

Connections

Linking school professionals who support student achievement

Connections

Spring 2006

PAGE

- 2 Common Connections
- 4 SLP Shortages
- 8 CSI PreConference
- 9 ASHA News
- 10 Useful Websites
- 11 School Psychology
News
- 12 Annual Behavior
Symposium
- 13 Educational
Interpreter News
- 15 Counseling
Hispanic Students
- 18 School Counselor
News
- 19 School Social Work
News
- 20 Occupational
Therapy News
- 22 USABA
- 23 Early Drug Use
- 24 Upcoming Events
- 25 Resources
- 26 Save the Date
- 27 CDE Connections
Consultants



“We Have Dreams Too”

By Jo Anne Gearhart, Editor

The end of the school year is a joyful, celebratory time for high school seniors. The annual rite of passage between high school and post-secondary education is a time of excitement, anticipation and hopefulness. As a high school counselor, I participate in the expectant mood as I help prepare students for the next stage of their lives. Except that for an increasing number of Colorado students, there is little joy or hopefulness - only despair and resignation. These are the undocumented students who have no choices about their futures. They can neither work legally or go on to college.

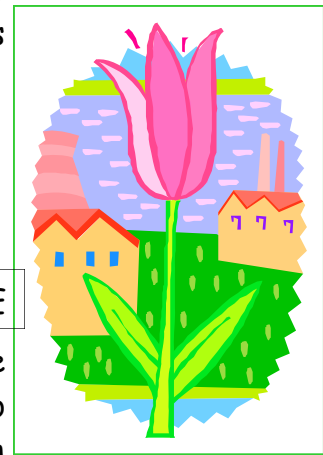
I have a lingering sadness for these students - and guilt. I am the one who has repeatedly lectured, prodded and coaxed them. “Get your education.” “Graduate and go to college.” “Education is important to get ahead.” These are my standard phrases. Every year, they say to me with meekness and some shame, “I cannot go to college. I have no papers and my parents cannot afford the high cost of college.” So I watch as they join their parents as housekeepers, landscape workers, cooks, child care providers or the myriad other low-paying jobs our fellow citizens are loathe to do. I watch some of the brightest, most promising students make choices they shouldn’t have to make. Sometimes when I “know” they are undocumented (after all, I cannot ask), and I tell them that they must come up with out-of-state tuition, I hear their frustration. I hear them ask why and say, “**But we have dreams too, Mrs. Gearhart.**”

The question of illegal immigration is a complex one and one filled with controversy. There are an estimated 11 million illegal immigrants in this country, 1.3 million students in our schools and approximately 65,000 who graduate from our high schools each year. Very few go on to college. I can’t help wonder why these students must pay the cost for decisions made long ago over which they had no control.

There are eight states which now grant in-state tuition for their undocumented students—Texas, California, New York, Utah, Washington, Illinois, Oklahoma and Kansas. In the current political climate, the chances for similar legislation in Colorado seem very slim. But the sadness and guilt still linger. What about Colorado’s undocumented students? What about their dreams? What about our hopes for them? What about the future of our nation with so many denied access to education and a better life?

NEW GUIDE EXPLAINS LAW IMPACTING STUDENTS WITH SPECIAL NEEDS

Teachers of struggling learners have a new resource to draw upon. The National Center for Learning Disabilities has just launched an innovative, online guide to the Individuals with Disabilities Education Act (IDEA), which is designed to explain the federal laws that underpin special education in every state. Although created primarily for parents, the guide is also a valuable source of information -- in accessible language -- for classroom teachers who may not have a background in special education. Teachers can use the guide as a referral for parents or use it themselves to better understand the rights and requirements of their students who have special needs.



PREPARING FOR MOVIES ABOUT 9/11: A PARENT'S GUIDE

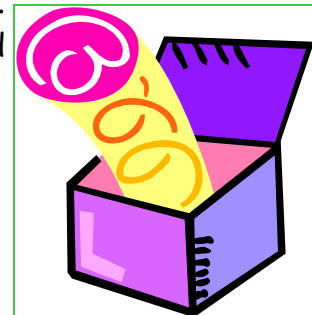
Advertising and media controversy surrounding the release of "United 93" is saturating the airwaves, making exposure to violent 9/11 images an inevitability. When confronted with news or images about 9/11, some people may find that they will experience feelings similar to those they had soon after 9/11 itself, such as sadness, anger, confusion, disappointment, and nervousness. Others may feel that they are able to more effectively cope, and that they are, in fact, more ready than they were in the past to talk about their feelings. Undertaken in an informed and sensitive way, talking about 9/11 or other potentially frightening topics will not increase children's feelings of worry or sadness. In fact, it is usually through discussions with a trusted adult that children are able to feel safer and less afraid. By being proactive and preparing your children for the media attention they are likely to be exposed to, you will be taking an important step toward helping your children cope. A parent's guide and other valuable resources are available online at:

