      | Elective       | Spanish 1 (Full Year)               | Elective       | Choose 1 Elective Class (Semester)                |
| Elective      | Concert Band (Full Year)           | Elective       | Ceramics (Semester)                  |                |                                     | Elective       | Choose 1 Elective Class (Semester)                |
| Elective      | Drama 1 (Semester)                 |                |                                      |                |                                     |                |   |

# PowerSchool

4.7

## Teacher Schedule - Edwards, Dana 09 e00498.09

☐ Display today's sections

| Expression | Term | Course # | Course          | Sec # | Room | Enrollment | Attendance |
|------------|------|----------|-----------------|-------|------|------------|------------|
| P1(A)      | S1   | II945    | Dgtal Elctrnics | 1     | 90N  | 0          |            |
| P1(A)      | S1   | SS865    | Dgtal Elctrnics | 1     | 90N  | 7          |            |
| P2(A)      | S1   | MM725    | Algebra         | 5     | 90N  | 26         |            |
| P3(A)      | S1   | XX855    | Advisory        | 50    | 90N  | 15         |            |
| P5(A)      | S1   | MM725    | Algebra         | 3     | 90N  | 19         |            |
| P6(A)      | S1   | SS870    | Prin/Engnrng    | 1     | 90N  | 16         |            |
| P6(A)      | S1   | II925    | Prin/Engnrng    | 1     | 90N  | 0          |            |
| P7(A)      | S1   | II845    | Process Tech    | 1     | 90N  | 8          |            |

Make all students listed above the current selection

Copyright© 2005 - 2013 Pearson Education, Inc., or its affiliate(s). All rights reserved.

### Section Teachers

| Staff               | Role         | % Allocation | Start Date | End Date  |
|---------------------|--------------|--------------|------------|-----------|
| Edwards, Dana 09    | Lead Teacher | 100          | 08/20/2013 | 01/05/201 |
| Burns, Stephanie 09 | Co-teacher   | 100          | 08/20/2013 | 01/05/201 |













Co-taught

4.7

## PowerSchool

## Teacher Schedule - Minogue, Troy 09 e01193.09

☐ Display today's sections

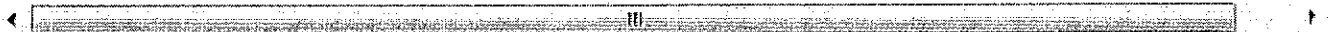
| Expression | Term | Course # | Course            | Sec #   | Room | Enrollment | Attendance   |
|------------|------|----------|-------------------|---|------|------------|--|
| P1(A)      | S1   | MM735    | Adv Algebra       | 3   | 87   | 20         |   |
| P1(A)      | S1   | XX830    | Proj Leadrship    | 4   |      | 1          |   |
| P2(A)      | S1   | MM755    | AP Calculus       | 1   | 87   | 14         |   |
| P3(A)      | S1   | XX855    | Advisory          | 87  | 87   | 20         |   |
| P5(A)      | S1   | MM730    | Geometry          | 20  | 86   | 17         |   |
| P6(A)      | S1   | MM706    | Algebra Readiness | 1  | 87   | 22         |   |
| P7(A)      | S1   | MM735    | Adv Algebra       | 6   | 87   | 26         |   |
| P7(A)      | S1   | MM706    | Algebra Readiness | 4  | 8    | 5          |  |

Make all students listed above the current selection

Copyright© 2005 - 2013 Pearson Education, Inc., or its affiliate(s). All rights reserved.

## Section Teachers

| Staff             | Role         | % Allocation | Start Date | End Date   |
|-------------------|--------------|--------------|------------|------------|
| Minogue, Troy 09  | Lead Teacher | 100          | 08/20/2013 | 01/05/2014 |
| Justice, David 09 | Co-teacher   | 100          | 08/20/2013 | 01/05/2014 |



