

OCEC CONNECTION

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Annual Reviews - Psychologists' Time

I know most of you are beginning to prepare for and/or scheduling annual reviews. If you are looking for a silver lining the weather should be much warmer by the time you get heavy into the meetings. A few weeks ago I e-mailed a list of reminders for the annual review process. If you didn't get the e-mail please send me a note. When it comes to invitations to the annual review meetings, school psychologists are not required to be at every meeting. If you need or want the psychologist at a particular meeting, be sure to see them in advance of scheduling the meeting so you are certain they will be able to attend. Psychologists are still required to attend all initial and re-evaluations if those are going to be rolled into your annual reviews. This is being addressed to meet time constraints and respect others who are waiting on the school psychologist to complete a report or schedule a meeting. It may not be the best use of the psychologists' time to sit in on annual reviews for students they have not been involved with over the year, or their expertise is not really needed. Again, if you feel it's important to have the psychologist at a particular annual review, see them about scheduling.

As most of you know the Part 226 state rules and regulations have yet to be adopted. The recommended rules were not adopted by the Joint Committee on Administrative

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Regulations (JCAR). Illinois has until June to adopt the rules. So as of today we are still in limbo and should continue to follow the rules as they are currently written. Once the rules are adopted by JCAR, the OCEC and its member districts will have to adopt their own special education rules that will be in unison with ISBE. This adoption will be done jointly through the Cooperative.

Indicator 13

For those of you with students at transition age, I would recommend you begin the IEP with transition. It is now required that you invite the student to be a part of the IEP when developing the transition plan. So I suggest you have a discussion with the student about the process prior to the meeting. This could be done when you conduct the transition assessment. The Federal Government and ISBE are monitoring transition plans and what happens to students with disabilities after they graduate, age out, or leave school. Indicator 13 is the document used to track transition planning. We are required to inform ISBE what is taking place with transition for each student who is age appropriate.

Be sure to complete Indicator 13 when doing transition. Indicator 13 is not a component of the IEP but it does need to be completed and forwarded to the OCEC with the rest of the IEP paperwork.

If you need additional information on Indicator 13, please contact your School Psychologist or feel free to call the office.

Indicator 14

Indicator 14 deals with Summary of Performance. The **Summary Of Performance** is required when a student with an IEP either graduates or ages out of school. The Summary of Performance can be found in IEPware under interim forms; it is called “Ending of Services due to age/graduation”. Be sure to send a copy of the SOP to the OCEC with the rest of the IEP paperwork.

IEP Monitoring Checklist

As you may recall ISBE completed an on-sight monitoring visit two years ago. Early this year we heard from ISBE that all of the changes for improvement submitted by OCEC were approved. One of the requirements is for each IEP to have a monitoring checklist attached. This checklist is to be completed at the IEP meeting. It is intended to make sure all areas of the IEP paperwork sited by ISBE are completed correctly. Someone at the meeting should take responsibility for completing the check sheet. If you don't have the check sheet, please see your School Psychologist or contact the OCEC office for a copy. Again this check sheet needs to be attached to each IEP sent to the OCEC.

Assistive Technology Evaluations

Assistive Technology can have a great impact on a student's learning. An evaluation for assistive technology is often the precursor to what happens next when it comes to technology. However prior to seeking an assistive

tech. Evaluation, it is important to review what you know about the student. The age of the student, what their capabilities are at this time and what the student wants to get from the evaluation are all things that need to be looked at. Assistive Technology is not going to work if the student is not ready to use it. There are many different forms of assistive technology and not all of it has to be high end at the beginning. If you have a question about assistive technology or an evaluation, feel free to contact the OCEC office or have a discussion with the IEP team. The OCEC will work with you on scheduling an assistive tech evaluation if that is what is decided. But keep in mind there are other avenues that might be just as beneficial before getting to an official evaluation.

OCEC Autism Team

The OCEC Autism team is now prepared to take off and start assisting teachers, students and parents. There is a protocol that will be announced in the near future explaining how to access the team and what the steps of support will be. The Autism team wants to share that they will be doing a presentation on the evening of February 15th for the Illinois Literacy Council. The presentation will be at Jefferson Elementary School in Oregon and the topic is “Autism and Literacy”. The Autism team is going to be a valuable resource and I would encourage you to take advantage of what it has to offer. If you have questions feel free to call Mike Papini at the OCEC office.

Testing Accommodations

With ISAT and PSAE testing coming up, I want to remind staff about the

requirements associated with accommodations and the IEP. Testing Accommodations need to be written into a student's IEP. The accommodations need to be such that they have been used throughout the year when necessary; and not a last minute decision to assist with these particular tests. Accommodations generally fall into one of four categories:

1. **Presentation:** These allow students to access information in ways that don't require them to visually read standard print. These alternate modes of access are auditory, multisensory, tactile, and visual.
2. **Response:** These allow students to complete activities, assignments and assessments in different ways; or to solve or organize problems using some type of assistive device or organizer.
3. **Setting:** These change the location in which a test or assignment is given or the conditions of the assessment setting.
4. **Timing and scheduling:** These increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.

Keep these in mind as you prepare for upcoming assessments as well as when you address this section at the annual review IEP.



The *OCEC Connection* is now available on OCEC's website at: www.leeogle.org/ocec