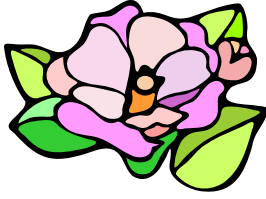
http://www.aboutourkids.org/aboutour/articles/911_movie_guide.html

GAP IN TEACHER QUALITY FALLS ALONG INCOME LINES

Public school teachers in the nation's wealthiest communities continue to be more qualified than those in the poorest despite a federal law designed to provide all children equal educational opportunity. Preliminary data released by the Department of Education show that in 39 states, the chance of finding teachers who know their subjects are better in elementary schools where parents' incomes are highest. The data show that's also the case among middle and high schools in 43 states. Under the No Child Left Behind Act that President Bush signed in 2002, states are supposed to have "highly qualified teachers" for all core academic courses, such as math, English and science, by the end of this school year. States that don't face a loss of federal funding. As of the 2004-05 school year, nearly 91% of schools nationwide reported having highly qualified teachers for those courses, up from 86% the year before. Wisconsin reported the highest compliance rate at 99.5%. Several, including Hawaii, California and South Carolina, were below 80%. The numbers are improving at a slightly faster rate for schools in the poorest neighborhoods, where nearly 87% of classes had a qualified teacher last year, compared with 93% in the most affluent areas. With low test scores and high drop-out rates, schools in high-poverty areas historically have had a tougher time attracting and keeping good teachers. Seventeen states are responding to the challenge by offering bonuses, scholarships and other incentives to prospective teachers who sign up for "hard-to-staff" schools, according to Education Commission of the States. For example, New York City is offering up to \$15,000 in housing support to attract teachers of math, science or special education. Nevada tries a different tack, giving principals at high-poverty schools first crack at new teachers. Instructors who refuse an assignment can be removed from the hiring list for a year.

For the full story, see: http://www.usatoday.com/news/education/2006-04-26-teachers-poor_x.htm





Collaborative Partnerships in Colorado Address Systemic Solutions to SLP Shortages

Submitted by Karen L. Kelly, Ph.D., CCC-SLP and Kathleen Fahey, Ph.D., CCC-SLP

Several Speech-language pathologists stood in the ASHA Convention Hall and thoughtfully reviewed the colorful poster entitled “University-LEA Network for Recruitment and Retention of Highly Qualified Speech-Language Pathologists to Work in Public Schools, Funded by the Colorado Department of Education”. After several minutes of skimming the project information, one of the SLPs turned to the attentive presenters and asked incredulously, “You mean to tell me that your state Speech-Language Consultant actually works WITH your universities and public schools?”

“Yes, of course,” replied Kathy Fahey, a faculty member in Audiology and Speech-Language Sciences at the University of Northern Colorado. “She’s standing right over there!” Karen Kelly, Speech-Language Consultant for Colorado, overhearing the comment, smiled and waved as she continued to describe to another small gathering of SLPs, one of the many state-wide collaborative projects designed to address the critical shortage of SLPs for Colorado schools.

Collaborative programs and initiatives that have helped to address the shortage of speech-language pathologists in health care and schools are not new ideas in Colorado. In fact, Fahey recalls a fireside chat following a state association conference, well over 10 years ago, that included representatives from higher education, school districts and the Colorado Department of Education. During that conversation the idea of statewide SLP partnerships was born and has since evolved to include seamless transitions across school districts, higher education institutions and the state department. Fahey and Kelly are seasoned SLPs who have had extensive experience with state governmental policies and practices at each of these settings and they have clearly determined that a coordinated systems approach to SLP shortages makes sense. Following is a brief description of projects and initiatives that have been developed and funded through these collaborative system-wide partnerships. The projects provide an array of opportunities for recruitment, preservice, and inservice initiatives.

Career Awareness and Recruitment: Several strategies are being used to increase awareness and attract students to undergraduate programs. For example, as part of course requirements, undergraduate Speech Communication students at Metropolitan State College in Denver attend local high schools, present career information and assist with hearing screenings to highlight roles and responsibilities of speech-language pathologists. The recruitment committee at the University of Northern Colorado (UNC), as part of the State Improvement Grant from CDE, sent informational packets and participated in high school career fairs. Red Rocks Community College also partnered with UNC to establish a two-year emphasis in communication disorders leading students to UNC to finish the four-year degree. A four-tiered recruitment plan has also been activated across systems, which provides career information to two- and four- year institutions, in-service teachers and related professionals who may be considering a career change.