## **Helpful Web-Sites for the College-Bound**

### **College Information**

[www.careeracademy.edu](http://www.careeracademy.edu): Career Academy  
[www.avtec.alaska.edu](http://www.avtec.alaska.edu): AVTEC  
[www.uaonline.alaska.edu](http://www.uaonline.alaska.edu): UA (UAF, UAA, UAS and all affiliated)  
[www.uaa.alaska.edu](http://www.uaa.alaska.edu): University of Alaska Anchorage  
[www.kpc.alaska.edu](http://www.kpc.alaska.edu): Kachemak Bay Campus & Kenai Peninsula College  
[www.matsu.alaska.edu](http://www.matsu.alaska.edu): Matanuska-Susitna College  
[www.koc.alaska.edu](http://www.koc.alaska.edu): Kodiak College University of Alaska  
[www.akbible.edu](http://www.akbible.edu): Alaska Bible College  
[www.alaskapacific.edu](http://www.alaskapacific.edu): Alaska Pacific University  
[www.ilisagvik.cc](http://www.ilisagvik.cc): Ilisagvik College  
[www.pwscc.edu](http://www.pwscc.edu): Prince William Sound Community College  
[www.wbu.edu/anchorage/](http://www.wbu.edu/anchorage/): Wayland Baptist University  
[www.chartercollege.org](http://www.chartercollege.org): Charter College

### **Testing Tips and Information**

All of the following offer free test prep information.

<http://sat.collegeboard.com>

[www.act.org](http://www.act.org)

[www.number2.com](http://www.number2.com)

### **Financial Aid**

[www.finaid.org](http://www.finaid.org): Still the best overall web-site for student aid information and free scholarship searches.

[www.fastweb.com](http://www.fastweb.com): Free scholarship search.

[www.fafsa.ed.gov](http://www.fafsa.ed.gov): Apply on-line for a variety of grant programs.

[www.edfund.org](http://www.edfund.org): Useful site for financial aid planning and tips.

### **Careers**

<http://online.onetcenter.org> – Overall career information.

[www.careervoyages.gov](http://www.careervoyages.gov). Hundreds of videos to help explore careers.

<http://www.whodoyouwant2b.com>: Job descriptions, pathways to get there.

### **NCAA**

[www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net) – information on college athletic eligibility.

## AKCIS Career Portfolio “Big Picture” Accountability #1 - AKCIS Checklists

- 7<sup>th</sup> - Career Cluster / Establish portfolio
- 8<sup>th</sup> - Reality Check or Interest Portfolio / Update portfolio / Create & begin 4-year plan
- 9<sup>th</sup> - IDEAS or Interest Profiler / update portfolio / begin resume / update 4 yr plan / post secondary goal
- 10<sup>th</sup> - SKILLS or Work Importance Locator / update portfolio & resume / update 4 yr plan / post-secondary goal
- 11<sup>th</sup> - School Sort / update portfolio & resume / update 4 yr plan / post-secondary goal
- 12<sup>th</sup> - Financial Aid Sort / ALEXYS / post-secondary goal

4.7



# ASCA National Model

The American School Counselor Association

GO

Get Training

Purchase the Books

Learn About RAMP

Ask an Expert

Contact ASCA

## Foundation

School counseling programs are collaborative efforts benefiting students, parents, teachers, administrators and the overall community. School counseling programs should be an integral part of students' daily educational environment, and school counselors should be partners in student achievement.

## Delivery

The question has been posed, "What do school counselors do?" The more important question is, "How are students different as a result of what school counselors do?" To help answer this question, the American School Counselor Association (ASCA) created the ASCA National Model®, which is a framework for a comprehensive, data-driven school counseling program.

## Management

Explore this Web site to learn more about the ASCA National Model, its component parts and how developing a school counseling program based on this framework can improve student achievement.

## Accountability

### Five Bits of Advice for ASCA National Model Implementation

- 1: Remember, the purpose of the ASCA National Model is to do more school counseling.
- 2: Keep it simple.
- 3: The ASCA National Model is even more important when you have a large caseload.
- 4: The ASCA National Model gives you the tools to take things off your plate.
- 5: Take advantage of experts in your district.

### ▼ Apply for RAMP

If your school counseling program successfully answers the question, "How are students different as a result of what school counselors do?" then you're ready to show the world your program is "ramped up." Apply for the Recognized ASCA Model Program (RAMP) today. Learn more.

### ▼ Executive Summary

Need an overview of the ASCA National Model to share with administrators, other faculty or parents? Download a copy of the Executive Summary in English.

