



WELCOME BACK CHILD STUDY TEAM!

2019-2020 SCHOOL YEAR



ICE BREAKER

Who's Who Blizzard!

Today's Agenda:

9:00 – 10:45

- Procedural Information
- Cohort Spreadsheet
- Things to Note

11:00-12:00

- LDTC – Lunch
- Psych, Social, Speech – SEMI Training

12:00-1:00

- Psych, Social, Speech – Lunch
- LDTC – Instructional Support

1:00-3:00

- SGO Training

3:00-3:30

- Questions



SUMMER ASSESSMENT 2019

This summer, you completed 298 evaluations and 81 meetings!

2019 SUMMER EVALUATIONS

SUMMER EVALUATIONS

Evals in Progress
8.0%

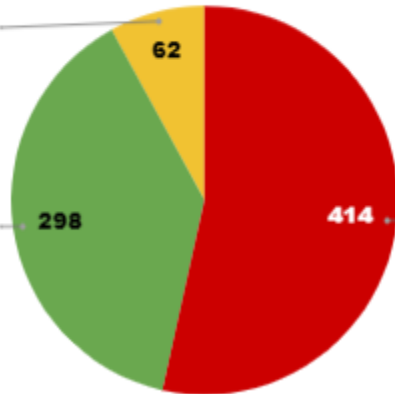
62

Evals Completed
38.5%

298

Remaining Evals
53.5%

414



2019 SUMMER MEETINGS

SUMMER MEETINGS

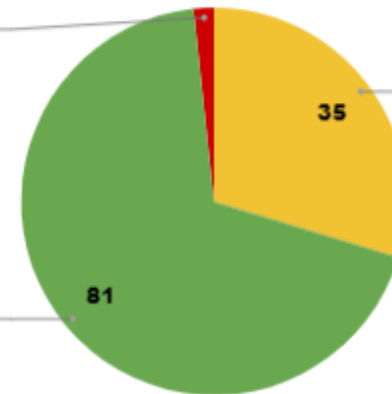
Remaining Meetings
1.7%

Meetings in Progress
29.7%

35

Meetings completed
68.6%

81



TIME MANAGEMENT

CALENDAR BOOKS – LET’S TAKE A TOUR!

○ MONTHLY CALENDAR

- Important Items are pre-filled for you! Cohort/Discipline Meetings; SEMI Logs; GCN Trainings; Due Dates. Year At A Glance in the back of this section.

○ WEEKLY CALENDAR

- Includes Four Week Review. The purpose of the FWR is to help you become more reflective about your work and your time-management. It is not required of everyone, but it is strongly suggested.
- Each week, list your 3 most important tasks. At the end of the week, reflect on your productivity.

CALENDAR TOUR – CONT'D

- PROCEDURE HANDBOOK
 - Includes detailed instructions for completing most basic processes. This will be the baseline for evaluation scores.
- FLOW CHARTS
 - These will help keep you organized and on track.
- CST MEETING NOTES
 - These DO NOT REPLACE entering information in IEP Direct. I should never have a question that you can answer by looking back at your notes.
- COHORT/OTHER MEETING NOTES
 - This includes a pre-meeting checklist. These are the things that you should do before every cohort meeting.

- **WEEKLY CALIBRATION MEETINGS**

- These are mandatory for all.* They occur on the first work day of the week and should take about 15 minutes. You can meet in person or via phone. Each person in the cohort must fill out the calibration form. <https://goo.gl/forms/T59Q7sDBm4c6H1eE2>
- *OT and PT are not required, but can be included if they are available. Any speech therapist who provides services in more than one cohort will rotate.

- **MEETING WITH SELF**

- These are not mandatory for everyone, but are strongly suggested. These meetings are a chance to center your thoughts and reflect on your work.
<https://goo.gl/forms/70COVkjvCCWEayD2>

OUTLOOK CALENDAR / EMAIL

- I WILL BE SENDING YOU A ~~SHITLOAD~~ **LOT** OF CALENDAR EVENTS
 - Accept each event. You can choose “Do Not Send A Response.”
 - Your Outlook Calendar should match your paper calendar/planner.
- Check your Outlook Calendar daily.
 - You can set your calendar up to assign different colors to different events.
- You can set up to To-Do list that will show next to your calendar or email.
 - Click “View” -> “To-Do Bar”



LET'S TAKE A BREAK!