One of the most challenging issues regarding recruitment is access to university programs. Through support from the CDE State Improvement Grant, UNC initiated a 25 credit on line leveling program taken across 4 academic semesters. At the end of fall, 2008 we anticipate that 115 will have completed the program. This past year, the number of applicants has been astounding (100 in 2005) and they are from all over the country as well as some international applicants. It is evident that students with bachelor's degrees in non-CSD majors are being drawn to careers in speech-language pathology. To learn more about this program go to www.unco.edu

Speech-Language Pathology Assistants (SLPA) Consortium: In 2002 a four-year, federally funded project was implemented among the four Colorado institutions of higher education with CSD degrees to develop and implement personnel preparation for SLPAs. This "Partnership Training for Speech-Language Pathology Assistants" included a cross-institutional seminar and 12 to 15 weeks field experience working under the supervision of mentor SLPs involved in the project. To date, well over 100 SLPAs have secured positions in school settings and/or have been admitted into graduate SLP programs. During the grant period state standards for SLPAs were developed resulting in an SLPA Authorization which was approved by the Educator Licensing Unit and the State Board of Education. SLPAs supplement and extend the work of SLPs in the schools and districts must adhere to a clearly defined SLPA scope of practice as well as to specific supervision requirements. Periodic state level auditing of administrative units includes compliance monitoring for sufficient supervision of SLPAs. For more information on SLPAs in Colorado go to www.cde.state.co.us and search Fast Facts on SLPAs.

Scholarship support for SLPs and SLPAs: State Improvement Grant (SIG) funds as well as state speech-language funds have been specifically earmarked for scholarship support for SLPs and SLPAs. Some school districts provide matching support as well as tuition reimbursement in conjunction with one to two year employment commitments. The Scottish Rite Foundation of Colorado and the Colorado Masons Benevolent Fund offer four \$5,000 scholarships annually to graduate students in speech-language pathology who are committed to working with children who have language disorders and who plan to remain in Colorado serving children in rural or underserved areas.

LEA-First Year SLP Graduate Initiative: For the first time school districts and administrative units will be provided the opportunity to interview and engage graduate level SLPs as they complete their first year of a two-three year masters program. Interviews between Special education directors and graduate students, facilitated by the state department, will provide an opportunity for districts to offer incentives for students to commit to internship sites and one to two year employment with that district following graduation.

Mentorship Models: The University of Colorado, Department of Speech, Language and Hearing Sciences and the University of Northern Colorado, Audiology and Speech-Language Sciences completed a three year collaborative project with over 10 school districts to provide seamless transition for SLP employment in the schools. The primary purpose of the project was to support systemic change in recruitment and retention of qualified SLPs to serve chil-

dren and students with communication challenges. Opportunities for graduating MA level SLPs to be supported in a mentorship network as they entered the workforce and during their first year of employment were found to be an effective mechanism for ongoing retention of personnel. The project also provided a venue for collaboratively refining a model for supervision and mentoring procedures that supported the development of educational opportunities and mentorship relationships as graduates transitioned from graduate school into employment settings. All students agree to complete a related service obligation for a minimum of one-year employment in the LEA partnership network of schools or attempt to locate other employment in affiliated Colorado schools. As a result of this collaborative project, 36 SLPs were transitioned into public school settings and over a dozen mentors were trained in the art and science of supervision.

Clinical Supervision Stipends and Support: University clinical supervisors, stipends for school district supervisors, supervision course offerings for college and/or recertification credit and regional mentoring cohorts have been developed and implemented through blending of funds and resources.

Expansion of statewide higher education training capacity for SLPs: State level support to increase and expand higher education capacity to produce graduate level SLPs was determined to be a state improvement grant priority. Distance learning program(s) and online course offerings were funded as well as full time equivalent (FTE) faculty and clinical supervisor support.

