

Connections

Linking school professionals who support student achievement

Connections Spring/Summer 2005

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Connections, Spring/Summer 2005

"Diversity is Not a Four-Letter Word"

By Jo Anne Gearhart, Editor

All students have a right to a quality education. A quality education is best provided by *healthy* schools which ensure the optimum environment for student learning. *Healthy* schools challenge all students to do their best and strive for learning excellence. *Healthy* schools value each individual's unique qualities and contributions. *Healthy* schools teach all students to respect differences, promote tolerance and value diversity. *Healthy* schools find ways to promote inclusiveness and cultural understanding.

Sounds pretty basic, standard, and indisputable, huh? Inalienable, irrefutable? Universal Declaration of Human Rights and all that? Are you thinking, "Duh, who doesn't agree with that?" Yet, apparently, these values are subject to debate and controversy. Not everyone believes that basic human rights belong to all - regardless of race, ethnicity, religion, gender, disability or sexual orientation. I'm always utterly mystified about how controversial the concepts of diversity, multiculturalism, inclusiveness are . . . even, sadly to report, among educators. Just note the controversy around the Anti-Defamation League's "We Are Family" video for children (see article elsewhere in this newsletter).

Our primary responsibility as teachers, administrators, and special service providers is to promote the educational achievement of all students to their highest potential. All of who they are – not just the parts that read, write, speak and calculate. Why? Because the **cognitive** parts of who they are but one part of the formula of learning – students are also involved emotionally, socially, physically and culturally. If this "core" of who they are is not recognized or regarded, then can they be expected to learn or achieve to their fullest potential? Education falters for the student who is not seen as having essential worth. Educational "failure to thrive" is the more probable outcome. If we are truly "leaving no child behind," can we afford to ignore the inherent diversity in each student and in all of us? I don't think so. Embracing diversity is one of the best endeavors we can undertake to help students learn.



Birth-Kindergarten Communication Guidelines Update

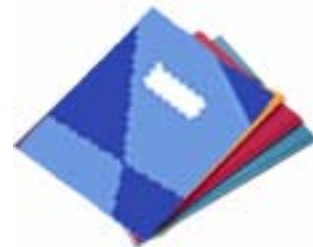
By Karen L. Kelly, CDE Supervisor/Speech-Language Consultant

The Colorado Department of Education (CDE) Speech-Language Advisory Council (SLAC) is conducting state-wide peer reviews of the latest DRAFT of the *Birth-Kindergarten Communication Guidelines*. The purpose of the on-going peer review is to gather data and constructive guidance for the development of this important document, which originated in 2001 following speech-language-pathologists' ethical and practical concerns regarding the practice of utilizing the existing *Colorado Communication Rating Scales* for young children. At that time, SLPs, and other professionals who provide services to young children with communication disorders, requested guidelines that would assist them in using professional judgment in determining eligibility and service delivery for special education.

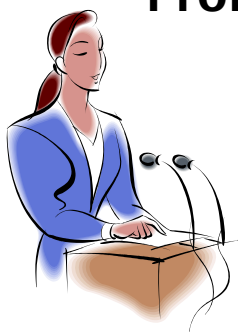
To date, the reviewers have included representatives from Part C and Part B, as well as Child Find Coordinators, Early Childhood Special Educators and Speech-Language Pathologists. The next web-based review was held on March 29, 2005. Additional reviews are scheduled to April 26, 2005 10-12 pm in Montrose at the Montrose Chamber of Commerce and April 28-29 at the Spring Special Education Director's Meeting in Denver.

While the expected publication date for these guidelines is still a year away, the Speech-Language Advisory Council is hopeful that the open peer review process will generate rich discussions among the wide range of professionals who serve young children in Colorado. The Council is optimistic that the final document will represent the best of what we know in terms of evidence-based practices in the prevention, identification and intervention of communication disorders. For more information about attending a review or to offer constructive guidance to assist in the guidelines development process- contact Karen L.

Kelly Kelly_k@cde.state.co.us.



Summer Mental Health Institute to Feature Prominent National and Local Speakers



The 2005 Summer Mental Health Institute: **“Partnerships to Promote Positive Social-Emotional Competence”** promises to be an

exciting opportunity for school psychologists, social workers and other related services providers to hear from a wide range of experts in the area of socio-emotional competence. The institute will take place on June 9 & 10, from 8:30 a.m. until 3:30 p.m. at the Lowry Event Center, located at 9026 E. Severn Place, Denver, CO 80220.

The keynote speaker on June 9 will be Dr. Hill Walker, professor of Special Education and Co-Director of the Institute on Violence and Destructive Behavior at the University of Oregon. He will present on both “Overcoming Pathways to Destructive Outcomes by Enhancing School and Social-Emotional Success” and “Evidence-based Early Intervention across Home and School Contexts.”

The June 10 keynote, “Supporting Social Emotional Competence and Preventing Challenging Behaviors in Children” will be delivered by Dr. Mary Louise Hemmeter, associate professor in Special Education at the University of Illinois, whose research is related to promoting early effective instruction, social-emotional development and preventing challenging behavior.

Breakout sessions on the second day include a wide range of speakers that will address early intervention and prevention, play-based approaches, social-emotional interventions, intentional family-centered practice, mental health in young children, etc.

1 CEU credit will be offered through UNC. Registration for 2 days will be \$80.

The institute content was designed to respond to needs expressed by a “Futures in School Psychology” survey conducted in the fall of 2004. In addition to RTI, school psychologists reported a strong need for training on evidence based practices related to socio-emotional competence.

In addition to CDE and the University of Denver, other sponsors contributing to this year’s institute include JFK Partners, Project Bloom and the University of Northern Colorado.

Registration materials are anticipated to be available by the end of April. Please check the CDE School Psychology web page. Information will also be sent to Special Ed. Directors as soon as it is available.



For more information, please contact Joni Kohlman at jwiener2@du.edu or Barb Bieber at bieber_b@cde.state.co.us.



**Announcing:
The Collaborative Assistive Technology
Conference
June 9-11, 2005 at the Westin - Westminster**

The Collaborative Assistive Technology Conference of the Rockies, will be held June 9-11, 2005 in Westminster, Colorado at the Westin Hotel. Attendees will learn about local and national perspectives on state-of-the-art assistive technology devices and services. Don't miss the largest assistive technology conference in the Rocky Mountain Region, with attendance estimated at over 600. With over 70 sessions geared toward every age and disability, there is something for everybody! Presenters are among the most respected in their fields. This conference is co-sponsored by the Colorado Department of Education, SWAAAC teams and Assistive Technology Partners, a division of the University of Colorado Health Sciences Center, Department of Rehabilitation Medicine - NIDRR Grant #H224A0014

The goal of the conference is to enhance the quality of life for individuals with disabilities through the appropriate selection and use of assistive technology. Anyone with an interest in assistive technology devices and services is welcome. Breakout sessions will focus on funding issues and legislation, education, employment, hands-on assistive technology training and the design and development of low tech adaptive devices.

This conference is designed for people with disabilities and their families, special educators, teachers, government agency representatives, occupational & physical therapists, speech-language pathologists, public health administrators, legislators, rehabilitation counselors, employers, insurers, or anyone who needs up-to-the-minute information about technology devices and services.

Cost of the Conference

Thursday Pre-conference Sessions Only: \$90 or \$115 (after April 29)

Friday & Saturday Conference Sessions: \$180 or \$230 (after April 29)

Thursday, Friday, & Saturday: \$270 or \$345 (after April 29)

Friday or Saturday Only: \$90 or \$115 (after April 29)

The deadline for early registration is April 29, 2005. **Register Early** and save!

To register online, go to <http://www.uchsc.edu/atp/conf2005/conf2005main.htm>.

Hotel Reservations

Make your hotel reservations by phone or online. By phone, call 1-800-WESTIN-1 (937-8461) or 303-410-5000. Be sure to mention the " Assistive Tech Conference". The conference rate for single and double occupancy is \$112.

To register online, go to: <http://www.uchsc.edu/atp/conf2005/www.westin.com/westminster>
(In addition to booking rooms, you can view a slide show of the hotel and general hotel information).

School Psychology News: Retention

By: Sharon J. Llewellyn
CDE BEST Contact Person

As spring approaches, teachers begin to look around their classrooms and wonder if they have students who should be retained. There are a variety of things teachers need to consider when attempting to determine if a student is a good candidate for retention.

