

WELCOME!!

Back to School Night 2017



The LHS Child Study Team

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Roles of CST and School Counselor

Child Study Team

- Available to students for questions and concerns
- Point of contact for parents
- Manages the IEP
- Consults with teachers regarding accommodations, goals and objectives
- Provides counseling services as needed
- Supports student transition through the IEP process
- Manage graduation requirements
- Works closely with school counselors to meet student needs

School Counselor

- Available to students for questions and concerns
- Discuss and manage general education courses and electives
- Constructs schedule in consultation with CST/IEP
- Supports student transition through post-secondary planning
- Provides consultation regarding the college process
- Manage graduation requirements
- Works closely with CST to meet student needs

LHS IEP Meetings (what to expect)

Purpose:

- To create an IEP to drive the educational program
- To reflect current strengths and needs

Participants (IEP TEAM):

- Parents/guardians, student, 1 special ed teacher, 1 general ed teacher
child study team member (case manager), related services provider(s)

LHS IEP Meetings (what to expect) -- continued

What is discussed and decided at the IEP meeting?

- Present levels of performance:
 - Includes input from teachers and related services providers
 - Addresses current levels of academic and functional performance (social, behavioral, academic, etc.)
- Annual Goals – address identified areas of skill deficit
- Special Education Program – individualized supports and services
- Parent and student input – your questions, insights, observations
- Transition planning – beginning at age 16 or younger
- Parent concerns

Accommodations vs. Modifications

- Accommodations:
 - Specific changes to how the student learns the material
 - Students learn the SAME material and have the SAME expectations at their peers but the delivery of information is changed
 - Example: preferential seating
- Modifications
 - Specific changes to what the students is expected to learn
 - Example: altering the curricular standards that must be mastered in a given class

SAT / ACT Accommodations

- **What's the difference?**

- SATs – Critical Thinking & Problem Solving, Critical Reading, Math, Writing (3 hours, 50 min w/writing).

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- **ACTs: Content Based - English, Math, Reading, Science Reasoning**

- 3 hours, plus optional essay

- **When do students take these tests?**

- Students tend to take PSAT's in the fall of sophomore or junior year.
- SAT's, and ACT are recommended during junior and senior year

- **How and when to apply for accommodations?**

- We can apply for accommodations for SAT (College Board) freshman year. They will remain with college board for 5 years.
- ACT - Student must register for the test first, then we can apply for accommodations. The student will need to reapply for accommodations each time they register for the ACT.

Transition Planning

- Continues grades 9-12
- Outlines transition goals and services
- Based on individual needs, strengths, skills and interests
- Dedicated section of the IEP that is used to help identify and develop goals which should be accomplished during the current school year to assist with post-high school goals.

Troubleshooting

- Parent concerns
- Reaching out to teachers
- Scaffolding of support expectations through grades

Questions?