Statewide and regional SLP Professional Development: Two statewide SLP conferences each year (January and June) are co-sponsored by SLP regional networks, the state department, the state association (CSHA), institutions of higher education, and local school districts. These conferences highlight specific issues and challenges for SLPs and include local, state and national presenters. College credit and ASHA continuing education credits are made available for attendees. Regional needs of SLPs are also addressed three-four times each year, also for credit, through state and district supported regional professional development opportunities. For information on upcoming professional development opportunities for SLPs go to www.cshassoc.org

Speech Language Advisory Council (SLAC): This nineteen member state advisory council meets quarterly and is composed of regional SLP representatives nominated by school districts, as well as representatives from higher education programs, the state association, the Colorado Speech-Language-Hearing Association (CSHA), the American Speech-Language-Hearing Association (ASHA) legislative council and hospital/private practice. This council serves to guide state policies relevant to speech-language-hearing practices, including, but not limited to, developing state communication guidelines for special education eligibility, determining statewide professional development needs of SLPs, facilitating budgetary priorities, licensing standards and state and federal compliance issues. The council members also provide regional technical assistance and conduct recruiting visits to help fill SLP vacancies statewide.

Recruitment and Retention Initiatives: State and district incentives that have been determined to be effective in the recruitment and retention of highly qualified SLPs include sign-on bonuses, pay for performance incentives, payment of state and national association yearly dues, the use of speech-language pathology assistants, the use of a 3:1 service delivery model, a

workload model for caseload determination, technology support in the form of computers and PDAs, reimbursement for professional development, tuition support for SLPs and SLPAs enrolled in higher education degree programs, and the utilization of a state wide SLP list serv to communicate across the state as well as locally and regionally.

Next Steps

What's next on the horizon for collaborative partnerships and Colorado SLPs? Even with all of the aforementioned initiatives there are still well over 100 anticipated vacancies for SLPs in the coming school year. This appears due to the escalating rate of retirements across the state as well as a steady increase in the percentage of children being identified with communication disorders statewide. To address the recruitment need the state maintains a dynamic website of job openings at www.teachincolorado.com and a statewide SLP list serv that posts vacancies throughout the year. State consultants and school district SLP representatives are supported to attend and recruit at local, state and national conferences and career fairs. The state has provided buttons with "Ask me about jobs in Colorado" which are available for all recruiters as well as a variety of brochures and flyers describing SLP job opportunities and unique incentives (i.e., season ski passes).

Ideas for collaborative partnerships include the use of web-based meetings and trainings to increase access for SLPs in rural areas, and to particularly address SLPs challenges associated with teaching linguistically diverse learners. The Higher Education consortium will promote the use of SLPA training materials and resources regionally, and within districts, through a training of SLPs to become effective mentors and supervisors. The Speech-Language Advisory Council has also proposed a multi-tiered level of licensing to include a Master's Specialist Service License for those SLPs who have significant skills and expertise above and beyond the standards required for the Professional Special Service License. This new license, which has been approved by the State Board of Education, would be renewable on a seven year schedule and would require maintenance of national ASHA certification. The SLAC will also revise the state recommended eligibility guidelines for K-12 students and complete new Communication guidelines for Birth through Kindergarten. To access these resources go to www.cde.state.co.us and search Colorado Communication Guidelines.

Obviously the opportunities for SLPs in Colorado are numerous and are expanding to meet the growing demands of the profession. Through collaborative partnerships these opportunities will continue to provide systemic changes that will positively impact services and supports for infants, toddlers, children and adolescents with communication needs across the state.

For more information on these initiatives, or to offer suggestions for addressing the SLP personnel shortage, contact Karen L. Kelly Kelly_k@cde.state.co.us or Kathy Fahey Kathy.fahey@unco.edu.



Colorado Speech Language Institute
CSI Preconference
Workshop for SLPs

PREPARE AND MENTOR SLPAS IN YOUR DISTRICT

Learn how to mentor SLPA's in your districts. Learn how you can prepare a paraprofessional with a BA or equivalent background in Communication Disorders to become a state authorized SLPA. Extend your program. Support the SL program in your district. Explore style and methods of supervision for your work with SLPAs and/or other students.

WHEN: June 27, 2006

9:00am - 5:00pm: Morning and afternoon sessions*

5:00pm-7:00pm: Dinner break (on your own)

7:00pm -9:00pm: Evening session

*Continental breakfast and lunch compliments of CDE

WHERE: The Great Divide Lodge ~ Breckenridge, CO

COST: registration fee for pre-session covered by *CDE* (covers materials and textbook). All other costs, (hotel, tuition, travel & dinner) are on your own or through your district as can be arranged.

