

PUPIL SERVICES UPDATES

the end of the school year has arrived!

Can you believe it is already May? Some may be thinking that the school year just flew by, while others are just so glad that it's over! Wherever you are, Pupil Services hopes that it was a great year for all of you!

Here is a mini-checklist to help you close out the school year:

- ◇ All IEP related paperwork turned in to the district office (May 9 is the deadline!)
- ◇ HSGQE modification applications for fall testing are to be submitted to the state no later than May 21, 2012.
- ◇ Program Exit form for students who will receive their high school diploma or will age out this year need to be sent home with the final quarterly progress reports.
- ◇ Extended School Year paperwork is turned in to District Office.
- ◇ Send 4th quarter progress reports home to parents. (District office will audit the database to ensure that these were completed.)
- ◇ Prepare school files to be forwarded to the next school for students who are transitioning. Keep documentation regarding to which school and person at the school the files were sent.
- ◇ Prep fishing gear – summer here you come!

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Coming Soon...

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| 5/11/12 Elementary Collaboration—Tustumena | |
| 5/11/12 School Psychologist Meeting | |
| 5/17/12 Autism Lecture Series—Special Education Law | |
| 8/16/12 Autism Lecture Series—Facilitating Early Communication Skills | |

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| <u>Dates and Deadlines:</u> | |
| May 9 | All IEP paperwork due to the district office |
| May 23 | Last student day! |
| May 24 | Last teacher day! (Insert preferred exclamation of joy here!) |

Story Champs!

Story Champs is a multi-tiered language curriculum for young children. The program teaches story structure and complex language features necessary for coherent storytelling. A preponderance of research suggests that narrative language supports the development of other language and literacy skills such as social communication, listening comprehension, and eventually reading comprehension.

Several schools in coordination with their speech pathologists are incorporating this program into instruction for students who are already identified for special education services, as well as finding great success with it for students who are currently in the Rtl process.

Ask your school's speech-language pathologist about Story Champs or visit <http://languagedynamicsgroup.com/storychamps.html> for more information.

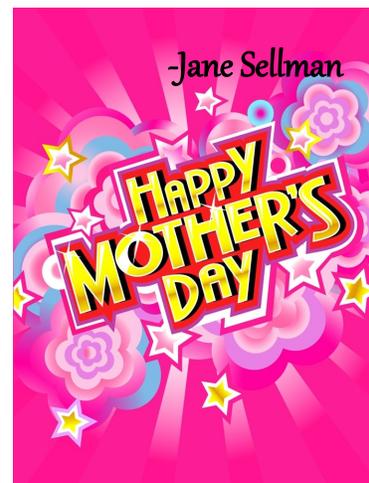


NEXT YEAR...

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| August 8, 9 | New sped teacher training at Skyview This year's new teachers welcome too! |
| August 10 | New teacher orientation |
| September 10-12 | Language! Training |

Secondary teachers: Look for information regarding secondary transition training for the beginning of the year!

"The phrase "working mother" is redundant."





907-714-8881

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"My father didn't tell me how to live; he lived, and let me watch him do it."

~ Clarence B. Kelland

Related Services Corner *Counseling*

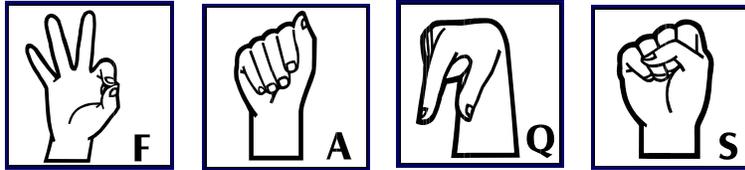
Related Services Corner

Counseling is determined to be a related service when students' social/ behavioral deficits adversely impact their school performance and relationships. Counseling may include direct assistance to students and/ or consultation to those working with them. In order for some students with disabilities to access and receive benefit from their educational setting comparable to their nondisabled peers (i.e. FAPE) and make adequate progress, their skill and knowledge deficits in the social/ behavioral/ school expectations arena must be remediated. In such cases, teams should enlist the help of their school psychologist in assessing the deficits, designing interventions, consulting with others, or directly delivering remediation.

There are many options for delivering counseling services under an IEP. It may strictly involve the school psychologist in a one-on-one weekly counseling session. However, most of the time, it will be a mixture of instructional/ counseling contacts either in an individual or group format along with regular consultation with the student's teacher(s) and/ or administrator to arrange practice or generalization to the broader school environment.

To accomplish goals for counseling, most school psychologists adopt an approach to remediation based on a "learning" model with a skills focus. Since students come to school expecting to learn new skills/ knowledge, learning models of counseling are often more instructional, more palatable to the student in the school environment, and easier to generalize to other school settings like the classroom. Learning-based approaches are also preferred by school psychologists because there is far more research supporting their efficacy. While learning theory is the foundation for conceptualizing many social/ behavioral deficits that require counseling, a problem-solving model is the preferred vehicle for identifying, establishing the scope, designing interventions, and monitoring changes in the behaviors that are the target of counseling as a related service.

Talk to your school psychologist for more information or if you have a student whose social skills deficits or maladaptive behaviors are interfering in their school success.



Q: I want to make sure that I invite all the right district team members to my students' IEPs. How can I be sure I haven't missed anyone?

A: It can be difficult when the student has many providers. There are a couple of suggestions that we would like to share:

1. Always check the Summary of Services page and invite any service that is listed as direct service or consult. Whether consult or direct, related services providers are required at the meeting.
2. Double check the student's schedule in Powerschool—just in case (especially helpful for secondary).

Making sure that the correct people are at the meeting is critical for making a full, legal team for the benefit of a student. Because providers service several schools, always give as much notice as possible. Ideally, you will contact all providers immediately after scheduling with the parent 10 days prior to the date.

Q: What do I need to do when the IEP team requests an assessment for an area outside of the three-year re-evaluation process? For instance, a parent requested an OT assessment (or other assessment) and the team agrees to conduct it. Once the assessment is completed, what do we need to do?

A: The first step is to understand that this situation requires a consent for evaluation. After the completion of the assessment, you would hold a meeting where the assessor will review their report and the team will determine eligibility for the particular area/service or potentially continued eligibility for special education. You would then continue to an IEP meeting to amend the IEP with this new information in the PLAAFP, and determine if goals and objectives and/or program modifications/ accommodations are required. Finish with a Prior Written Notice summarizing the actions to be implemented.

“School's out for summer!”

-Alice Cooper