The National Association of School Psychologists (NASP) suggests that there are some serious potential impacts that should be taken into account when a student is being considered for retention:

- ✓ While there may be initial achievement gains when a student is retained, the achievement gains decline within two or three years.
- ✓ Research has not been able to show that there is a positive impact on self - esteem or school adjustment for students who have been retained.
- ✓ Students who have been retained have also been shown to exhibit an increase of behavior problems.
- ✓ A negative impact on all areas of achievement and socio-emotional adjustment has been documented by research on grade retention.
- ✓ Secondary students who were retained in kindergarten are more likely to drop out of secondary school than are students who were not retained.

On an individual level there are some situations in which retention is less likely to be detrimental to the student; however, research has been unable to predict which students will benefit from being retained. Students who have positive self concepts, good peer relationships, and social, emotional,

and behavioral strengths may make better candidates for retention. Students who have missed a great amount of the school year due to health or mobility problems may also benefit from retention, as long as those problems have been resolved. Retention is more likely to be positive if the students who are retained receive remedial instruction in their areas of deficit.

NASP also has some recommended alternatives to retention:

- ✓ Encourage parental involvement
- ✓ Adopt instructional practices that will facilitate progress in all classrooms and for all students
- ✓ Use strategies to reduce problem behaviors in the classroom
- ✓ Implement school-based mental health programs
- ✓ Use school - wide programs to enhance all students' social and academic skills
- ✓ Provide early reading programs
- ✓ Utilize progress monitoring to help guide instruction
- ✓ Offer extended programming to facilitate the development of academic skills
- ✓ Use student support teams to identify problems and interventions, and monitor the effectiveness of the interventions

Reference:

National Association of School Psychologists (2003). *Position statement of student grade retention and social promotion*. Bethesda, MD: Author.

COMMUNICATION SUMMER INSTITUTE
CSI: Breckenridge 2005 - June 29-July 1, 2005



"Assessment:

It's More Than Just a Test"



CSI: Breckenridge will provide speech-language pathologists and special education teachers with current information relevant to the reauthorization of IDEA 2004. Presenter **Judy Montgomery**, professor of special education and literacy at Chapman University in Orange County, CA states "In the field, we've been disillusioned and we're questioning our diagnostic techniques, our tests. Responsiveness-to-intervention (RTI) is tantalizing- it's one of the most exciting areas of service delivery that I've seen in past 30 years" (ASHA Leader, March 2005). Presenter **Barbara Moore-Brown** concurs that the changes to IDEA, the accountability requirements of NCLB and considerations of evidence-based practices have created challenges as well as opportunities for general and special educators to redesign professional roles and responsibilities. All participants will attend sessions with Montgomery and Moore-Brown and will then have a choice of attending Early Childhood/Elementary sessions with **Laura Justice**, professor at the University of Virginia, Preschool Language and Literacy Lab in Charlottesville, Virginia OR K-12 Curriculum sessions with **Teresa Ukrainetz**, professor of Communication Disorders at the University of Wyoming.

For more information go to the Colorado Speech-Language-Hearing website www.cshassoc.org

WHEN: June 29, 30 and July 1, 2005

WHERE: The Village in Breckenridge, Colorado (special institute lodging rate- bring the family) www.villageatbreckenridge.com

WHO SHOULD ATTEND: Speech-Language Pathologists, Speech-Language Pathology Assistants, Special Education Teachers, Special Education Coordinators and Directors; Early Childhood Special Educators; School Psychologists, Principals and Related Service Providers

COST: \$100 for all sessions, some meals, and all materials; student rate \$80.00; if an SLP attends with a team member (another discipline) then both will receive free CSI: Breckenridge t-shirt!!!!

TO REGISTER: Download, print and complete the registration form and send it with your \$100 registration fee (payable to CSHA) to the Colorado Speech-Language-Hearing Association P.O. Box 345 Sedalia, CO 80135-0345.



NEW! SOS Signs of Suicide® High School Booster Program

Screening for Mental Health announces the addition of a High School SOS Booster program. The SOS High School Booster program is a "refresher course" for

college-bound seniors and for students moving away from home. In one class period, it reinforces the teaching points of the original SOS program, while helping to prepare seniors for mental health situations that may arise after graduation. The kit includes a 15 minute video and discussion guide, screening forms, educational materials, and a new resource for parents.

The original SOS High School Suicide Prevention Program has been found to reduce suicide attempts by 40% in high school students exposed to the program, according to the American Journal of Public Health (March, 2004). The SOS program is the first school-based suicide prevention program to show a reduction in suicidal behavior in a randomized controlled study. SOS is a program of the non-profit organization, Screening for Mental Health, Inc.

For more information, visit www.MentalHealthScreening.org or call the SMH office at (781) 239-0071.

From SSWAA...

1. Weyerhaeuser Family Foundation Children's Initiative

The Weyerhaeuser Family Foundation Children's Initiative provides funding for local programs that strengthen the social, physical, intellectual, and emotional functioning of young children in significant and measurable ways.

<http://www.healthinschools.org/grants/ops247.asp>

2. The William F. Goodling Even Start Family Literacy Program

The Association of Schools of Public Health (ASPH) announces a request for applications for the MetLife Foundation-ASPH Healthy Schools Initiative (HSI). The HSI is a project that strives to encourage collaborations between the accredited schools of public health and local public school systems to foster healthy behaviors in youth.

<http://www.healthinschools.org/grants/ops245.asp>

Many things can wait.
Children cannot. Today
their bones are being
formed, their blood is
being made, their senses
are being developed. To
them we cannot say
"tomorrow." Their name
is today.

Gabriela Mistral (Chilean teacher
1899 - 1957)



*Announcing the CSCA
Summer School Counselor Institute
"Transforming School Counseling"
by The Education Trust
June 13th, 14th, & 15th - 8am- 4pm
University of Colorado, Colorado Springs*

The Colorado School Counselor Association is proud to host the first School Counselor Summer Institute. This Institute is a workshop series designed to help school counselors connect to school reform and become an integral part in creating an equitable education system.

The three-day School Counselor Institute will include education on the ASCA National Standards and how to implement these standards into individual school and into school districts. The training will provide school counselors with the skills and knowledge necessary to function as effective leaders and advocates in the standards-based reform movement leading to academic success for all students.

Dates of the Summer Institute: June 13, 14, 15

Where: UCCS Cost: \$295 per person

Who: School Counselors, School Counselor Educators, Administrators, School Counselor Supervisors

Teams encouraged to attend (one person attends free with four paid registration from each school/district)

Graduate Credit: 3 hours from UCCS - Tuition: \$195 (registration for class available at the Institute)

Housing: UCCS Dorms \$38 private room/per night—\$65 with all meals included

\$23 two-person per room/per night—\$50 with all meals included

\$28 four-plex room with individual bedrooms/per night—\$55 with all meals included

Contact: Gayla Gallegos at ggallego@ucces.edu or at 719-262-3471.

Meals: Continental breakfast included, other meals on your own (lunch & dinner available at UCCS listed above)

"Transforming School Counseling" by The Education Trust

The Education Trust, a non-profit organization, works for the high academic achievement of all students at all levels, kindergarten through college. Central to the work of The Education Trust is closing the "achievement gap" that separates low-income and students of color from other youth. The basic tenet of the organization is that all children will learn at high levels when they are taught at high levels.

The Education Trust believes that school counselors are ideally positioned to create opportunities for all students to define and reach high academic goals. Yet until now, little has been done to prepare future school counselors to serve as advocates for all students and especially students of color and low socioeconomic status.

Registration for School Counselor Summer Institute

Name _____

Email: _____

School Name _____

Team members names (if applicable):

School District _____

Home address _____

City/State/Zip _____

Home Phone _____ School Phone _____

Check one below:

Attending Summer Institute \$295 Individual Team Member

Attending as fifth member of school/district team

Send this form with check made out to CSCA for \$295 to Don Crow, P.O. Box 217, Wray, CO, 80758.

Music and O&M

By Linda Witte, CSDB O&M Instructor

What's all the "Buzz, Buzz, Buzz" going on the School for the Blind Auditorium with lively music, loud singing ...and Orientation and Mobility?

Take one seasoned O&M teacher, one gung-ho music teacher, add 5 upper elementary students with a range of visual, developmental, and motor abilities, and you have a fun recipe for teaching movement, rhythm, and music. The last things these kids do is stand still and perform like polite little robots- they're more like the singing Wolendas.