WHY: You will~

- *Replicate* evidence -based SLPA training in your district
- Learn *how* to prepare and mentor SLPAs and more about supervisory methods and techniques
- Lead YOUR district as a *resource* for ongoing preparation of SLPAs
- Receive 1 *graduate credit* in supervision and mentorship (\$45.00 additional tuition)*
- *Network* with other SLPs across the state regarding issues in service delivery and quality practice
- Become a member of the SLPA statewide consortia supported by CDE and three institutions of Higher Education (UCB;UNC;MSCD)
- Be instrumental in piloting this innovative program for replication in local school districts

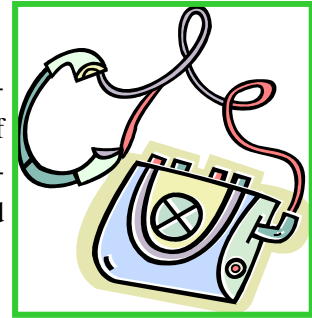
PS – You will also enjoy an extra day in Breckenridge

Talk with your district coordinator or director to support your participation and expenses as part of your CSI conference participation. Your district can pilot this curriculum to train SLPAs right in your own district.

We encourage you to REGISTER now & stay for the entire conference: For more information about this pre-session and conference go to www.chsassoc.org.

"Listen to Your Buds" and Turn Down the Volume!!!!

Since mid-December 2005, ASHA Public Relations has mounted an aggressive public awareness campaign on the potential link between the usage of some popular technology devices that provide audio through ear buds or ear-phones-like Apple's iPod, other MP3 players, and portable DVD players and hearing loss.



The campaign, which has featured the release of ASHA commissioned national poll results about usage habits, has included an ASHA-sponsored panel discussion involving leading experts and national legislators at the National Press Club on March 14, 2006.

At least 100 million viewers, listeners, and readers nationally and internationally have seen, heard, or read ASHA stories about the risk of hearing loss from unsafe use of popular technology. Stories have been featured on CNN Headlines News, Telemundo, National Public Radio, USA Today, the Washington Post, Chicago Tribune, and Associated Press and other wire services and there have been more than 800 story airings in 150 of the biggest TV news markets in the country. Channel One, an educational broadcast network reaching 7 million students, covered the story as did Disney Radio, Scholastic News and TIME for Kids. Stories have appeared in Australia, Canada, France, Germany, Great Britain, and Turkey.

To learn about ASHA's public awareness campaign go to <http://www.asha.org/turndownthevolume/>.

Additionally, ASHA was the only organization mentioned when CNN reported Apple's recent decision to introduce sound-limiting software for its iPod. ASHA called Apple's decision "a step in the right direction." However, ASHA continues to educate the public about safe listening and considers public education the long-term answer to the risk of hearing loss posed by popular technology.

ASHA will soon introduce the "Buds," two little cartoon ear bud characters to be featured on free bookmarks, banners, posters, and screensavers for member outreach efforts during Better Hearing and Speech Month. The "Listen to Your Buds" theme will be aimed at children ages 5-10 and encourage them to listen safely. Visit the ASHA Web site for further information about this new campaign and associated products, including free downloads.

For More Information Contact:

Greg Weimann
301-897-0152
gweimann@asha.org

NEW!

NASDSE Unveils New Special Ed Website

The National Association of State Directors of Special Education (NASDSE) has launched a new website that features the most recent documents from NASDSE's Project Forum, which is funded by the Department of Education's Office of Special Education Programs. The Project examines state and federal special education issues.

The website is: <http://www.projectforum.org/>

MENTAL HEALTH SERVICES
WWW.CEC.SPED.ORG
WWW.KEMPE.ORG

Mental Health Association of Colorado
www.mhacolorado.org

National Alliance for Mental Illness
www.nami.org

Substance Abuse and Mental Health Services Administration
www.samhsa.gov

Council for Exceptional Children
www.cec.sped.org

National Center for Educational Statistics
www.nces.ed.gov

Child Abuse—The Kempe Center
www.kempe.org



Life on the RtI Frontier: Theory into Practice

Sarah M. W. Cannon, Ed.S., NCSP

Colorado Society of School Psychologists, Conference Facilitator

The Colorado Society of School Psychologists (CSSP) is proud to present to you the 2006 Fall conference, "Life on the RtI Frontier: Theory into Practice." The conference will be held October 12 – 14, 2006 at the Vail Cascade Resort and Spa. The theme for this year focuses on the role of school psychologists and other related service providers in a changing educational environment. Speakers will be presenting on the day – to – day life of school psychologists in this new system.

Randy Allison from Heartland AEA in Iowa will be presenting the pre-conference workshop on October 12th (additional fee will apply). Randy has been practicing in a system that has been using RtI for over 20 years.