COHORT SPREADSHEET

- **LET'S TAKE A TOUR!**

- If you forgot your password, please contact Tiffany Godette.
 - If you're not able to log on today, please share with a cohort member.
-
- You should be checking the spreadsheet daily.



LET'S TAKE A BREAK!

CHECKLISTS, CHECKLISTS, CHECKLISTS!

- Yes, I know there are a lot. Some are required, some are not.
- **REQUIRED:**
 - Evaluation report checklists. NOTE: Interventions are always required! Do not write “See other report.”
 - Eligibility Criteria
 - 1:1 Para Determination. (If a 1:1 Para is required, the student also needs a behavior plan.)
 - Out of District Worksheet.

Please note that administrators do not “approve” things like tuition placement, 1:1 paras, or more restrictive placements. Those are team decisions. However, the case manager will be responsible for providing appropriate, detailed documentation about those decisions. If district procedures are not followed, the case manager will be held accountable.

- **Speaking of Intakes ...**

- Any student that transfers into CCSD from another state must be reevaluated within 30 days to determine if he qualifies based on NJ Code.

- **Notes about IEPs:**

- Start date can't be before IEP is finalized.
- Start date has to be 15 days after IEP finalization.
-
- IEP should be finalized at meeting.
- ALL dates need to be changed for each new IEP.
- Change meeting/Agreement Reason if you are updating an IEP.
- Reeval timeline starts from date of meeting, not 15 days later.
- If parent wants changes, she has to send in WRITTEN notice.
- New IEP must be created at every eligibility meeting.
- Please do not write ANYTHING in the "Notations" section – this is where the class code goes.

NOTES ABOUT TUITION PLACEMENTS:

- A tuition placement is the second-most restrictive environment available. It should not be taken lightly.
- A tuition placement should ONLY be considered when the student needs a program, accommodations, or modifications that are not available in CCSD. Examples: Student requires a braille curriculum; student requires psychiatric care; student requires intensive medical interventions.
- CCSD already offers:
 - Lower class size
 - 1:1 para; behavior intervention
 - Personal nurse.
- “Mom really wants him to go to Yale” is not an appropriate reason to consider a tuition placement. Additionally, “Student never comes to school” is not a reason to consider a tuition placement.
- Tuition placement should only be considered if the SPED LE has already been involved with the student.

OTHER THINGS TO NOTE:

- All 10th, 11th, and 12th graders who are up for reevaluation must be tested.
- All evaluations uploaded to IEP Direct must be signed (guidance on signing a PDF is available.)
- Make sure everything in the IEP matches. If you mention a program in one section, it must match the program section; behavioral needs/behavior plan must match; needs must match goals.
- Plan out your reevaluations – we should not be holding annual reviews before a reevaluation eligibility meeting.
- Be sure to hold assess/review/revise meetings for students who are struggling. Students should not be facing retention or a move to a more restrictive placement if they have not had any meetings during the year to address their difficulties.

TIME AND ATTENDANCE

- You don't have to wait for approval to take a sick day.
- Some requests must be made a certain number of days in advance – such as personal days, professional days, etc. Check your contract for guidance.
- Graduation days are for when an IMMEDIATE family member (child, spouse, or self) is graduating HIGH SCHOOL or COLLEGE.
- If you take a professional day, you must make the request 60 days in advance and turnkey the information within 60 days.
- There's no "they," there's only me.
- Use the Comprehensive Request Form for things like:
 - Arrived late
 - Need to arrive late or leave early
 - Forgot to punch
- If there is a problem with the Time and Attendance System, contact VU Apps.



QUESTIONS?



GO FORTH AND
CONQUER!



