Special Education, SESIS and the Role of The Guidance Counselor

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Guidance Counselor Professional Development

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Agenda

Implementation of the IEP and Monitoring of IEP Process – Special Ed. Reform

Role of Mandated Service Provider

Scheduling

SEISIS 101

Q & A
Shared Path to Success
(Special Ed. Reform)
Things to Remember

- FAPE
- LRE
- Servicing Students in Zoned Schools
- Flexible Programming
- IEP Meetings vs. Amendments
Role of Mandated Service Provider

- Active Participants in IEP Development
- Provide Services as per students’ IEPs
- Maintain accurate attendance records
- Report, Report, Report (Consultation, Superintendent and UFT SE Complaint Form)
- Scheduling of students for services
- Develop SMART Goals
Active Participants

- **Mandated Counselors are not mandated participants at IEP meetings**

- **Mandated Counselors must provide feedback.**

- **Mandated Counselors should attend whenever possible and/or appropriate.**

- **Mandated Counselors may be asked to attend IEP meetings if requested by parent.**

- **Mandated Counselors may be IEP case manager for related service only students.**
Provide Services as per IEP

- Services are legally mandated.

- Non-service or under-serve of students violates their rights under their IEP.

- Services should be provided as indicated (frequency, duration, location)
Maintain Accurate Attendance Records

Do not First Attend unless you actually meet with the student.

Complete progress reports as indicated.

Legal Documentation.

Report, Report, Report

Speak to your Immediate Supervisor

UFT Chapter Leader for Consultation

Chapter Leaders bring to UFT District Rep. for Consultation with Superintendent.

File UFT Special Education Complaints.

Speak to your Chapter Leader about Work Load Grievances
Scheduling

- Follow School Guidelines.

- Program Mandated Students First.

- Collaborate with other Related Service Providers.

- Provide Schedule to teacher/provider.

- IT IS ESSENTIAL THAT PROVIDERS ADHERE TO THEIR SCHEDULES (See P-Weekly)
It's SESIS Time!!

https://sesis.nycenet.edu/
SESIS 101: The Basics!

Login

What’s on the Home Page that is Important:
- Your caseload and how to add/delete students
- Emails
- Reports: which are essential for you

Service Capture = Attendance:
- Individual & Group Sessions
IEP Content of the Guidance Counselor

- Student Search
- What are all these Documents!
- The IEP
- Cover Page
- PLOP (Present Level of Performance)
- Recommended Spec. Ed. Services
- Annual Goals: Open School update
IEP Content of the Guidance Counselor, cont.

- BIP/FBA
- Vocational Assessment: 12 yrs and over
- 3rd year review Report
How To Develop SMART Goals
S – **Specific**: What is the observable behavior that the student will do, in a year, that the student is not able to do now?

M – **Measurable**: How will you know when the student has accomplished the goal? What criteria for measurement will you use?

A – **Achievable**: Based on the student’s current level of performance, what is a reasonable and attainable higher level of performance that the student will achieve within one year?

R – **Relevant**: Does the annual goal reflect individual needs identified in the Present Levels of Performance? How does the annual goal relate to the student’s classroom performance?

T – **Time Related**: The evaluation schedule.
Example of Annual Goal

Within one year, Rosemarie will improve her on-task focusing ability by learning to respond more appropriately to redirection and learning to maintain eye contact with a presenter with 70% accuracy as measured by teacher and provider’s observations 1x per report card distribution.

Within one year, Emma will improve her self esteem by learning to identify strengths in her character that will help her succeed academically in 3 out of 4 attempts as measured by teacher and provider’s observations 1x per month.
Q & A