Most teachers certified to work with students with visual impairments (TVIs) and O&M instructors know the reinforcing nature that music has on our population of students with visual impairments. Focusing on this idea, the CSDB music teacher, Julie Novak, and I created a combination O&M and music class which we call "Movement and Music." Our class pairs concepts and sensorimotor skills that O&M instructors are forever emphasizing with energetic music to create a fun atmosphere for the students to learn.

Our lessons emphasize activities with body imagery, rhythm, spatial awareness, sound localization and discrimination, laterality and directionality, gross motor and fine motor skills, and basic concepts. We incorporate activities that challenge students to change position, speed, elevations, and directions. We've explored gestures and emotions, climbed "mountains," walked like elephants, and built bridges to the tunes of Ella Jenkins, Greg and Steve, Mozart, and "Carnival of Animals." Some of our favorites are "Buzz, Buzz, Buzz" by Laurie Berkhart and great folk songs like "Going On A Bear Hunt," "Jump Jim Joe," and "Aunt Dinah's Gone."



Julie has a strong interest in music therapy and has a knack in finding just the right music or song for every activity we try. Julie has incorporated many of our activities into her other classes of students with visual impairments and has even modified activities to use with her students who are deaf.

I have found this Movement and Music class to be a great way to teach students concepts that may otherwise become mundane. This program has become a wonderful atmosphere for motivating our students.

Attention ASHA members... Register by *May 16th* and save **\$30!**

Clinical Decision Making in Schools

July 8-10, 2005

Indiana Convention Center, Indianapolis

Accommodations at The Westin Indianapolis

<http://www.asha.org/about/events/schools/>

Hear from respected speakers on the issues that you face every day. The following is just a sampling of this year's sessions:

Response to Intervention	Barbara Ehren
Written Language Assessment & Intervention	Kenn Apel, Bonnie Singer
Severe Speech Sound Disorders	Rebecca McCauley
Language & Literacy Assessment: Best Practices	Nickola Nelson
Resonance Disorders & Velopharyngeal Dysfunction	Ann Kummer
Designing Learning Supports for Students With Social Learning Disabilities	Emily Rubin
Recognizing & Managing the Child With ADHD	Donna Geffner
Management & Treatment of Auditory Processing Disorders in Children	Donna Geffner
Executive/Self-Regulatory Functions & Communication	Mark Ylvisaker

These sessions, and many more, all emphasize evidence-based practice in the real world of clinical decision making in schools.

Register by *May 16th* to receive the early bird discount!

For full conference information and registration, visit the Web: <http://www.asha.org/about/events/schools/>

Register today for the ASHA conference that's all about speech-language pathology in schools!



Learning to love and accept ourselves is basic to human education. So is learning to language emotion in a positive way. ultimately when we learn to truly love and accept ourselves, we'll be able to live well and love each other and every thing we encounter.

Barbara Hoberman Levine, Your Body Believes Every Word You Say



**cde COLORADO DEPARTMENT OF EDUCATION
Open Position Opportunity**

- POSITION:** Social Work/Mental Health Senior Consultant
Exceptional Student Services
Office of the Deputy Commissioner
Position #1106
- ANNUAL SALARY RANGE:** \$50,000 - \$63,000 based on education and experience.
- APPLICATION PROCEDURE:** Submit a **cde** Employment Application, letter of interest and resume to:
Colorado Department of Education
Human Resources Unit
201 E. Colfax Ave., Room 103
Denver, CO 80203
303.866.6815
Fax to 303.866.6722
Email to kispert_w@cde.state.co.us
To obtain a Colorado Department of Education Employment Application, visit our website at <http://www.cde.state.co.us/cdemgmt/HR/jobs.htm>
NOTE: All materials submitted should be current and specifically address the qualifications for this position.
- CLOSING DATE:** Applicant materials must be received by 4:00 p.m., Friday, May 20, 2005.
- CONDITIONS OF EMPLOYMENT:** Selected applicant is an employee at will.
Direct deposit of paychecks is required.
Smoking is not allowed in the State Office Building and is allowed only in designated areas outside the State Office Building.
Selected applicant must comply with the Colorado State Board of Education's Drug-Free Workplace policy.
As required by the Immigration Reform and Control Act (IRCA), the selected applicant must verify, within 72 hours of employment, his/her legal right to be employed in the United States.

cde is an Equal Opportunity Employer and does not discriminate for or against any applicant based on age, race, color, religion, sex, national origin, political affiliation, or disability.



Social Work/Mental Health Senior Consultant Position #1106

Broad Scope of Position: This Senior Consultant position will provide leadership and coordination for School Social Work, Mental Health Services, and Behavior interventions in Colorado.

Preferred Experience/Knowledge/Ability:

1. Understanding of Special Education Policy and Procedures for children/ students with disabilities, ages birth to 21 years.
2. Knowledge of school organizational structures, which include shared decision-making and family/community involvement strategies that lead to services to young children that are based on scientific research.
3. Knowledge of school social work and mental health best practices as well as an awareness of resources and agency linkages across the state.
4. Knowledge about identification and intervention with students who have social and behavioral needs.
5. Ability to provide training on special education to a variety of audiences.

Minimum Qualifications:

1. Master's degree in School Social Work or related field.
2. Experience in Special Education in the school setting.
3. Willingness and ability to travel.
4. Individual will be required to work out of the CDE Office in Denver.

Major Duties and Responsibilities:

1. Assist in the statewide monitoring of Special Education.
2. Develop materials and provide training on social work and mental health issues based on scientific research.
3. Participate in providing leadership on behavior interventions and the implementation of positive behavior supports for students.
4. Work collaboratively across units within the CDE and agencies on issues related to Special Education, primarily in the areas of school social work and mental health
5. Provide leadership on the use of data in making educational decisions.
6. Other duties as assigned.

CONNECTIONS NEWSLETTER MAKING A CHANGE!

This will be the last "hard copy" mailing of the Connections newsletter. In an effort to be cost-effective, the newsletter will be solely posted on the related services website <http://www.cde.state.co.us/cdesped/RSS-Connections.asp#CONN> effective fall of 2005. Every effort will be made to communicate each posting with all school-based related service providers via the separate related services (discipline specific) listservs and email distribution lists. For those disciplines without an electronic "connection", a post card will be mailed to announce the posting of the newsletter. We thank you for your patience as we move to an exclusive electronic format. Please continue to be in touch with your discipline-specific consultant on your newsletter needs. We want Connections to be an ongoing communication and update tool for you!

5th Annual Colorado Deaf Education Summer Institute

June 20 – 24, 2005

Lion Square Lodge - Vail, Colorado

Workshop 1
Progress Monitoring and Instructional Planning
 June 20-21, 9am-noon; 1:30-5:30pm
 Instructors: Susan Rose, Ph.D. &
 Patricia McAnally, Ph.D.
 University of Minnesota

Workshop 2
**Portfolios for Student Growth: Collect,
 Reflect, Decide, Achieve**
 June 22, 9am-noon; 1:30-5:30pm
 Instructors: Susan Jacoby,
 & Matt Goedecke, Gallaudet University

Workshop 3
Visual Phonics
 June 23-24, 9am-noon; 1:30-5:30pm
 Instructors: Bettie Waddy-Smith, Clerc Center/
 Gallaudet University
 & Vanessa Wilson, Montgomery
 County (MD) School District

Lodging
 Lion Square Lodge
 660 W. Lionshead Place
 Vail, CO 81657

Participants are responsible for their own reservations and housing. Call the Lion Square Lodge at 800-525-5788. Please indicate CDE when making your reservations. The block of rooms will be held until May 19, 2005.

Lodge Room (sleeps 2)	\$125/night
1 Bedrm (sleeps 2)	\$135/night
1 Bedrm + loft (sleeps 4)	\$190/night
2 Bedrm/2 Bath (sleeps 4)	\$205/night

All rooms include bedding/linens. Condos have an additional sleeper sofa in the living room as well as full kitchen, fireplace, deck and grill. There is also a heated pool and hot tubs. Campgrounds are available in the area for those who wish more rustic accommodations!

Registration Form

Participation is limited for all sessions – Register early

Name _____

Home Address _____

City _____ State _____ ZIP _____

School District/

Employer _____

Phone _____ email _____

Accommodations Needed: Sign Language Interpreter ___ Other _____

Fees:	in-state fee	out-of- state fee
Workshop 1 (June 20-21):	\$70	\$85
Workshop 2 (June 22):	\$35	\$45
Workshop 3 (June 23-24):	\$70	\$85

Total Fees Paid:
\$ _____

To register: Complete and mail a copy of this form with your check, payable to the Colorado Department of Education, to: Sharron Fieber, CDE-ESSU
 201 E. Colfax Ave.
 Denver, Co 80203

Keep a copy of this form for your records as confirmation of registration.

