Special Education and the Role of The Guidance Counselor

November 30, 2010
Guidance Counselor Chapter Meeting

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Agenda

- Raise the Bar Campaign
- Role of Mandated Service Provider
- Scheduling
- Development of Annual Goals
Role of Mandated Service Provider

- Active Participants in IEP Development
- Provide Services as per students’ IEPs
- Maintain accurate attendance records
- Report, Report, Report (SE Complaints)
- 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 complete pages 4, 6 and 9 of IEPs.
- Mandated Counselors should attend whenever possible and/or appropriate.
- Mandated Counselors may be asked to attend IEP meetings if requested by parent.
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 (Funding).

Report, Report, Report

File Special Education Complaints when services are not being provided appropriately.

Speak to your Chapter Leader about Work Load Grievances, if necessary.
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)
Develop SMART Goals
If the third or fourth box is checked, the student **must** have a behavior intervention plan.

The student’s need for special structural arrangements, such as a “time out” location and personnel support, such as a behavior management paraprofessional will be indicated here.

This box will be checked “yes” if the student has a behavior intervention plan.
**ANNUAL GOALS AND SHORT-TERM OBJECTIVES**

There will be _____ reports of progress per year using the coding system shown below.

<table>
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<tr>
<th>ANNUAL GOAL:</th>
<th>PROGRESS:</th>
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<th>2nd</th>
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<td>Methods of Measurement</td>
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<td>Progress Toward Annual Goal</td>
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<td>Reasons for not Meeting Annual Goal</td>
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**SHORT-TERM OBJECTIVES:**


**ANNUAL GOAL:**


**METHODS OF MEASUREMENT**

1. Teacher Made Materials
2. Standardized Tests
3. Learning Experiences
4. Portfolio(s)
5. Teacher/Provider Observations

**REPORT OF PROGRESS**

1. Not applicable during this grading period
2. No progress made
3. Progress made
4. Progress made, goal not yet met
5. Goal met

**EXPLANATION OF CODING SYSTEM**

- While a review of your child's educational program occurs every year, please be advised that you have a right to request a review of your child's program at any time.

The student's performance is approaching his/her promotion criteria as set forth on Page 9 of the IEP.

For students who are not anticipated to meet their annual goals and/or promotion criteria: We recommend that the IEP Team be reconvened.

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**REASONS FOR NOT MEETING GOAL**

1. Metro (time needed)
2. Excessive absences or lateness
3. Assessments not completed
4. Other (specify)
Educational Benefit and IEP Annual Goal Development

Present Levels of Performance (PLOP)

Annual Goals

Plan and deliver services

Measure progress (on-going assessment)
S.M.A.R.T Annual 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.
Annual Goals

Present Level of Performance:

Janet has difficulty participating in group counseling activities. She very rarely participates and very rarely initiates conversation.

Annual Goal:

Within one year, during two counseling sessions a month, Janet will increase her fluidity in conversational speech by making 3 relevant remarks in a conversation during a counseling session with 80% accuracy as measured by counselor observation. Counselor will evaluate every 4 weeks.
In addition to Speech, OT/PT and Counseling, you can also have “Other support services” including that of a behavior management paraprofessional, awaiting placement paraprofessional, special transportation paraprofessional, sign language interpreter, cued speech transliterator, and orientation and mobility paraprofessional recorded in this section.

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<tr>
<th>Status*</th>
<th>Related Service</th>
<th>Language of Service</th>
<th>Location**</th>
<th>Sessions/Week</th>
<th>Duration</th>
<th>Group Size</th>
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* Indicate status of recommendation: Initial, Reevaluation, Reorganization.

** Location: School, Home, Community, Other.

- The student WILL PARTICIPATE in State and local assessments.
  - Without Modifications
  - Modified Participation

  Describe modifications, if any, that will be used consistently throughout the student's educational program:

- The student WILL NOT PARTICIPATE in State and local assessments.

  Reason for non-participation:

  Describe how the student will be assessed:

  

- Promotion
  - Standard Criteria
  - Modified Criteria*  

  *Describe the modified promotion criteria:
Q & A