# Soldotna High School Credit Check



4.7

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Required Credits = 22

|             |        |  |
|-------------|--------|--|
| English (4) | Eng. 9 |  |
|             | Eng. 9 |  |

|         |  |
|---------|--|
| Eng. 10 |  |
| Eng. 10 |  |

|         |  |
|---------|--|
| Eng. 11 |  |
| Eng. 11 |  |

|                 |  |
|-----------------|--|
| Senior Elective |  |
| Senior Elective |  |

|          |      |  |
|----------|------|--|
| Math (3) | Math |  |
|          | Math |  |

|      |  |
|------|--|
| Math |  |
| Math |  |

|      |  |
|------|--|
| Math |  |
| Math |  |

|             |            |  |
|-------------|------------|--|
| Science (3) | Biological |  |
|             | Biological |  |

|          |  |
|----------|--|
| Physical |  |
| Physical |  |

|                  |  |
|------------------|--|
| Science Elective |  |
| Science Elective |  |

|                    |  |
|--------------------|--|
| Social Studies (3) |  |
|--------------------|--|

|               |  |
|---------------|--|
| World History |  |
| World History |  |

|            |  |
|------------|--|
| US History |  |
| US History |  |

|                |  |
|----------------|--|
| Government     |  |
| Alaska Studies |  |

|             |  |
|-------------|--|
| Health (.5) |  |
|-------------|--|

|              |                 |  |
|--------------|-----------------|--|
| Phys. Ed (1) | Life Activities |  |
|--------------|-----------------|--|

|            |  |
|------------|--|
| PE (other) |  |
|------------|--|

## Need an additional 2.0 Creative or Practical Art

|                         |          |  |
|-------------------------|----------|--|
| Creative Arts (.5 min)  | (course) |  |
| Practical Arts (.5 min) | (course) |  |

|          |  |
|----------|--|
| (course) |  |
| (course) |  |

|          |  |
|----------|--|
| (course) |  |
| (course) |  |

|                 |          |  |
|-----------------|----------|--|
| Electives (4.5) | (course) |  |
|                 | (course) |  |

|          |  |
|----------|--|
| (course) |  |
| (course) |  |

|          |  |
|----------|--|
| (course) |  |
| (course) |  |

|          |  |
|----------|--|
| (course) |  |
| (course) |  |
| (course) |  |

Notes:



**Peninsula Community Health Services  
School-Based Referral Form**

Date of Referral: \_\_\_\_\_

Referral Source: \_\_\_\_\_

Name of Student: \_\_\_\_\_ Age: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School Most Recently Attended: \_\_\_\_\_ Current Grade: \_\_\_\_\_

Reason for Referral:

Teacher reports

Parent reports- inability to control temper and anger. Stop emototional decision and rational decision

Healthy relationship

SED Criteria (check all that apply):

|                       |                              |                             |                        |                              |                             |
|-----------------------|------------------------------|-----------------------------|------------------------|------------------------------|-----------------------------|
| Trouble with Sleep    | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Failing Grades         | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Withdrawn             | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Has Experienced Trauma | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Disruptive            | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Bullies Others         | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Refuses to Comply     | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Is Bullied by others   | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Physically Aggressive | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Sexually Acting Out    | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Suicidal Ideation     | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Inattentive            | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

How long have these behaviors been occurring? \_\_\_\_\_

Previously Abused:

|            |                              |                             |
|------------|------------------------------|-----------------------------|
| Verbally   | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Physically | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Sexually   | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Where do the behaviors occur (check all that apply)?

Community ☐ School ☐ Home ☐

Has a school representative contacted the parent: Yes ☐ No ☐ Date: \_\_\_\_\_

Name of School Representative who Contacted Family: \_\_\_\_\_

Permission verbally obtained for a PCHS staff to contact family or guardian: Yes ☐ No ☐

Parent/Guardian's name: \_\_\_\_\_

Who is the Legal Guardian? \_\_\_\_\_

Parent / Guardian's Phone Number: (H) \_\_\_\_\_ (W) \_\_\_\_\_

Funding Source: Private Insurance ☐ Denali KidCare ☐ Other \_\_\_\_\_

4.7

PCHS Staff Receiving Referral: ~~Samuel M. [redacted]~~

Date/Time Referral Received: \_\_\_\_\_

**KENAI PENINSULA BOROUGH SCHOOL DISTRICT  
REFERRAL FOR SUSPECTED CHILD ABUSE OR NEGLECT**

**Office of Children's Services:**  
Initial phone contact to: 1-855-352-8934 (Regional Office)  
Non-Urgent: FAX (907) 357-9762 (review by OCS within 24 hours)  
Email: [hss.ocsscrintake@alaska.gov](mailto:hss.ocsscrintake@alaska.gov)