About the Courses

Progress Monitoring and Instructional Planning

This two day workshop will include an overview and examples of progress monitoring strategies including curriculum based assessments, mastery monitoring (MM), and Curriculum-Based Measurements (CBM). Guided practice and instructional planning will be provided in the areas of pre reading, reading, writing and math – computation skills using CBM. Strategies for the development of content specific progress monitoring approaches will be discussed and demonstrated. Two discussion/ problem solving breakout sessions will be available for teachers of deaf and hard of hearing students currently using CBM measures. Two alternative breakout sessions will focus on scientifically based reading and writing strategies.

Instructors: Susan Rose, Ph.D., Professor, University of Minnesota
Patricia L. McAnally, Ph.D., Lecturer, University of Minnesota

Portfolios for Student Growth: Collect, Reflect, Decide, Achieve

“How do I know what my students are thinking about themselves?”, “What evidence do my students have that they are ready to meet the challenges of life?”.

Portfolios For Student Growth (PSG) is a powerful tool for analyzing, assessing, and promoting student awareness and academic growth. PSG is based on the idea that students take an active part in their learning by exploring knowledge about themselves over time. It is through the portfolio process that students focus on essential aspects of their transition process: self-awareness, reflection, goal-setting, and decision-making. These skills are critical for life-long self-determination, independence, and success. PSG is a holistic portfolio experience that incorporates a *student-directed process* and an *outcome-based product*. The 3-part approach to portfolio development is used at the Model Secondary School for the Deaf (MSSD) and is in development at Kendall Demonstration Elementary School (KDES). These demonstration schools are a part of the Laurent Clerc National Deaf Education Center at Gallaudet University. The workshop will be an interactive experience for participants. Through individual activities and session discussions, participants will have an opportunity to explore the value of student portfolios and apply concepts to their individual programs and services.

Instructors: Susan Jacoby, M.A., Clerc National Deaf Education Center, Gallaudet University
Matthew Goedecke, Curriculum Coordinator, Kendall Demonstration School & Model
Secondary School for the Deaf, Gallaudet University

Visual Phonics

This 2-day workshop is designed for teachers, speech-language pathologists, and reading specialists interested in learning a system that utilizes a combination of tactile, kinesthetic, visual and auditory feedback to assist in developing phonemic awareness, speech production, and reading skills with children who are deaf or heard of hearing.

Instructors: Bettie Waddy Smith, Communication Specialist, Clerc National Deaf Education
Center, Gallaudet University
Vanessa Wilson, SLP, Montgomery (MD) County School District

Credit

1 semester hour of University of Northern Colorado graduate credit will be available for workshops 1 & 3. Tuition is approximately \$50 per semester hour. Certificates of attendance will be

Conference Coordinator: Cheryl Johnson
303-866-6960; johnson_c@cde.state.co.us

Registration: Sharron Fieber
303-866-6644; fieber_s@cde.state.co.us

Additional copies of this form may be downloaded from: www.cde.state.co.us/cdesped/sd-hearing.asp

Sponsored by the Colorado Department of Education



Everything you always wanted to know about Medicaid (and didn't know to ask!)

By Emily Tryer, MESH program manager

The Medicaid Extended School Health (MESH) program was implemented in 1997 after Colorado passed legislation enabling its existence (C.R.S. 26-4-531). In essence, school districts are reimbursed for the Federal share of Medicaid dollars by the Federal government when they provide Medicaid benefited health and medical services to children who are Medicaid clients. Colorado's statute, which is unique among the states that have this program, stipulates that the money given back to districts be used to provide additional medical and health services for all students in a district (not just Medicaid students). Colorado sees this money as a way to improve the health and well-being of all students in the state. Districts may not use this money for their general fund or to fund district-only priorities. Also, the money cannot be used to pay for services that the district is mandated to provide to students. This includes IDEA related services, 504 Plan services and any other health services required by law. Medicaid reimbursement funds are to be used to enhance existing services or to provide additional health and medical care to students.

Each participating school district or BOCES develops a Local Services Plan based on community input and priorities to determine how that reimbursement money should best be spent in that school district or BOCES. After the district or BOCES receives the reimbursement, the money is spent according to that Local Services Plan, and each year, each district or BOCES that participates in the MESH program submits an annual report to the state detailing how that money was spent.

As a provider in a school district, you are not only providing direct services (and/or Targeted Case Management services) to children and billing Medicaid for these services. You are also helping give your school district or BOCES the opportunity to provide additional health, mental health, and medical services, as well as the opportunity to provide additional training and emergency funds or insurance outreach to uninsured and underinsured students.

The following are some questions frequently asked by providers regarding the MESH program.

What license or credential do I need to bill Medicaid?

A: That depends on the kind of service provider you are and what kind of service you are providing. Included with this article is a provider qualification table that should make this more clear to you. The table describes the credentials providers need to submit claims to Medicaid for direct services and for Targeted Case Management. Please remember that all qualifications and credentials must be current at the time of billing. Also, please keep in mind that this provider qualification table is up-to-date as of the time of this writing, but that requirements are subject to changes in State or Federal law. If you are unsure or would like a current version, please contact me.

Does my credential have to be current? Why?

A: Yes, your credential must be current in order to bill Medicaid for your services. Medicaid requires that providers are appropriately qualified at the time services are delivered. Since your district or BOCES is not a qualified Medicaid provider, they rely on your qualifications as a health care professional to submit claims to Medicaid. It is the district's responsibility to be sure your Medicaid required credentials are up-to-date before billing for your services. As a provider of direct Medicaid services, you can greatly assist your district's Medicaid coordinator by providing a copy of your credential so it can be kept on file. Some districts track qualification

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expiration dates and will remind you if your license or credential needs to be renewed, but do not depend on that.



Please keep in mind that these Medicaid required qualifications are only for the purposes of determining who may submit a claim under Medicaid regulations.

Although some school providers may lack a specific credential required by Medicaid, this does not imply that the services they provide to students are of lesser quality. The State values and appreciates the services of all school providers.

Can my district use Medicaid reimbursement money to help pay for my licensing or credential?

A: Yes, if it is not a condition of your employment. Also, please keep in mind that this benefit is offered at the discretion of the district or BOCES and is not required by the State. The district's Local Services Plan must include this benefit as an administrative expense or the plan must be modified to include it. Of the money that districts receive from Medicaid, up to 20% may be spent on administrative costs associated with this program. However, in many districts, that 20% is already being met by current costs. Also, many districts may find it to be a higher priority to spend that money on health services and spend less than 20% of the funds on administrative costs.

If the money is generated by providers, why don't the providers get that money back directly? Why isn't the money used to replace what the district spends on providing those services?

A: This program is not intended to pay for services mandated by IDEA. According to the statute, the money must be used by districts to enhance existing services or add new ones and may not be used to pay for services that are mandated by IDEA or other legislation.

How does this money get spent in my district or BOCES?

A: This varies from district to district, and in some cases, from year to year. I know that some districts make an effort to make clear what equipment or supplies are bought with Medicaid reimbursement money. However, it's difficult to label additional hours for nursing services! Priorities for how to spend the reimbursement money are taken from both district and community input and are determined by a community health needs assessment. If there is a health need that you see in your community, you may wish to mention it to your district or BOCES' Medicaid coordinator or be involved in the planning stages of the Local Services Plan. The Medicaid coordinator for your district/BOCES is also a good person to ask about how the money gets spent, and that person should be able to show you a copy of the Local Services Plan if you ask to see it.

How do I know who is my district or BOCES' Medicaid coordinator?

A: Someone in your district asks you to fill out service logs if you provide direct services or Targeted Case Management services to Medicaid kids. Chances are, that person is your Medicaid coordinator (or at least knows who the Medicaid coordinator is). In larger districts, there may be a person whose sole job, or main job, is Medicaid coordinator. In smaller districts, that person may be a school nurse or the Special Education director.

Who do I contact when I have questions about Medicaid reimbursement (for instance, if I want to know if a particular service is billable)?

A: Your district or BOCES' Medicaid coordinator should be able to get the answer to your question for you, from either your district's billing agent or directly from HCPF.

Does School Medicaid Claiming affect State Medicaid Services that students are eligible for?

