

## Week of September 17 - 21, 2007

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## *September 20 Student Count*

PIP  
MEMO

09/17/07

**to:** Principals  
**from:** Dr. Jill Shackelford, Superintendent of Schools  
**subject:** September 20 Student Count  
**date:** September 17, 2007



As you know, September 20, Student Count Day, is an extremely important day for the school district. It is critical to our financial health that we get as many students to school, and as many applications for free/reduced lunch, as we possibly can. In addition to the work you are already doing, please make sure that you have done the following:

- Called kids to the cafeteria that still have no lunch application on file, and reminded them of the importance of getting an application submitted;
- Sent your campus officer out one more time to round up kids at home;
- Asked staff to make phone calls in order to locate kids; and
- Called local community agencies such as El Centro and asked if they have any names of families just waiting or on hold to get kids in.

I am sure that many of you have additional ideas, and it would be great if you would share them with me, and with your colleagues. The hard work we do now will pay off in additional resources to help our students reach the 2010 Goals. I appreciate all of the hard work that you have been engaged in to this point, and encourage you to continue to reach out to students and their families.

Thanks in advance for all your hard work!

*The Face to Face Contact Requirement  
for the 2007/2008 Year*

PIP

09/17/07

MEMO

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**to:** Principals and Family Advocacy Contacts  
**from:** Lindsey Schneider- Family Advocacy Manager  
**subject:** The Face to Face Contact Requirement for the 2007/2008 Year  
**date:** September 17, 2007



We would like to thank all the principals and administrators who came to the meeting on Thursday September 13<sup>th</sup>. We appreciate the surveys you completed regarding the face to face contact requirement for Family Advocacy. Based on your feedback, we will keep the requirement at two face to face contacts for the 2007/2008 school year. For the students who may be struggling academically and/or behaviorally, obviously more face to face contact with their families throughout the year would be appropriate.

Please do not hesitate to contact your Specialist with questions, concerns or feedback. Thank you for supporting Family Advocacy.

PIP  
MEMO

09/17/07

**to:** All Principals and Building Administrators  
**from:** David A. Smith, Assistant to the Superintendent for Communications  
**subject:** COSTCO Wholesale Club  
**date:** September 17, 2007



Most all of you are familiar with the COSTCO Wholesale Club, or are maybe a member or have visited one of the area locations.

We are happy to say it is that time of year again, when the folks from the Lenexa COSTCO store will be coming to visit our district.

The COSTCO staff would like to come when it is the best time for your school / building. When you receive a call from one of the Marketing Representatives, you can be assured that this has been approved through our Communications Office. Once they set up the date and time that best suits your needs, they will be bringing all sorts of baked goods, for your time together. There will also be an opportunity to sign up for a membership, if you are interested.

If you have any questions, feel free to contact our office at 279-2242.

09/18/07



**to:** Principals and School Test Coordinators  
**from:** Jim Heiman, Assessment Coordinator  
**subject:** Accommodations for ELL and Special Education Students on Local Assessments  
**date:** September 18, 2007

**In general**, accommodations provide students with access to assessments but do not change the construct of what the assessments measure.

**General Guidelines for Special Education Student Accommodations:** Our Special Education Department has advised case managers to write IEPs with the student's needs as the primary consideration, but if accommodations which do not change the construct of the assessment can provide the necessary access and adequately address the student's needs then an accommodation would be preferable to a modification, which would change the construct of what is assessed.

For example, the use of a calculator on a non-calculator portion of an assessment is a modification which changes the construct of the test and either invalidates the score or forces the test to be counted as an alternate assessment. The use of the calculator invalidates the test because a calculator-use-condition was not part of the testing protocol upon which the test norms were built. In other words, the norm group to whom scores are being compared did not take the test using calculators. Therefore, comparing the score of a student who used a calculator under conditions where calculator use was not included in the normative sample would invalidate the terms of score comparison.