**Telephone Report Made To:**

Name of Person/Title

Date/Time

Or Messages Left At:

### Record The Time Each Message Is Left For OCS To Return Your Call

Name of Student Referred

Date of Birth

Sex/Race

### Grade in School

**Parent/Guardian Names**

Home Address

Home Phone

Work Phone/Father

Work Phone/Mother

**Name(s) of Other Sibling(s):**

**Observations and statements made by the student leading to the suspicion of abuse or neglect. Include time and date of alleged abuse, name of alleged abuser, and relationship to student.**

**Is there a history of similar injuries?**

☐ Yes

### When?

☐ No☐ Unknown

**OCS contact made by: Name**

Date/Time

School Name

School Phone \_\_\_\_\_

**Identity of Reporter to Remain Confidential?**

☐ Yes☐ No**To Be Completed By the Principal or Designee Before Filing**

**Principal/Designee Signature Acknowledges This Confidential Referral to OCS**

Principal/Designee Signature

**Title**

**Distribute Copies To:**      **Copy to Principal's Child Abuse/Neglect File--Confidential**  
    **Copy to Assistant Superintendent Instructional Services**

4.7

**CONFIDENTIAL****KPBSD - Monitoring 504 Accommodations**

Student ID: [REDACTED]

504 Status: [REDACTED]

Name: [REDACTED]

Meeting Date: [REDACTED]

Birthdate: [REDACTED]

Review Date: [REDACTED]

School: Soldotna H.S.

Testing Accommodations: Y

504 School: [REDACTED]

Testing Modifications: N

Testing Modifications Status: None

Monitor Date: 2/11/2013

Completed by: Erin Neisinger

Source of Data: ☐ Student ☒ Teacher/Staff  
☒ Parent ☒ AdministratorMethods of Data: ☒ Observation ☒ Records Review  
☒ Interview ☒ Testing

| Specific limitations requiring accommodations:   | Reasonable accommodations corresponding to limitations:   | Being provided as designated in plan:  | Impact on identified needs (If "Ineffective," must convene team)   |
|--|---|--|--|
| Auditory attention span adequate when first attempting to learn new information however, he has difficulty when new information is presented to him in rapid succession.             | As the schedule will allow, classes will be scheduled to give him breaks and recovery time before starting new information (for instance, a math class followed by P.E).  | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No<br><b>Notes, Issues, or Concerns:</b> | <input type="checkbox"/> Substantial<br><input type="checkbox"/> Effective<br><input type="checkbox"/> Ineffective |
| Reading and writing are laborious and time-consuming activities for student  | -With student request, class notes will be provided to student<br>- With student request, readings that are not available on-line (for example history, science, & short story) will be recorded for him to listen too while he also "reads" the material<br>-With student request, math problems on tests or assignments should be transcribed or adaptive print copies made giving student adequate space to complete work while writing with large print.<br>-Student may use graph paper to complete assignments or tests | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No<br><b>Notes, Issues, or Concerns:</b> | <input type="checkbox"/> Substantial<br><input type="checkbox"/> Effective<br><input type="checkbox"/> Ineffective |
|  | - With student request, student to be allowed to take verbal tests or have tests read to him. This can take place in the resource room.   | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No<br><b>Notes, Issues, or Concerns:</b> | <input type="checkbox"/> Substantial<br><input type="checkbox"/> Effective<br><input type="checkbox"/> Ineffective |
| Difficulty with executive functioning in relation to planning and carrying out tasks, shifting between tasks, managing course work, and problem-solving to determine time management | -Daily progress on assignments and organization monitored by advisory teacher.  | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No<br><b>Notes, Issues, or Concerns:</b> | <input type="checkbox"/> Substantial<br><input type="checkbox"/> Effective<br><input type="checkbox"/> Ineffective |
| Difficulty with attention and executive functioning during testing or in lengthy tasks   | -Student will be granted additional time to complete tests  | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No                                       | <input type="checkbox"/> Substantial<br><input type="checkbox"/> Effective<br><input type="checkbox"/> Ineffective |

