

Thank you for all of the wonderfully creative ideas for the title of the newsletter.

The winner is Speech - Language Pathologist Rhonda Nell

Gift card is in the mail!

What if Students don't want Accommodations?

When students refuse to accept their accommodations, we become concerned that we are not fully implementing their plans. Here are some tips from the LRP Special Ed Connection newsletter.

1. Document student's refusal of accommodations. In one school district, teachers document refusals on an "accommodation review worksheet" (sample available at www.montgomeryschoolsmd.org/departments/forms/pdf/270-2c.pdf). This allows teachers to weigh in on accommodations that are effective or those that may no longer be needed.
2. It's the district's duty to provide accommodations. Do not blame the student or the parents for not implementing accommodations. Don't adopt the attitude of, "I'll leave the notes out for him, but if he doesn't take them, he doesn't take them." If the student rejects an accommodation, the team should determine the issue and try to resolve it. Self-advocacy is important, but it doesn't mean "that you put the student completely in charge." Provide and encourage the student to use the accommodations.
3. Gain buy-in from the student. Consider asking students: why are you rejecting the accommodations? Do you think they help you in the classroom? Are you embarrassed to use your accommodations? How can we help?
4. Ensure teachers understand accommodations. For example, a student with preferential seating may not only need to be seated in front, but always near instruction. If a teacher tends to walk around while instructing, she will need to stay in the front of the class to be close to the student. It is important that the teachers understand how to provide the accommodations required.

Contents	
What if Students don't want Accommodations?	1
Coming Soon	1
Notes from ASSEC	2
Celebrations!	2
FAQs	3

Coming Soon...

Something on a Stick Day	March 28, 2013
IEP Saturdays	May 4, 2013
School - based Referral Deadline	April 1, 2013 (no foolin')
SBA Testing	April 2 - 4, 2013
End of Year Paperwork Deadline	May 9, 2013

"We build statues out of snow, and weep to see them melt."

Sir Walter Scott



notes from ASSEC

"I think the highlight of the conference was Michelle Garcia Winner. Her perspective on social skills is amazing. If you ever get a chance to hear her, go! Check out her website: Social Thinking: <http://www.socialthinking.com/>. She has some hidden places to find forms on her site. If this interests you, please email and I'll tell you where to find them. I've already started social skills mapping with some kids and am feeling very positive about the process." *Bobbi Larrivee WJF Intensive Needs*

"There are five types of identified bullying behavior:

- Verbal - which is often quick, direct, and sneaky
- Physical - which is the easiest to recognize due to direct evidence
- Emotional (social) - which is calculated and involves manipulation and gossip
- Sexual - which involves a violation of personal boundaries
- Cyber - which is using technology to hurt and harm another person."

Summarized by Dr. Jerese Kashi, school psychologist from presentation by Stone Soup Group

CELEBRATIONS!

We have a special spot in the newsletter for celebrations of staff excellence and innovation.

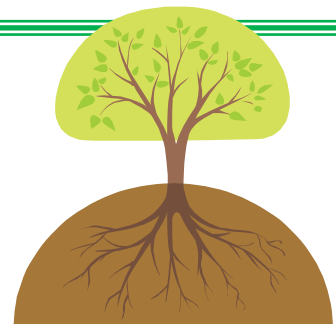
If you know any person or team to celebrate, please let Denise Kelly know!

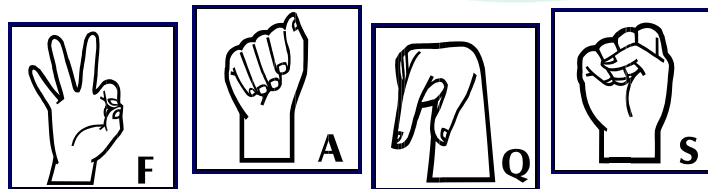
With the guidance and assistance of their school psychologist, Dr. Tim McIntyre, the teachers of KCHS, Lois Bisset, Melisa Frates, Granger Nyboer and Holly Zwink, have incorporated Robert Marzano's & Debra Pickering's book, Building Academic Vocabulary, into their study skills classes. Over the past year and a half, special education students have made gains in their understanding and use of vocabulary in their classes. If you are interested in learning more, contact any of the team at KCHS!!

Hats off to the team at KCHS for pushing study skills to be more than a study hall for students to get their class work done!

Wonder, rather than
doubt, is the root of all
knowledge.

- Abraham Joshua
Heschel





Q: Who contacts the transportation office when students need to have transportation added to or removed from their program?

A: The case manager is responsible.

Q: When I print my IEP, the last line of the PLAAFP cuts in half. What can I do?

A: The most important thing is that you notice that this has happened so that you are not sending it home difficult to read. The best thing to do is to check where the line is cutting off and hit "enter" a few times to move that line down to the next page. Reprint and check again. Repeat until it is a clean line.

Q: What was I supposed to do with that consent for transition agency section on the IEP signature page?

A: By law, we are required to invite transition agencies, as appropriate, to IEP meetings starting when students turn 16 years old. We are also required to have consent to have any agency that we invite participate. The section on the signature page of the IEP is for parents/ adult student to provide their consent. If no transition agencies were invited to the meeting, write "none at this time" on the signature line, and the parent does not need to sign. Please also reconsider the need for a transition agency to be invited for the next meeting.

"One morning I shot an elephant in my pajamas.
How he got into my pajamas, I'll never know."

Groucho Marx



Women's History Month!