A: No, but districts do have a contractual obligation to try to coordinate care with outside

service providers. If students are determined in their IEPs to need particular medical services, those services are provided by school districts. If it is determined that the student needs outside or additional services beyond the scope of the IEP, the district should try to coordinate the delivery of those services with the student's other Medicaid providers. Medicaid regulations require that multiple claims not be submitted for the same services. Services claimed for through the MESH Program do not count against a client's (student's) lifetime benefit maximum.

What is HCPF?

A: HCPF stands for the Colorado Department of Health Care Policy and Financing. This is the state department that runs and oversees Colorado's Medicaid program. Michelle Farrell is the current Program Manager for HCPF's School Health Services Program.

How does CDE fit in to this picture? What are the different roles that HCPF and CDE have in the MESH program?

A: According to statute, HCPF is the State agency responsible for the implementation and management of the program. Districts and BOCES must contract with HCPF to participate in Medicaid claiming. HCPF personnel develop regulations and administrative guidelines for submitting claims. CDE is responsible for providing technical assistance to districts in meeting administrative requirements, such as the annual report, and developing service plans. This assistance is provided by CDE staff and MESH regional consultants. In layman's terms, HCPF is responsible for the billing side of the program and CDE for the spending of reimbursement funds.

How do I contact the Program Managers at CDE and HCPF?

My email address is tryer_e@cde.state.co.us and my phone number is 303-866-6978.

Michelle Farrell's email address is michelle.farrell@state.co.us and her phone number is 303-866-3131.

That may not be EVERYTHING you always wanted to know, but it's a good start, right? In the next newsletter will be a more detailed description about direct services and Targeted Case Management services. I will also include more questions and answers. If you have questions that were not answered by this article, please tell your district or BOCES' Medicaid coordinator so that person can get your question to me. Also, if you want additional information or updates about the MESH program, you can subscribe to the MESH listserv. To subscribe to the MESH listserv, send an email message to lyris@web.cde.state.co.us. In the subject field of your message, write subscribe mesh {first name} {last name}. For example: subscribe mesh John Smith

- In order to work in the Colorado public schools, **CDE requires all professional staff, including health service providers (salaried or contracted), to hold a CDE license with the appropriate special services endorsement.** Special education teachers are required to hold a valid CDE license with an appropriate special education teaching endorsement or a current Temporary Teacher Eligibility (TTE).
- Above and beyond that basic requirement, the following summarizes Medicaid's requirements for billing for the various service provider types providing **direct services** and **Targeted Case Management (TCM) services** to students.
- **Please note that in all cases, the license must be current at the time of billing in order to bill Medicaid.**

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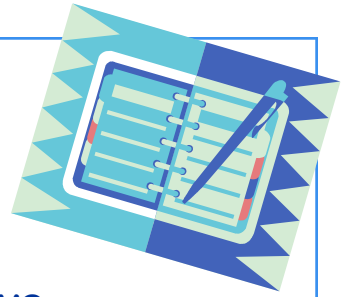
Service Provider Type	Medicaid Billing Requirements for Direct Services	Medicaid Billing Requirements for Targeted Case Management Services
Audiologist	Hold DORA Registration in Audiology OR CDE license with School Audiologist Special Services Endorsement	Hold CDE license with School Audiologist Special Services Endorsement
Counselor	Hold DORA license in Counseling (Licensed Professional Counselor or Licensed Marriage and Family Therapist)	Hold CDE license with School Counselor Special Services Endorsement
Nurse	Hold DORA license in Nursing (Colorado Registered Nurse)	Hold CDE license with School Nurse Special Services Endorsement
Health Aide	Services must be delegated by RN	Not qualified to provide TCM
Occupational Therapist	Certification from NBCOT (National Board for Certification in Occupational Therapy)	Hold CDE license with School Occupational Therapist Special Services Endorsement
Occupational Therapy Assistant (COTA)	Certification from NCBOT AND services must be supervised by an Occupational Therapist	Not qualified to provide TCM
Orientation & Mobility Specialist	Certification from ACVREP (Academy of Certification of Vision Rehabilitation and Education Professionals)	Hold CDE license with School Orientation & Mobility Specialist Special Services Endorsement
Physical Therapist	Hold DORA license in Physical Therapy	Hold CDE license with School Physical Therapist Special Services Endorsement
Physical Therapy Assistant	Completion of accredited PT Assistant program AND services must be supervised by Physical Therapist	Not qualified to provide TCM
Psychologist	Hold DORA license in Psychology OR certification from NASP (National Association of School Psychologists) as nationally certified School Psychologist (NCSP)	Hold CDE license with School Psychologist Special Services Endorsement
Social Worker	Hold DORA license in Social Work (Licensed Social Worker or Licensed Clinical Social Worker) OR certification from NASW (National Association of Social Workers) as Certified School Social Work Specialist	Hold CDE license with School Social Worker Special Services Endorsement
Special Education Teacher	Not qualified (except medical services delegated by RN)	Hold CDE license with Special Education Endorsement (any except Gifted & Talented) or Temporary Teacher Eligibility (TTE)
Speech-Language Pathologist	Hold certification from ASHA (American Speech-Language Hearing Association) for Speech Language Pathology	Hold CDE license with School Speech-Language Pathologist Special Services Endorsement

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JUNE 8-10, 2005

VOICES OF STRENGTH

**Connecting Prevention and Positive
Youth Development**



At this unique learning event, you will gain the skills and tools needed to transform schools and communities into places where youth can thrive—academically, socially and emotionally—and avoid destructive behaviors like youth violence, substance abuse, school disruption and teen pregnancy.

Come to network, connect and learn how multiple disciplines and the connection to culture contribute to the power of community partnerships.

Location:

Johnson and Wales (formerly the Park Hill/DU School of Law Campus)
7150 Montview Blvd
Denver, CO

Contact Information:

Assets for Colorado Youth
303-832-1587

kirsten@buildassets.org

<http://www.cde.state.co.us/cdeedcon/index.htm>

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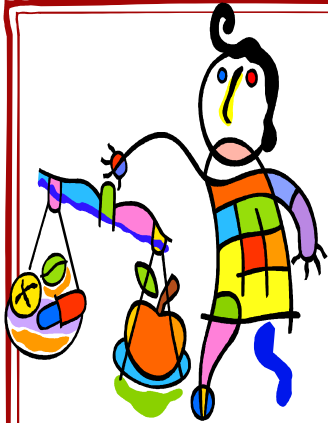
Overdoses on the Rise

Data from the federal Drug Abuse Warning Network show that visits to hospital emergency departments increased significantly from 1994 to 2002 for overdoses of drugs such as narcotic prescription pain relievers and other medications.

Although the data isn't broken down by age group, overdoses of hydrocodone, or Lortab, for example, rose 170 percent; overdoses of oxycodone, or OxyContin, increased 450 percent; and overdoses of benzodiazepines such as Valium and Xanax rose 41 percent. Data also show that many were using more than one drug.

For more information, see www.dawninfo.samhsa.gov.





THE MEDICATED CHILD

Schools all over the country -- in rural, suburban, and urban districts of all sizes -- are helping their students manage chronic and acute illnesses, both physical and mental. About 13 million children in kindergarten through 12th grade take medication in any two-week time period,

according to a study by Ann Marie McCarthy, an associate professor at the University of Iowa. Most common are AD/HD medications, followed by over-the-counter and asthma medications, respectively. Not only is there an increase in the variety of medicines being dispensed, but more children than in past decades are taking behavioral and mood-regulating medication.

And doctors are prescribing more medicines for childhood illness that must be taken during the school day. Many of these powerful drugs have serious side effects and must be taken at precise times in exact doses, reports Kathleen Vail. Despite a growing chorus of parents and others who question what they consider a rush to medicate children, the number of children who take medication at school continues to grow. At the same time, the number of school nurses is falling. According to the National Association of School Nurses, the recommended ratio of school nurses to students is one school nurse to every 750 students. In reality, the national ratio is just one to 1,350 children. This means many children are getting their daily doses of medication from people without a medical background, most often a health aide, secretary, teacher, or counselor. Under these conditions, it's especially important that schools redouble their efforts to make sure they have a safe and secure process in place for dispensing medicine. Schools are not doctors' offices; their mission is to educate, not diagnose and treat. Still, it's abundantly clear that the physical and mental well-being of children influences how well they learn, and their medical conditions are the schools' concern during the school day. And that means -- among other things -- responsible management of children's medication.