Dr. Jerome Sattler will present emotional, social and behavioral assessment based on his new book. No one knows assessment better than Dr. Sattler. This presentation will be the evening of October 12th. All participants will be able to purchase Dr. Sattler's new book, *Assessment of Children: Behavioral, Social and Clinical Foundations, 5th Edition*, for a reduced rate of \$70.

Beth Harn from the University of Oregon kicks off the conference with her keynote on Friday, October 13th. Beth was hugely popular last year and she has lots of advice and interventions for school psychologists who are beginning to use RtI in their school systems. Beth will also present a break out session Friday afternoon.

PAR, Inc. is proud to present Peter Isquith on Friday afternoon to discuss the BRIEF which is an assessment that looks at cognitive processing.

CDE's Cindy Dascher, along with guest Allison Seyler, will join the Conference Saturday morning, October 14th. The focus of their presentation will be on forming positive relationships and enhancing communication with parents and families.

Many more presentations will be happening on Friday and Saturday as well.

While the focus of the conference is for school psychologists, we really believe that any educator will be able to gain valuable insight from this conference. We strive to meet the needs of special educators in an effort to meet the needs of students across the state.

Check the CSSP website at www.cssponline.org for more details. Registration will be available soon. Hotel rooms are limited so check the website often to reserve your spot today!!



2nd Annual Behavior Symposium Announced

The 2nd annual Positive Behavior Support (PBS)/Behavior Evaluation and Support Team (BEST) Symposium will be held on July 25th – 27th, 2006 at the Denver Marriott Tech Center. Over 1200 attendees, including individuals from 275 PBS schools and 40 BEST teams across the state of Colorado, are expected to attend.

All related services providers, including school mental health professionals, special educators and school administrators, are invited to attend the Pre-Symposium on July 25th. During the Pre-Symposium there will be a choice from among five national speakers each of whom will present for an entire day: Dr. Stuart Albon, *The Explosive Child*; Kenneth Merrell, *Childhood Anxiety and Depression*; Dr. Terry Scott, *Linking Behavior and Academics within a Three-Tiered Model*; Marleen Wong, *Crisis and Trauma in Childhood*; and Regina Heurter, *Gangs and Alternative Cultures within a School Setting*. The Pre-Symposium provides a great opportunity to hear national experts and network with colleagues at a very low cost!

The Symposium days (July 26th – 27th) are being opened to all related service providers. Two national keynotes are scheduled to present, along with 30 breakout sessions on a myriad of topics centered around PBS, behavior and mental health issues. The breakout sessions include national speakers, local experts and exemplar sites.

Cost for the Pre-Symposium day is \$50, and the cost for the two Symposium days is \$75. A special combined registration of \$100 is available for those attending both the Pre-Symposium and the Symposium. The “Early Bird” rate will be honored until May 20th for those receiving this information late. Registration materials have been sent to school personnel and. For more information, you can also contact Kiki McGough, State PBS Coordinator at (303) 866-6768 or via email at mcgough_k@cde.state.co.us.

Educational Interpreter Update

By Ali Boyle, Educational Interpreter Coordinator

It's hard to believe that the 2005-2006 school year is coming to an end. 2006 marks the first year of educational interpreters applying for reauthorization. All those who are completing their 5-year cycle must apply with CDE. The paper work can be obtained through your school district Human Resources office.

Many interpreters have contacted me to inquire how to obtain their required Continuing Education Units (CEUs). There are two pre-approved events that offer both skills and knowledge workshops each year: the



Colorado Symposium on Deafness, Language, and Learning in the fall and the Colorado Registry of Interpreters for the Deaf (CRID) annual spring conference. Both of these events' locations change each year in order to accommodate service providers around the state. If you have the opportunity to attend both of these events twice you should be able to complete your required CEU hours in two years. In addition, CRID offers approved workshops during the year. Many school districts are now planning workshops during district in-service days and inviting neighboring districts to join them. I encourage interpreters to become proactive and network with one another. Becoming a member of CRID, your professional organization, is a wonderful way to keep in touch with our profession. (www.coloradorid.org)

The educational interpreting field is ever changing. We are fortunate to live in a state that is moving forward at a fast pace. There are two B.A. programs that have been set up for educational interpreting this year. The University of Northern Colorado is accepting transfer students at this time and will be accepting freshmen in the fall of 2007. Regis University has their program up and running right now for all students. Both programs are unique and offer a different educational approach for a variety of needs. Contact either UNC or Regis University for more information.