# CONFIDENTIAL

## KPBSD - Monitoring 504 Accommodations

|  |  |   |
|--|--|---|
|  | -With teacher discretion, additional time may be granted to allow student to complete assignments<br>-When appropriate assignments may be shortened with emphasis on mastery of concepts<br>-Student may use spell checker for testing and assignments (not including state testing) | <b>Notes, Issues, or Concerns:</b>  |
|  |  | <input type="checkbox"/> Yes <input type="checkbox"/> Substantial<br><input type="checkbox"/> No <input type="checkbox"/> Effective<br><input type="checkbox"/> Ineffective<br><b>Notes, Issues, or Concerns:</b> |
|  |  | <input type="checkbox"/> Yes <input type="checkbox"/> Substantial<br><input type="checkbox"/> No <input type="checkbox"/> Effective<br><input type="checkbox"/> Ineffective<br><b>Notes, Issues, or Concerns:</b> |
|  |  | <input type="checkbox"/> Yes <input type="checkbox"/> Substantial<br><input type="checkbox"/> No <input type="checkbox"/> Effective<br><input type="checkbox"/> Ineffective<br><b>Notes, Issues, or Concerns:</b> |
|  |  | <input type="checkbox"/> Yes <input type="checkbox"/> Substantial<br><input type="checkbox"/> No <input type="checkbox"/> Effective<br><input type="checkbox"/> Ineffective<br><b>Notes, Issues, or Concerns:</b> |
|  |  | <input type="checkbox"/> Yes <input type="checkbox"/> Substantial<br><input type="checkbox"/> No <input type="checkbox"/> Effective<br><input type="checkbox"/> Ineffective<br><b>Notes, Issues, or Concerns:</b> |

**Soldotna High School Acceleration Plan – "A-Plan"**

Soldotna High School is committed to helping support our students in achieving their academic and long range future goals. The following is an acceleration plan to help assess students in various academic areas. Our focus will be to take students at their current academic level and help support them in developing new tools to use today and in the future.

Student's Name: Name

Grade:

Date of Initial I-team Identification:

Student's Academic Goals:

Student's Future Goals:

Student's Behavior Goals:

\*\*\* Such goals might include passing the SBA/HSGQE, improving one's grade in a class, focusing in on academic areas that might help support the student with their higher education goals and/or help support the student with the move to the work place after completing his/her high school career.

\*\*\*\*\*

*Student's Assessment Data (office use only)*

- 1.) SBA/HSGQE test results: Reading:      Writing:      Math:
- 2.) Attendance: Has attended      of      school days
- 3.) Number of Tardy to class:
- 4.) Current GPA:
- 5.) Other Assessment data:
- 6.) Subject area(s) focus:
- 7.) Current number of credits earned:

*Credit check/guide:    Sophomore = must have 4 credits at beginning of year  
                                 Junior = must have 10 credits at beginning of year  
                                 Senior = must have 16 credits at beginning of year*

\*\*\*\*\*

**A-Plan check list for I-team Coordinators and Interventionists (office use only)**

Pre Mtg date:

Student Conf.

Goals set

Intervention choices selected

Teacher referral form

Parent/Teacher Mtg.

Follow up email with completed A-Plan to teachers

Follow up #1

Follow up #2

Other data and information:

\*\*\*\*\*

**Student Interventions.** "A-Plan" Opportunities for students. Check all that may apply.

41

"A-Team" is an after school tutoring/acceleration program, Monday-Thursday from 2:30-3:30pm in the Library.  
Computers/Library resources available for students use. Certified teacher present. Math teacher on Wednesday.  
Number of days a week:

NOTES:

National Honor Society "student tutoring" support once or twice a week for 30 minutes is available in the library. Extended tutoring needs may result in a small cost factor to the student/parent.

NOTES:

At Home Tutoring support from the family/friends if available.

Day(s) schedule: Time of Day: Tutor's Name:

NOTES:

Weekly grade check with School Counselor, email to teachers

Number of days a week:

NOTES:

Daily planner use and daily/weekly teacher/parent planner check.