<http://www.asbj.com/specialreports/0305SpecialReports/S1.html>

School Counselor News

American School Counselor Association Supports National Athletic Testing System



Filling out college applications can be complicated enough, but for student-athletes, it also means examining nitty-gritty like NCAA eligibility guidelines and clearinghouse rules. To help, ASCA supports the National Athletic Testing System (NATS), a tool to help school counselors help student-athletes. Operated by a partnership between the American Football Coaches Association (AFCA) and state high school football coaches associations, NATS provides players, parents, coaches and school counselors with important information and services pertaining to NCAA academic requirements, recruiting, financial aid, athletic performance analysis and athletic test preparation. With the help of USA Football and ASCA, NATS plans to roll out testing in Indiana, Illinois, New Jersey, Georgia, Nevada, Tennessee, Colorado and Maryland in spring 2005. For more information, visit <http://www.nats.us>

Rights for Non-custodial Parents

By Jo Anne Gearhart, CDE Consultant for School Counselors

This is the second in a series of publications made available through ASCA. It is written by Dr. Carolyn Stone, ASCA Ethics chair, who explains the school's obligation for providing information to non-custodial parents.

Justina, who lies with her mother, has a history of conflicts with her mom and is often in your office distraught over their latest verbal bout. A teacher comes to you worried about Justina, who "isn't herself." When you talk to Justina, you too become worried; she appears withdrawn, distracted and depressed. You suggest to Justina that you need to talk to her mother so Justina can get some help, but she begs you to call her father instead. After consulting your supervisor, you honor her wishes and call her father, the noncustodial parent. He immediately responds by coming to the school to discuss Justina and picking up copies of her educational records to take to a psychologist whose help he will seek. He says he will contact Justina's mother and the two of them will set up an appointment for Justina. Justina's mother calls you furious that you contacted Justina's father and says she is refusing to allow you or any other school representative to ever again contact the father or give him information about Justina.

Can you call a non-custodial parent about a social-emotional issue involving his or her child? Does Justina's father have the right to be included in parent-teacher conferences and to receive educational records? Is the school obligated to notify the custodial parent before contacting the noncustodial parent?

"Custodial parent" is a term used for the parent who has primary physical custody of a child. Typically the child resides with the custodial parent. "Non-custodial parent" is used for the parent who has the child for a lesser amount of time. Typically the child doesn't reside with the non-custodial parent except during the time the non-custodial parent exercises his/her visitation rights with the child.



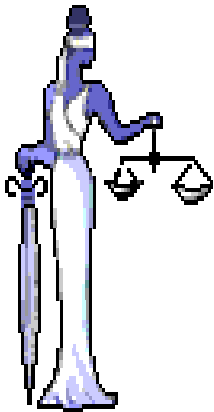
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Unless there is a court order expressly stating otherwise, non-custodial parents enjoy all the same rights as custodial parents. Non-custodial parents can participate in parent-teacher conferences, receive report cards and progress reports and get copies of educational records

You may contact non-custodial parents and involve them in an academic or emotional issue. In an effort to preserve your relationship with the custodial parents, however, you may decide to inform them any time you've called a non-custodial parent. This is a judgment call that would depend on the context, history and the student who is experiencing the problem.

Consider the court case *Page, Petitioner, vs. Rotterdam-Mohonasen Central School District*. Eric Page, a first-grader, lived with his mother, who was legally separated from his father. Mr. Page tried to meet with the educators in Eric's school and to review his son's education records so he could stay involved in his son's academic progress. The school followed Mrs. Page's direction and denied all requests by Mr. Page. Mrs. Page's contention was that as a result of their separation and her having been awarded custody of Eric, Mr. Page had "abandoned" any interest he may have had in Eric's education.

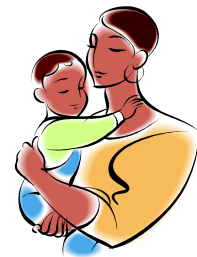


A lawsuit against the Rotterdam-Mohonasen Central School District resulted in Mr. Page being given full access to Eric's teachers and also to his records in accordance with the federal statute Family Education Rights and Privacy Act (FERPA), which allows for inspection of school records by either parent regardless of which one has custody. The court held, "Educators and school districts are charged with the duty to act in the best educational interests of children committed to their care, and although it may cause some inconvenience, those interests dictate that educational information be made available to both parents of every school child fortunate enough to have two parents interested in his welfare."

All 50 states and the District of Columbia have adopted the Uniform Child Custody Jurisdiction Act in an effort to support both parents' involvement in their children's lives. When deciding custody, many states follow the Uniform Marriage Act, which encourages custodial decisions in part to favor the parent determined to be most likely to keep the other parent involved in the child's life (Commissioners of Uniform State Laws, 1997).

Stepparents also have rights under FERPA, which defines parent as a "natural parent, a guardian or an individual acting as a parent in the absence of a parent or a guardian." Additionally, the Department of Education has stated "That a parent is absent if he or she is not present in the day-to-day home environment of the child. Accordingly, a stepparent has rights under FERPA where the stepparent is present on a day-to-day basis with the natural parent and child and the other parents is absent from that home. In such cases, stepparents have the same rights to education records under FERPA as do natural parents. Conversely, a stepparent who is not present on a day-to-day basis in the home of the child does not have rights under FERPA with respect to such child's education records."

In the end, regardless of whether you're dealing with custodial parents or non-custodial parents, they still have the right to be involved in their children's education.





National Certification Requirements for Related Service Providers



National Certification for teachers is gaining momentum with the emphasis on highly qualified providers in No Child Left Behind (NCLB). It has further become a bargaining point for salary recognition and compensation. What about special service providers? Most of us are part of professional organizations that have national assessments and/or certification. As a result, we have met the same criteria as national certification for teachers by virtue of our professional practice standards. So that we are not left behind, the following grid identifies the national certification requirements for related service providers. Related service providers are encouraged to share these standards with your special education directors and human resource offices. The grid does not include the Colorado Department of Education Licensure requirements as these are considered minimal standards for licensure, or the Department of Regulatory Agencies licensure requirements.

Related Services Provider	National Certification Requirements	Renewal Timelines	Cost
SCHOOL SOCIAL WORKER Certified School Social Work Specialist (C-SSWS)	A current NASW membership; An MSW degree from an institution accredited by the Council on Social Work Education (CSWE); Documented two (2) academic years of paid, supervised, post-MSW experience as a school social worker in a school setting; Provided an evaluation from an approved supervisor; Provided a reference from an MSW colleague; One of the following: current ACSW, DCSW, current state exam-based social work license, current state exam-based school social work license/certification, or passing score on ASWB exam; Agree to adhere to the NASW <i>Code of Ethics</i> , the NASW <i>Standards for School Social Work Practice</i> , and the NASW <i>Standards for Continuing Professional Education</i> , and are subject to the NASW adjudication process.	Every two years 20 contact hours of continuing education relevant to school social work are required for renewal	\$140
School Social Work Specialist Credential	If exam was passed and credential was issued before Fall of 2000	No longer available	

Certification Requirements

<p>SCHOOL PSYCHOLOGIST</p>	<p>Completion of a sixth year specialist program of 60 semester hours in an accredited school psychology graduate program</p> <p>The above program must include a 1200 hour internship in school psychology of which 600 hours must be in a school setting</p> <p>Passing score of 660 on ETS Praxis School Psychology Exam</p>	<p>Every 3 years 75 contact hours of continuing education</p>	<p>NASP - \$150 NCSP- \$95 Renew- \$80 Praxis- \$75</p>
<p>ORIENTATION AND MOBILITY SPECIALIST</p>	<p>A current ACVREP Certificate as a Certified Orientation and Mobility Specialist (COMS) as evidenced by:</p> <p>a) Proof of a minimum of a Bachelor's degree, with an emphasis in Orientation and Mobility (O&M) from an AER-approved university or college O&M program at the time the degree or program of study was granted or completed.</p> <p>b) Successful completion of 350 hours of "discipline specific, supervised practice that includes, but is not limited to, direct service hours, and related phone calls, meetings, observations, report writing, etc." The practice must be supervised by an onsite COMS.</p> <p>c) Submission of an "ACVREP Clinical Competency Evaluation Form for Certified Orientation & Mobility Specialists (COMS)" completed by the on-site COMS supervisor.</p> <p>d) A signed, written statement agreeing to uphold high ethical and professional standards.</p> <p>e) Passage of the ACVREP O&M written exam demonstrating knowledge of O&M principles and applications.</p> <p>f) Approval by the ACVREP Board of Directors.</p>	<p>Every five years</p>	<p>\$375 every five years (if an AER member, the fee is \$250)</p>
<p>SCHOOL AUDIOLOGIST</p>	<ul style="list-style-type: none"> • Masters or Doctoral degree in Audiology from an accredited institution of higher education <ul style="list-style-type: none"> * American Board of Audiology (ABA) requires Doctoral degree 2007 * ASHA Certificate of Clinical Competence (CCC) requires Doctoral degree 2012 • Successful completion of the Praxis Examination in Audiology • Professional work experience <ul style="list-style-type: none"> * American Board of Audiology (ABA): 2000 hours of mentored professional practice * ASHA Certificate of Clinical Competence (CCC): 36 weeks (full-time or its equivalent) supervised professional practice 	<ul style="list-style-type: none"> • ABA – 45 contact hours every 3 years • ASHA – 30 contact hours every 3 years 	<p>ABA: \$300 (3 yrs)</p> <p>ASHA: \$200/year</p>

