

THE SPECIAL EDITION



THIS MONTH

Keystone Staff,

As we transition into fall, we want to take a moment to express our heartfelt appreciation for all the dedication and hard work you've shown throughout September. Your commitment to our students and their unique needs truly makes a difference every day. Thank you for your passion and resilience. Let's continue to support each other and our amazing students as we embrace this new season!

Keystone Administrators



SPOTLIGHT

This month we would like to highlight Tia Elam. Tia is a Long Term Sub at JCN elementary and is in school to get her teaching degree. Tia has been working hard to develop relationships with her students and to make sure their needs are met. Tia had concerns about a student's shut down behaviors occurring more frequently. The team came to the conclusion to build play time (such as playing with dolls) into her resource room time. Tia provided the student with materials to create her own dollhouse and is trying to work math into the project. The student has responded to this very well, and everyone is noticing her improved mood! The student has been much more engaged in both the resource room and gen ed, even requesting to complete her science worksheet by herself today without para support. Excellent work, Tia!

RESOURCE

“Time on task” is something that we often discuss at IEP meetings, but what one person is describing may be different than what the other person is understanding. These terms, and the resource attached, (Credit goes to Alaina Hildman) help everyone on the team find alignment.

1. **Time on Task:** This is the total amount of time a student spends actively working on the task or assignment they are given.
2. **Latency Time on Task:** This refers to the time it takes a student to start working after they've been given a task or instruction.
3. **On-Task:** This means the student is focused and engaged in the assigned activity.
4. **Motor Off-Task:** The student is physically distracted, like fidgeting or moving around, but not disrupting others.
5. **Passive Off-Task:** The student is not paying attention but not causing a disruption (e.g., staring off into space).
6. **Disruptive Off-Task:** The student is not focused and is engaging in behaviors that interrupt or distract others, like talking or making noise.

Each of these behaviors helps us understand different ways a student might lose focus.



THIS RESOURCE is a Google sheet (Force Copy) that you can use to collect data for your students' time on task.



- September. 24: Social Work Meeting
- September. 24: Coalition for Drug Endangered Children
- September. 30: Strategic Planning Advisory Councils
- October 1: Speech Language Meeting
- October 2: Autism Team Training
- October 3: ACT Prep
- October 8: Superintendent Meeting
- October 9: Jefferson County Alliance Meeting
- October 10: Douglas/Jefferson Transition Council
- October 15: School Psych Meeting
- October 16: Board of Directors Meeting

PROGRESS REPORTS

The end of 1st quarter is quickly approaching which means it is almost IEP progress report time. It is our responsibility to provide parents/guardians with progress on IEP goals at the same time intervals as general education parents/peers.

Please make sure you give the current data as it relates to each IEP goal and use the type of monitoring that is listed on the goal. If you have any questions, please reach out.

As you may remember, WebKIDSS progress report does have a new look. Take a look at this video to preview and prepare:

[WebKIDSS Progress Reports New Look](#)