The IEP has the force of law. If an existing IEP stipulates that a student takes a local assessment under certain conditions, then those conditions must apply to that particular test. If the conditions are outside the accommodations the test allows for the test to be counted as valid, then the test and the accommodations must be reported to the Assessment Coordinator because the score on that test cannot be considered to be a psychometrically valid score, nor can that score be legitimately included in district or school aggregations. It is, therefore, incumbent on the case manager to determine the accommodations or the modifications that are most appropriate to the needs of the student and that provide the best access to the assessment. Accommodations are preferable to modifications if the level of access is the same ("least restrictive" philosophy).

**General Guidelines for ELL Student Accommodations:** Similar conditions apply to the access which English Language Learners have to the assessments. In general, if the student has received math instruction in English, then he or she should be assessed in English. However, directions and explanations of directions can be given in the native language, but math or reading item stems, answer choices, or reading passages should not be translated by school personnel into the native language.

If, on the other hand, the student has received math instruction in Spanish or is a Spanish-speaking ELL Code 1 who has received no math instruction in English, for example, then the student could take the MAP math assessment which is available in Spanish. Provisions for doing so exist in the MAP local math assessments as well as in the state math assessments. In reading, however, that provision is not offered. Again, students cannot have the reading passage read in the native language, nor can the English versions of the math or reading item stems or answer choices be translated into the native language outside of the official NWEA MAP Spanish language Math test.

In any case, accommodations should be granted only if they occur as part of normal instruction, and, as much as possible, the scaffolding which accommodations offer students should be gradually removed as the student achieves more independence in his or her learning.

Accommodations are available for students taking the Local assessments and the following guidelines apply.

### **Specific Guidelines for SPED Students Eligible for the State Alternate Assessments in Reading and Math**

K-12 students eligible for the state alternate assessments in reading and math will not be required to take the Local Reading and Math Assessments. The Special Education Department is moving towards assessing indicators selected for each testing period (Fall, Winter, Spring) from the Extended Standards and Benchmarks designated in the IEPs of alternate assessment students.

### **Specific Guidelines for ELL Code 1 Students**

#### **Reading**

Code 1 student participation in the reading portions of the local assessment (Letter ID, Sentence Dictation, IRI, and MAP Reading) is not required. Principals, instructional coaches, and ELL teachers may, however, have ELL Code 1 Students participate in MAP for Primary Reading or any other MAP reading test if school personnel deem that a particular reading assessment is appropriate for diagnostic purposes.

#### **Math**

K-2 Code 1 math students should take the MAP assessment in the same accommodated configurations as their Gr 3-12 counterparts. Grade 3-12 ELL Code-1 Spanish-speaking students may take the audio Spanish-version math MAP tests if their instructors deem that test appropriate and if students are either newly arrived in the country or are currently receiving math instruction in Spanish.

### **Other Accommodations**

#### **For K-1-2 Students Taking Letter ID, Sentence Completion, and Informal Reading Inventories the Following Accommodations are Available:**

- Visual magnification for Letter ID and IRI passages.
- The Modified Dictation Task (Follow directions on pp. 44-50 in *All Day K in KCK: Kindergarten Literacy Guide, 2007*) provides visual support, story orientation, and allowance for response in non-English native language, “frontloading” certain language, and reading directions in a non-English language. The sentence completion task itself should be done in English.
- The Burns and Roe IRI should be done in English. Questions may be read to the student in English, but the student must read the passage himself or herself in English.

**If schools have questions** about SPED or ELL accommodations, call the District Assessment Coordinator, Dr. Heiman, at 913-645-3538 (cell) or 913-279-2288 (desk).

## **NWEA MAP Accommodations**

### **Fall 2007**

Pages 8-9 of the NWEA *Proctor Handbook* lists “Allowable Accommodations and Modifications” for students with special needs. These accommodations include the following:

#### Changes in Timing or Scheduling the Assessment

- Extend time.
- Offer frequent breaks.
- Divide testing over several sessions.
- Administer at time of day most beneficial to student.

#### Changes in the Test Directions Read at the Beginning of the Test

- Read or reread directions to students.
- Sign directions for the deaf student.
- Translate directions orally.
- Simplify language in directions.
- Clarify directions.
- Highlight words in directions.
- Use auditory amplification devices, hearing aids, noise buffers, etc.