<p>OCCUPATIONAL THERAPIST</p>	<ul style="list-style-type: none"> • minimum of a bachelors degree in occupational therapy (currently new grads require a masters degree) from an accredited university and completion of required clinical internships prior to graduation • successful completion of the NBCOT registration exam post graduation from an accredited university's occupational therapy program 	<p>renew certification by NBCOT every 3 years</p> <p>completion of 36 hours of PDU every renewal cycle</p>	<p>Cost \$55.00</p>
<p>PHYSICAL THERAPIST</p>	<ul style="list-style-type: none"> • graduation from an accredited university's physical therapy program (currently new grads require a minimum of a masters degree) and completion of required clinical internships prior to graduation • successful completion of licensure examination in the State of Colorado 	<p>renewal cycle is every two years</p>	<p>cost is approximately \$60.00</p>
<p>CERTIFIED OCCUPATIONAL THERAPIST ASSISTANT COTA</p>	<ul style="list-style-type: none"> • graduation from an occupational therapy assistant program at an accredited university (minimum of an associates degree) • completion of 2, 8 week clinical internships prior to graduation • certification through NBCOT requires passing the certification examination • renewal cycle is every 3 years • renewal of certification requires 36 hours of professional development units (PDU) 	<p>Renew certification by MBCOT</p>	<p>cost \$55.00</p>
<p>PHYSICAL THERAPIST ASSISTANT PTA</p>	<ul style="list-style-type: none"> • graduation from a physical therapy assistant program at an accredited university (minimum of an associates degree) • completion of 2, 8 week clinical internships prior to graduation 	<p>The State of Colorado does not license physical therapy assistants; many carry licensure from a neighboring state, although they are not required to do so in order to be employed in Colorado.</p>	
<p>Connections, Spring/Summer 2005</p>			<p>25</p>

Certification Requirements

SCHOOL NURSE	<ul style="list-style-type: none"> • Bachelor's or higher degree • Three years experience in school nursing recommended 	<ul style="list-style-type: none"> • Every five years • 75 nursing contact hours of continuing education related to school nursing practice 	\$225 (National Association of School Nurses member) \$300 (not a member of NASN)
SPEECH-LANGUAGE PATHOLOGIST	<ul style="list-style-type: none"> • Master's or higher degree from an ASHA accredited program • Completion of a Clinical Fellowship Year (CFY) a minimum of 36 weeks of full time professional experience- or part time equivalent. Must be completed under the supervision of an ASHA SLP with current Certificate of Clinical Competence(CCC); Assessed at least three times during the CFY by the Supervising SLP using the Clinical Fellowship Inventory Rating form. • Pass the Praxis Exam with a score of 600 or greater 	<ul style="list-style-type: none"> • Yearly (calendar year) • Complete 30 hours of approved professional development over a 3 year period to maintain certificate of clinical competence 	New Member \$460 Continuing Certified membership 200 per year
SPEECH-LANGUAGE PATHOLOGY ASSISTANT	<ul style="list-style-type: none"> • No national certification available • CDE offers a Speech-Language Pathology Assistant (SLPA) Authorization through Educator Licensing Dept. 		
SCHOOL COUNSELOR	<p>From NBCC (National Board of Certified Counselors) National Certified School Counselor (NCSC)</p> <ul style="list-style-type: none"> -Master's Degree from regionally college/university -Three years post-graduate experience as a school counselor with supervision by a Master's Degree or higher in mental health field -Hold a NCC certification (can apply for both NCC and NCSC at same time) -Pass National School Counselor Certification Exam <p>www.nbcc.org</p>	Every five years (100 CEUs required)	\$361 (early registration) \$426 (late registration) Renewal cost: \$78 per year
SCHOOL COUNSELOR	<p>National Board of Professional Teaching Standards Certified School Counselor (NBPTS)</p> <ul style="list-style-type: none"> -Three years work experience as a school counselor -Portfolio (1 video, 3 written) -Written assessment (computer-based) -Minimum one-year process <p>www.nbtps.org</p>	Every ten years	\$2,365 (\$65 application fee, \$300 materials fee, \$2,000 assessment fee) Renewal cost: \$1,150

"WE ARE FAMILY" CHILDREN'S MUSIC VIDEO RELEASED TO ELEMENTARY SCHOOLS NATIONWIDE

The much-anticipated children's music video of the smash hit "We Are Family," which features over 100 beloved children's characters including Arthur, Barney, Bear, Big Bird, Clifford, JoJo and SpongeBob, has been distributed nationwide to over 15,000 public school districts (reaching over 60,000 public elementary schools). The video and accompanying teacher's guide demonstrate the importance of togetherness embodied in the word "family."

The We Are Family Foundation together with its partners the Anti-Defamation League, Crown Theatres, DIC Entertainment, Disney Channel, FedEx, HIT Entertainment, LazyTown Entertainment, Muppets Holding Company, Nickelodeon, Nile Rodgers/Sony Publishing, The Bernard Edwards Company, LLC, Nelvana, Scholastic, Sesame Workshop, Spellbound Entertainment, Toni Mendez Shapiro Estate, and WGBH have produced and distributed this children's educational music video and teacher's guide. The characters appearing in the video are from award-winning shows including *Arthur*, *Barney*, *Bear in the Big Blue House*, *Between the Lions*, *Blue's Clues*, *Bob the Builder*, *The Book of Pooh*, *Clifford the Big Red Dog*, *Dora the Explorer*, *Jimmy Neutron*, *JoJo's Circus*, *Kim Possible*, *Lilo & Stitch: The Series*, *Madeline*, *The Magic School Bus*, *The Muppet Show*, *The Proud Family*, *Rugrats*, *Sesame Street*, *SpongeBob SquarePants*, and *Zoom*, among others.

The DVD package includes the "We Are Family" music video with a special introduction from *Between the Lions*, a version without the introduction, a sing-along version, a special message from the video creators and a PSA. The DVD may be used alone to bring classes or school communities together, as a supplement to current family/diversity programs in schools, or as a complete educational tool utilizing the teacher's guide provided with the DVD. The accompanying teacher's guide, developed by the award-winning Anti-Defamation League's A WORLD OF DIFFERENCE® Institute and its Miller Early Childhood Program, includes easy-to-do lessons and activities that will help children understand the idea of global community, and to recognize that the celebration of diversity is a positive, enriching, and unifying force in our world. The teaching guide is available for download from both the Anti-Defamation League (www.adl.org) and We Are Family Foundation (www.wearefamilyfoundation.org) web sites.

SUMMER TRAINING OPPORTUNITY!

The Summer Institute on Deafblindness/Significant Support Needs is scheduled for June 27-29, 2005. It will be held at the Beaver Run Resort in beautiful Breckenridge, Colorado. The featured speaker is Kathee Keller Scoggin, who is with the WA Sensory Disabilities Services Deafblind Project. The theme will be *Active Learning: Movement, Exploration, and Early Literacy for Children with Deafblindness and Other Significant Support Needs*.

Attendee Outcomes:

1. Identify ways to have conversations with children who are "nonverbal"
2. Identify what information needs to be gathered in order to develop an appropriate educational program for children and youth with combined vision and hearing loss who have additional disabilities.
3. Identify appropriate learning strategies and literacy activities for children and youth with combined vision and hearing loss who have additional disabilities
4. List 4 things that must be implemented in the environment for a passive child or youth to become an active learner.
5. Demonstrate how to connect an activity that is meaningful to the child or youth to the state standards
6. Recognize goals and objectives that consider the child or youth's need for adaptations in the environment, curriculum, delivery of instruction, and instructional strategies.
7. Identify resources within the state and nationally that can support their development and implementation of what they have learned with children with combined hearing and vision loss.