Continued on the next page

Sheryl Muir is in the process of setting up another informational “webinar.” This is a wonderful opportunity for interpreters to get updated information and to ask questions by computer and/or by phone. It is convenient as you do not need to travel to a central location. We hope you will take advantage of this opportunity and join us. Date and time will be announced via listservs, email lists, and the CDE website soon.

April was the latest month open for the EIPA written test. There were several locations provided with pre-approved proctors. The next window of opportunity will be the months of June and September. June is the next scheduled date for the EIPA skills test but it is already full. Check the web site for additional locations and dates. www.ed.arizona.edu/ask12.

Once again, we’d like to remind everyone to check the CDE website at <http://www.cde.state.co.us/cdesped/SD-hearing.asp>. Join the listservs (by sending a blank email to edinterp-join@web.cde.state.co.us) and email lists (by contacting me at ali.boyle@bvsd.org or calling), and to ask questions.

Please don’t hesitate to contact me if you have any questions.

I hope you all have a relaxing and safe summer.

Ali Boyle

Colorado Educational Interpreter Coordinator

303-506-9316; ali.boyle@bvsd.org



In the month of May

- Mental Health Month - see www.nmha.org
- Asian Heritage Month - see www.asianheritagemonth.org
- Older Americans Month - see www.aoa.gov/press/oam/oam.asp
- National Foster Care Month - see www.fostercaremonth.org



Counseling Hispanic Students*

By Hilda Lopez, School Counselor

Two years ago, I presented a session on the topic “Counseling the Hispanic Student” at a state conference. Granted, I work in Texas, where there is a high concentration of Hispanic students, but the fact that every seat was full is testament to the degree of interest in the topic. When you look at the numbers, it’s no wonder school counselors across the country are searching for information on counseling Hispanics, the fastest-growing population in the United States. In some states, such as Texas and other parts of the Southwest, they are already the “minority majority.”

Nationally the Hispanic population grew 58 percent over 10 years, from 22.4 million in 1990 to 35.3 million in 2000, compared to an increase in the total population of 13.2 percent over the same time frame. The Census Bureau estimates that by the year 2020, one in five Americans will be Hispanic. The medium age of Hispanics in the United States is 24, and one-third of all Hispanics are under 18. This means that one-third of the fastest growing population are in our schools today.

When I talk about this issue with others the first question they often ask is, “What do you prefer to be called anyway? Hispanic? Latina? Mexican-American? American of Mexican descent? Chicana?” What exactly is in a name anyway? The U.S. Census Bureau classifies Hispanics as Spanish-speaking people of any race. When completing the 2000 census, people could identify themselves as Mexican, Puerto Rican, Cuban or “other Spanish/Hispanic/Latino,” and more than 35 million people identified themselves as Hispanic or Latino.

So, how do you counsel Hispanic/Latino students when the very term embodies many races, nationalities, languages and cultures across various socio-economic levels? Complicate that further with the fact that some students may be undocumented immigrants, first-generation Americans or, like my husband’s ancestors, their families have lived in the same area for several generations. In fact, my husband’s maternal grandmother’s family was in this area before Texas became an official state.

When preparing for my presentation on counseling Hispanic students, I took a good look at our own districtwide comprehensive school counseling program. My district, in El Paso, Texas, is 90.9 percent Hispanic, 6.8 percent white and 1.6 percent African American. Some 73 percent of our students are classified as economically disadvantaged, and 30 percent are considered English language learners. The question asked myself was, “Given our demographics, what are we doing different than any other school counseling program in the country?” After much reflection, I decided the answer was, not much.

A Closer Look: The school counselors in our district share the beliefs and philosophy that every student can achieve. Although students come to us with different barriers to learning, the barriers are never an excuse for not excelling in school. Nationally, Hispanic students lag behind students from other ethnic groups in educational attainment. Figures from March 2004 show that 18.4 percent of whites complete four or more years of college, 7.9 percent of African Americans but only 7.6 percent of Hispanics. The differences at the high school completion level are even more drastic. Ninety percent of whites complete high school, 80.6 percent of African Americans but only 58.4 percent of Hispanics.

In our district, 89 percent of the students graduate under the college preparation track, and about 60 percent enroll in a two- or four-year college. As a district we are constantly looking for and analyzing our data to help us plan. We are looking for data that will tell us how many students finish college; how long it takes them to finish; why, if almost 90 percent are prepared to attend college, only 60 percent actually enroll, etc.