#### Change in How the Test Questions are Presented

- Read mathematics and science (not reading or language usage) text portions aloud to students.\*+
- Use visual magnification devices.
- Use auditory amplification devices or noise buffers.

#### Changes in How the Student Responds

- Dictate responses to a scribe\*+
- Point to responses for a scribe.\*+

#### Changes in Test Setting

- Test an individual student in a separate setting.
- Test a small group of students in a separate, but familiar location; for example, in a Title 1 room or counselor’s office.
- Minimize distractions,; for example, use a study carrel.

#### Reference and Tools

- Calculator (when appropriate, it is provided on the screen)
- Scratch paper.
- Masks or markers to limit distractions; for example, the student may use a sticky note to move down the screen as he or she is reading.

*\*These accommodations are allowable for Special Education students only.*

*+Scribes, page turners, educational assistants, and other people supporting a student’s test must be neutral in responding to the student during test administration. Assistance in test administration must not be “leading” a student to the correct answer. The student’s response must accurately represent the student’s own choice.*

Students need to be designated Special Education in the special programs file (SPF) to access this information in reports.

## *HORIZON AWARD NOMINATIONS*

PIP  
MEMO

09/19/07

**to:** Administration Staff and Instructional Coaches  
**from:** Tom Petz, Barbara Kirkegaard, and Barb Collins  
**subject:** Horizon Award Nominations  
**date:** September 19, 2007



Administrators and Instructional Coaches:

Last May Anne Balsler-Andrews addressed those who attended the Beginning Teacher/Mentor Celebration. She is the Kansas State Winner of the Horizon Award for 2007. At that banquet you were asked to keep in mind teachers from the 2006-2007 school year who could be nominated for the Horizon 2008 Award. It must be an outstanding teacher whose first year of teaching was completed in KCKPS last year and who is in their second year of teaching. Dr. Jill and the Human Resources Department are sure there are many deserving teachers who have successfully completed their first year of teaching in our district.

In order to submit your nomination, either by email or interschool mail, send a letter no longer than one typed (12 pt) double spaced answering the following question: *What is it that distinguishes your teacher as most outstanding?* We need this ASAP!! October 10<sup>th</sup> is the deadline for the state and we want to give the teacher time to prepare their packet. **Please submit your letter of nomination to Tom Petz, Barbara Kirkegaard, or Barb Collins by 4:30 pm on Monday, September 24.** If you have further questions, please call any one of us and we will help you as much as possible. We feel confident that we have the 2008 winner in our district—but they have to be nominated first!

## *HORIZON AWARD NOMINATIONS*

PIP  
MEMO

09/20/07

**to:** Administration Staff and Instructional Coaches  
**from:** Tom Petz, Barbara Kirkegaard, and Barb Collins  
**subject:** Horizon Award Nominations  
**date:** September 20, 2007



Administrators and Instructional Coaches:

Last May Anne Balsler-Andrews addressed those who attended the Beginning Teacher/Mentor Celebration. She is the Kansas State Winner of the Horizon Award for 2007. At that banquet you were asked to keep in mind teachers from the 2006-2007 school year who could be nominated for the Horizon 2008 Award. It must be an outstanding teacher whose first year of teaching was completed in KCKPS last year and who is in their second year of teaching. Dr. Jill and the Human Resources Department are sure there are many deserving teachers who have successfully completed their first year of teaching in our district.

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## *HORIZON AWARD NOMINATIONS*

PIP  
MEMO

09/21/07

**to:** Administration Staff and Instructional Coaches  
**from:** Tom Petz, Barbara Kirkegaard, and Barb Collins  
**subject:** Horizon Award Nominations  
**date:** September 21, 2007



Administrators and Instructional Coaches:

Last May Anne Balsler-Andrews addressed those who attended the Beginning Teacher/Mentor Celebration. She is the Kansas State Winner of the Horizon Award for 2007. At that banquet you were asked to keep in mind teachers from the 2006-2007 school year who could be nominated for the Horizon 2008 Award. It must be an outstanding teacher whose first year of teaching was completed in KCKPS last year and who is in their second year of teaching. Dr. Jill and the Human Resources Department are sure there are many deserving teachers who have successfully completed their first year of teaching in our district.

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