The hands-on training is designed for parents and educational service providers who work directly with children with combined vision and hearing loss (deafblindness) or students with significant support needs and a sensory disability. Priority will be given to parents and educators working with children with a vision and hearing loss. Participants will be limited to 50 persons. The registration form can be found at: <http://www.cde.state.co.us/cdesped/SD-Deafblind.asp>

"Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity"

"Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity" is available online. You can download copies of the document at www.nsba.org/cosa/sexualorientation.

GLBT Students Survey Results Indicate Little Support for Their Issues Among Educators

PFLAG (Parents, Families and Friends of Lesbians and Gays) has announced the results of the PFLAG National Schools Assessment which was conducted in January, 2004. The PFLAG assessment specifically evaluated the education system's response to the presence of and needs of gay, lesbian, bisexual and transgender (GLBT) students by measuring the existence and implementation of inclusive anti-harassment policies and resources to support this population.

While the assessment indicated a growing awareness of GLBT safe schools issues, results also showed critical deficiencies in support for GLBT youth. Some important findings include:

- 95% of school counseling services had little or no gay, lesbian or bisexual resources
- 99% of school counseling services had little or no transgender resources
- 70% had no training for educators/staff on how to stop GLBT bullying
- 92% had no training for students on how to stop GLBT bullying
- 84% had little or no resources for parents about GLBT issues
- 59% did not include gay, lesbian or bisexual students in their harassment/non-discrimination policies
- 75% did not include gender identity/expression in their harassment/non-discrimination policies

"Our findings help explain why so many people still hold on to damaging old fictions and profound misunderstandings about our GLBT family members and friends," said Ron Schlittler, PFLAG's Executive Director. "Misinformation goes unchallenged because accurate information is virtually banned in our schools, whether intentionally or unintentionally, and abusive behavior goes largely unchecked. For the sake of all of our kids and our communities, it is time to face up to this problem with honesty and compassion and address it through anti-harassment policies, accurate resources and training for staff and faculty. It is simply the right thing to do."

PFLAG's National Schools Assessment was developed by PFLAG's safe schools staff and researchers at the University of Maryland. The respondents came from 39 states. 65% of respondents were professional educators and 30% were students.



We are shut up in schools and college recitation rooms for ten or fifteen years, and come out at last with a belly full of words and do not know a thing. The things taught in schools and colleges are not an education, but the means of education.

Ralph Waldo Emerson

Upcoming Events

April 28-30, 2005 - Colorado School Nurse Annual Conference
Breckenridge, CO
Information: Judy Harrigan - 303-866-6779 or email Harrigan_j@cde.state.co.us

April 29, 2005 - Annual Conference on Language and Learning
Denver, CO
Information: Shaun Ayon 303-861-a6123; ayon.shaun@tchden.org

May 4, 2005 - Pikes Peak Area (PPACS) SLP Regional Professional Development
Information: Bonnie Davis bdavis@d20.co.edu

June 8-10, 2005 - Voices of Strength
Denver, CO
Information: Assets for Colorado Youth - 303-832-1587

June 9-10, 2005 - Summer Mental Health Institute
Denver, CO
Information: Barb Bieber - 303-866-6933 or email Bieber_b@cde.state.co.us

June 9-11, 2005 - Assistive Technology Conference
Westminster, CO
Information: <http://www.uchsc.edu/atp/conf2005/conf2005main.htm>.

June 13-15, 2005 - School Counselor Summer Institute
Colorado Springs, CO
Information: Gayla Gallegos at ggallego@ucces.edu or at 719-262-3471.

June 20-24, 2005 - Deaf Education Summer Institute;
Vail, CO
Information: www.cde.state.co.us/cdesped/sd-hearing.asp

June 27-29 - Summer Institute on Deafblindness
Breckenridge, CO
Information: <http://www.cde.state.co.us/cdesped/>

SD-Deafblind.asp

June 29, 30 - July 1, 2005 - Communication Summer Institute
Breckenridge, CO
Information: Karen Kelly; Kelly_k@cde.state.co.us or Polly Somers cshassoc@aol.com

July 8-10, 2005 - ASHA Schools Conference
Indianapolis, IN
Information: www.asha.org/about/events/schools

July 14-16, 2005 - 11th Annual Charter Education Conference
St. Louis, MO
Information: <http://cds.org/charterplus/econference.html>

July 25-29 - Behavior Symposium
Denver, CO
Open to all school personnel \$50
Information: KiKi McGough - 303-866-6768 McGough_k@cde.state.co.us

July 26-27, 2005 - New School Nurse Orientation Conference
Frisco, CO
Information: Judy Harrigan - 303-866-6779 or email Harrigan_j@cde.state.co.us

July 28-30, 2005 - Frontiers in Hearing: Emerging Practices in Hearing Health
Breckenridge, CO
Information: www.mariondownshearingcenter.org

HOPE Schedule of Presentations

April 25, 9AM (Mtn): Issues in Mainstreaming
May 13, 12PM (Mtn): Determining Therapy Needs
May 25, 3PM (Mtn): Reading and the Cochlear Implant User
June 2, 9AM (Mtn): Professional Development: Resources and Research
June 13, 5PM (Mtn): Keeping Skills Sharp over Summer Break,
Registration - www.cochlear.com

Change of Address

Dear Connections,
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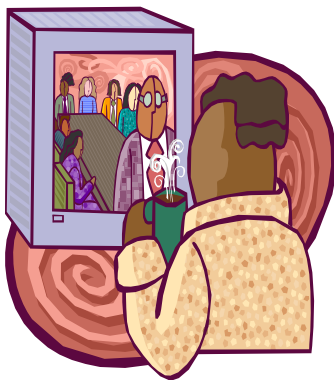
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Denver, CO, 80203 or via email at fie-
ber_s@cde.state.co.us.

This newsletter can be found
on the web at:

<http://www.cde.state.co.us/cdesped/RSS-Connections.asp>



HOPE

Habilitation Outreach for Professionals in Education is a new program sponsored by Cochlear Americas that is designed to help families and professionals better address the needs of children with cochlear implants. Through this program, a series of one-hour web-based sessions cover topics related to the educational needs of children with cochlear implants. You participate with the educational specialists through live audio and video as you are lead through the web-based presentation. Registration for the courses can be made at www.cochlear.com Look for the HOPE section of the website and then go to Online Sessions for Professionals. There is no charge to participate.

Schedule of Presentations:

April 25, 9AM (Mtn): Issues in Mainstreaming hosted by Mary Ellen Nevins

May 13, 12PM (Mtn): Determining Therapy Needs hosted by Ashley Garber

May 25, 3PM (Mtn): Reading and the Cochlear Implant User hosted by Mary Ellen Nevins

June 2, 9AM (Mtn): Professional Development: Resources and research, hosted by Ashley Garber

June 13, 5PM (Mtn): Keeping Skills Sharp over Summer Break, hosted by Mary Ellen Nevins

Behavioral Summer Training

2005

Monday, July 25, 2005

Registration: 7:30 a.m. – 8:30 a.m.

8:30 a.m. – 4:00 p.m.

The Westin (Westminster)



Presented by the Colorado Department of Education, Exceptional Student Services Unit (ESSU) and Prevention Initiatives (PI)

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Attend sessions from these well-known speakers:

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- o Claire Jones – Strategies for Working With ADHD Students
- o Christian Moore – Why Try Program
- o ASSETS for Colorado Youth – Spirit of Culture
- o Nan Henderson – Resiliency in Schools

REGISTRATION EXTENDED TO MAY 6th!

www.cde.state.co.us/pbs



CDE Connections Consultants

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<p>Tanni Anthony, Orientation and Mobility 201 E. Colfax Ave. Denver, CO 80203 Phone: (303) 866-6681 Email: anthony_t@cde.state.co.us</p>	<p>Position to be filled: School Social Work 201 E. Colfax Ave. Denver, CO 80203 Phone: (303) 866-6622 Email: hotchkiss_h@cde.state.co.us</p>
<p>Judy Harrigan, School Nursing 201 E. Colfax Ave., Room 300 Denver, CO 80203 Phone: (303) 866-6770 Email: harrigan_j@cde.state.co.us</p>	<p>Sandra Meagher, OT, PT, APE 201 E Colfax Ave. Denver, CO 80203 Phone: (720) 244-3411 Email: meagher_s@cde.state.co.us</p>
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