PROVIDING INSTRUCTIONAL SUPPORT

Navigating Difficult Conversations

STUDENT: ASHELY

CLASSIFICATION: GEN ED

GRADE: 2

PLACEMENT: 2ND GRADE GEN ED

ABOUT ASHLEY: ASHLEY WAS EVALUATED BY CST OVER THE SUMMER AND WAS NOT ELIGIBLE FOR SERVICES. HER FSIQ WAS 81, HER READING ACHIEVEMENT SCORE WAS 79, AND HER MATH ACHIEVEMENT SCORE WAS 84. SHE IS CURRENTLY GETTING A D IN MATH AND AN F IN READING. SHE DOESN'T RECOGNIZE BASIC SIGHT WORDS AND CAN'T WRITE A COMPLETE SENTENCE. IN MATH, ASHLEY CAN'T COUNT BY 2 OR 5, AND CAN'T ADD 2-DIGIT NUMBERS. ASHLEY IS VERY SWEET, BUT DOES NOT RETAIN INFORMATION EASILY. SHE DOES NOT HAVE A LOT OF INITIATIVE, AND OFTEN SHUTS DOWN INSTEAD OF TRYING TO TACKLE DIFFICULT SUBJECT MATTER. ASHLEY HAS BEEN IN FOSTER CARE FOR THE PAST 6 WEEKS.

STUDENT: NYREE

CLASSIFICATION: AUTISTIC

GRADE: 5

PLACEMENT: LD MILD/MODERATE

ABOUT NYREE: NYREE HAS BEEN IN SPECIAL EDUCATION SINCE PRESCHOOL. HE IS ABLE TO LEARN (MATH IS EASIER FOR HIM THAN ELA) BUT HE WORKS VERY SLOWLY. WHEN STUDENTS ARE GIVEN 20 MINUTES TO FINISH 10 MATH PROBLEMS, NYREE WILL FINISH 4 – MAYBE. HE TAKES SO MUCH TIME MAKING SURE THAT HIS HANDWRITING IS PERFECT THAT HE CAN'T GET PAST 3 OR 4 WORDS IN AN ESSAY. NYREE IS CURRENTLY GETTING A D IN MATH AND A D IN ELA.

STUDENT: BOBBY

CLASSIFICATION: PRESCHOOL DISABLED

GRADE: PREK-3

PLACEMENT: RESOURCE

ABOUT BOBBY: BOBBY JUST TURNED 3 YEARS OLD LAST MONTH. HE'S NEVER BEEN IN SCHOOL OR DAYCARE BEFORE. HE IS STRUGGLING TO FOLLOW CLASSROOM ROUTINES, AND HAS ABSOLUTELY NO INTEREST IN ACADEMIC WORK SUCH AS COUNTING OR LEARNING LETTERS. HE LOVES TO PLAY WITH BLOCKS AND PLAY OUTSIDE. BOBBY'S SPEECH IS BABYISH AND OFTEN DIFFICULT TO UNDERSTAND. HE HAS A LOT OF TROUBLE ANSWERING SIMPLE QUESTIONS.

STUDENT: JESSINIA

CLASSIFICATION: LEARNING DISABLED

GRADE: 8

PLACEMENT: ICR

ABOUT JESSINIA: JESSINIA IS CURRENTLY FAILING ALL SUBJECTS. SHE DOES NOT TURN IN HOMEWORK, DOES NOT TAKE NOTES, AND DOES NOT COMPLETE IN-CLASS ASSIGNMENTS OR TESTS. WHEN PRESSED TO COMPLETE HER WORK SHE SAYS IT'S STUPID. JESSINIA IS AT LEAST 3 GRADE LEVELS BEHIND; SHE APPEARS TO BE UNABLE TO SOUND OUT BASIC WORDS OR COMPLETE TWO-DIGIT SUBTRACTION. SOMETIMES SHE CAN COMPLETE HER WORK WITH SIGNIFICANT HELP, BUT SHE'S USUALLY UNWILLING TO TRY. JESSINIA HAS TERRIBLE ATTENDANCE; HER PARENT CLAIMS SHE HAS SCHOOL ANXIETY.