Daily planner support person (parent or teacher)

NOTES:

Alter seating assignment in class/es

NOTES:

Ask questions for clarification and help when needed

NOTES:

Visit a teacher during Advisory for help. Teacher/s:

NOTES:

Make up missing work in a timely manner

NOTES:

Credit Recovery class

NOTES:

Reconnecting Youth class

NOTES:

Co-taught Language Arts (9<sup>th</sup> and 10<sup>th</sup>)

NOTES:

Co-taught Math (Algebra A)

NOTES:

KPC, Correspondence Classes, Summer School:

NOTES:

Referral/Access to PCHS Counseling and other school based services

NOTES:

Other interventions:

Schedule a meeting with parents and teacher or all teachers to discuss other interventions.

NOTES:

204



Interventions/Future plans for Seniors

Complete summer correspondence course/s

NOTES:

Complete summer school after senior year

NOTES:

Return to SoHi for a 5<sup>th</sup> year

NOTES:

Earn my GED

NOTES:

Attend Kenai Alternative School

NOTES:

Other

NOTES:

# PowerSchool

## Intervention Edit



|                             |   |
|-----------------------------|---|
| <b>Program</b>              | Intervention  |
| <b>Current Performance</b>  | <p>2/6- Biology on-line is difficult. Stuck on test. Math is also very difficult.</p> <p>2/6- Would like to work in the Oil Field.</p>  |
| <b>Goal</b>                 |   |
| <b>Intervention Area</b>    | Select Primary Focus  |
| <b>Program(s) Used*</b>     | <p>Select one or more programs...</p> <p>After School Tutoring<br/>Class change to all Credit Recovery<br/>Co-taught Math</p> <p>*text area is manually editable</p>  |
| <b>Person Responsible</b>   | Select Person Responsible   |
| <b>Person Prog. Monitor</b> | <p>Select Prog. Monitor</p> <p>*text area is manually editable</p>  |
| <b>Tier</b>                 | Select Tier   |
| <b>Freq &amp; Duration</b>  | <p>Days/Week      Min/Day</p> <p>02/06/2013 (MM/DD/YYYY)</p>  |
| <b>Entry Date</b>           | <p>School Days: 98 (19 weeks, 3 days)<br/>Tardy/Late: 29<br/>Pd. Absences: 126</p>  |
| <b>Follow Up Date</b>       | (MM/DD/YYYY)  |
| <b>Student Steps*</b>       | <p>Select one or more steps...</p> <p>10/9- T has until the end of the quarter to get all grades to 65% or higher with the exception of Physical Science. Physical Science will be dropped and he will go into a CR</p> <p>*text area is manually editable</p> <p>Select one or more steps...</p> |
| <b>Parent Steps*</b>        |   |
| <b>Teacher Steps*</b>       | *text area is manually editable   |

### Cumulative

#### Current

##### Pd. Course

P1 Physic  
P2 Nutriti  
P3 Adviso  
P4 U S Hi  
P5 Algebr  
P6 Adv Ar  
P7 11 Lan

P1 Physic  
P2 Culin A  
P3 Adviso  
P4 U S Hi  
P5 Algebr  
P6 Sculpt  
P7 11 Lan

### Graduate

#### Subject

Math  
Language  
Physical E  
Health  
Science  
Life  
Physical  
Social Stu  
World Hi  
US Histo  
US Gov  
Alaska S  
Art  
Creative  
Practical  
Elective





### Recent

#### Test

Alaska HS  
Reading  
Writing  
Math  
Standard I  
Reading  
Writing  
Math  
Science

#### Test

No Aimswe

|                      |  |
|----------------------|--|
| <b>Comment</b>       | <div>Select one or more steps... </div> <div>2/11-Teacher support<ul style="list-style-type: none"><li>· If done early in English class, use the rest of the time to get world history done. </li><li>· o Seem to respond</li></ul></div> <div>*text area is manually editable</div> |
|                      | <div>2/11</div> <div>Counselor support<ul style="list-style-type: none"><li>· Drop 1st hour Algebra and move him to skjolds last hour class.</li><li>· Add Reconnecting youth class first hour</li></ul></div>   |
| <b>Review Date</b>   | 0/0/0  (MM/DD/YYYY)   |
| <b>Determination</b> | None Selected   |

## Legend

Page Icons:  - Date Entry |

Copyright© 2005 - 2013 Pearson Education, Inc., or its affiliate(s). All rights reserved.