

# Questions from Seminar # 1

1. My AP gave me a student that only speaks Bengali. I told my AP of my concerns of not being able to fully communicate with her due to this language barrier. She told me there is nothing that she can do. The student has a para. The only thing I feel that I can do is bring in the para to work with me. Is this right?
  - The student's para is probably an alternate placement language para. If the IEP states counseling in Bengali and there is no Bengali counselor, then the alternate placement language para can be used for the service.
2. When do I begin to work with my mandated students? I am waiting on the AP Supervisor. She is still waiting for other documents.
  - As soon as school starts. You should not be waiting for documents to begin counseling.
3. What is the mandated quota for Related Services Provider?
  - There is no quota, however, you have to be able to service all the students' counseling needs as per their IEPs and within your scheduled school day. If you are unable to do that and the students are not getting their mandated counseling service as per their IEPs, then the students counseling needs have to be met by another counselor. You may have a workload dispute. Please consult with the UFT on both of these issues.
4. When the last day for see students in June 2016 (mandates?)
  - Students IEP mandates must be fulfilled through the last day of school
5. Can we counsel students during lunch, if we provide lunch?
  - Mandated IEP services should be provided during the students instructional day. The students must have a lunch period.
6. Can we counsel students after school (2:20-3PM)
  - Mandated IEP services should be provided during the students' instructional day.

7. Do we do make-up sessions if student absent?
  - Under all circumstances, whenever possible sessions should be made up.
8. Can we group our student?
  - As per IEP group size indicated on their IEPs. Group work can be done over and above the mandates if appropriate and needed.
9. Should teachers be accountable for checking their students IEPs?
  - Chapter 408 speaks to all GE and SE teachers being give paper or electronic copies of their students' IEPs. They must read them and have someone one that can assist them in implementing the IEPs.
10. How can I pull up all the students in my caseload and see their recommendations: SETSS, etc?
  - In order to see all services for each individual child, this can only be done looking at each individual child's IEP in the "recommended special education programs and services" page.
11. If a student's IEP mandates 1:1 counseling, can that student be included in a group?
  - This will require an IEP team discussion and maybe a change if appropriate for the student. 1:1 counseling must be provided as per the IEP mandate.
12. Should admins request to see your notebook?
  - Administration can request student records from you.
13. How specific should session notes be? Example?
  - If you are referring to the section in SESIS attendance, you should note that you worked towards the specific child's goal. An example would be: Did anger management activity. if this is the counseling goal of that child.

14. Should we have consent from parent to see at-risk students? Is there a form?

- I do not believe there is a consent form. However, parents should always be engaged in these conversations and therefore informed.

15. Can you do push in sessions even through the IEP say separate location?

- IEP mandate must be followed. If appropriate for the student an IEP team can recommend a change of location through the IEP process.

16. Should I be watching pre-k during nap time while the teacher is out to lunch?

- No, School Counselors are not allowed to do classroom coverages for teachers

17. When you have question on the IEP do you speak to the entire IEP team or look for one of the team members?

- Under Chapter 408 someone should be identified to assist all providers with implementation responsibilities/questions. This person is designated by the administration. Changes to IEP recommendations must be made by an IEP team.

18. Can you suggest 2 areas that can improve the ISS support team at my school because I could use more ideas so I can share with my team?

- I would need more information on who is on this team and how it is currently working?

19. If there was a crisis in another state are we able to go there and volunteer?

- Yes, providing that it does not interfere with your work time.

20. When there is a crisis in the school, who is the next person to assist after the principal?

- You should consult your school crisis plan or crisis intervention team.

21. How can counselors deal with request from principals outside of work hours?

- This is something that should be forwarded to the union for specific answers.

22. Should we give teachers our entire work schedules which includes who are not theirs?

- Teachers may need to consult with you on the counseling needs of their students. It is not a bad idea to post a schedule so that they can catch up with you to discuss student counseling needs. Mandated counseling schedules should definitely be shared so that teachers know when the students will be pulled for counseling.

23. When counselor is on a PD, is it provider absent, or provider cancelled?

- I would always consult with the school administration on how they want you to record cancellations and absences. Details can always be written in to the session note section.

24. Are classroom guidance lessons synonymous with advisories?

- No, classroom guidance presentations are done in collaboration with classroom teacher who has given time to stop their lesson and have the guidance counselor push in to present on a guidance related topic. The classroom teacher remains in the room, while the guidance counselor presents. It is a not a prep or lunch for the teacher. Advisories are courses with a curriculum that is to be taught by a classroom teacher. Guidance counselors are to follow the same as the above in pushing in when there is a section that is a guidance related topic.

25. Is there a training document on how to do amendments?

- Please review the students with disabilities page on the UFT website ([www.uft.org](http://www.uft.org)) The IEP process section has a segment on amendments and the link to the Standard Operating Procedure Manual that explains this.

26. Do we have to have parents sign a PWN even if they were at the IEP meeting?

- PWNs have nothing to do with attendance. PWNs speak to recommendations and parents sign initially to consent and afterward to document that they know what has been recommended.