We encourage students who come to our schools with a language other than English to continue developing that language in addition English. My parents used to tell me, “El que sabe dos idiomas cuenta por dos.” (“Those who can speak two languages count as two.”) When students attend our schools, they must learn English, but programs are additive, not subtractive when it comes to the language. The learning standards set by the state and No Child Left Behind are the same standards a child in El Paso, Dallas, or Houston must master. Counselors are part of the team that looks at barriers to learning and are part of the solution as to how to remove them so students can succeed.

Delivery system: The school guidance curriculum is even more critical for Hispanic students given the number of students who are considered economically disadvantaged. The College Board’s 2001 report, “Swimming Against the Tide: The Poor in American Higher Education” notes that the primary source of post-secondary information for students of low socioeconomic status is the school counselor. The report goes on to say that by the ninth grade and sometimes as early as the seventh grade students have formed occupational and educational expectations strongly related to socio-economic status.

When school counselors practice “threshold counseling,” i.e. we counsel only those students who walk across our threshold, we are limiting information to the masses. Students who typically seek out the counselor’s help are usually top students who would make it with or without our guidance. The students who need us the most are the ones who never come and are sitting in the classrooms waiting for us.

And it’s not just the students who need our help. School counselors also need to consider the needs of Hispanic parents. My mother didn’t speak English when I was growing up, and both my parents had limited schooling. My parents are intelligent, but with their limited formal

education, they have no knowledge on how to navigate the school system. There are many students just like me – first-generation college students who would greatly benefit from guidance lessons on a variety of topics, and their parents would benefit from your lessons as well. Don't limit your guidance lessons to students; we hold many parent meetings beginning in elementary school. As we survey our parents, the topics reflect the community of the school. What is consistent is the information we provide parents on college preparation, financial aid and college opportunities. These aren't handouts given to just the students; we encourage parents to partner in this journey of knowledge so they can support their children. Given our high number of Spanish-speaking parents, we hold many of our meetings in English and Spanish.

From the career inventory to the development of a five-year plan (four years of high school and one year of post-secondary), students are encouraged to take the most rigorous courses. School board policy has already mandated four years of math to include algebra I, algebra II, geometry and a senior-level math course, and counselors encourage a fourth year of science as well. We also encourage students to enroll in pre-advanced-placement, advanced placement and dual-credit classes. Through an agreement with the local community college, students do not pay to take the college placement class and can take dual-credit classes free of charge. Counselors look at data to see if students are taking AP, SAT and ACT exams. Last year, school counselors across the district examined data and discovered a discrepancy between the number of students who said they wanted to go to college, were prepared to go to college and then took the college entrance exams. We then made it a district-wide counseling goal to increase the number of PSAT and SAT/ACT test takers.

Management system: The use of data is one of the most critical elements in counseling students, and Hispanic students are no different. School counselors should examine their graduation rate, dropout rate, college-going rate, attendance rate and more. Are you students mastering learning standards? If not, why? And what are you going to do about it? That's where action plans come in. Develop your plan to address these student needs.

Accountability: In our district, we annually present results reports to the superintendent, all district counselors and administrators. Sometimes the goals set are not met, but the learning and insight gained is powerful.

If you were looking for a recipe on how to counsel the Hispanic student, there is none. Have high expectations for all students, and have the system in place to figure out how to make success for all a reality. We owe it Hispanic students, to African American students, to white students, to Asian students, to every student.

Hilda Lopez is a school counselor with Socorro Independent School District in El Paso, Texas.

**Reprinted with permission from the American School Counselor Association..*

AMERICAN SCHOOL COUNSELOR ASSOCIATION PARTICIPATES IN BIPARTISAN U.S. SENATE BRIEFING ADDRESSING MENTAL HEALTH IN SCHOOLS

In today's schools, students are faced with tremendous stress, from bullying to the aftermath of natural disasters, to testing requirements. Recently a panel of experts discussed the roles, responsibilities, and impact of school-employed mental health service providers.

The briefing, "*Removing Barriers to Learning: The Role of School-Employed Mental Health Service Providers*," addressed how these professionals – school counselors, school psychologists, and school social workers – eliminate barriers to learning by helping students improve academic achievement, develop interpersonal and social/emotional skills and prepare for positive postsecondary opportunities.

"Research has shown that students who receive social-emotional support and prevention services do better in school," said Richard Wong, executive director of the American School Counselor Association. "School-employed mental health providers are specially trained in school system functioning and learning, as well as mental health, and focus on how students' behavior and mental health impacts their ability to learn and be successful in school. These professionals have a positive effect on academic outcomes and social/emotional welfare."

The briefing was sponsored by the American Counseling Association, American School Counselor Association, National Association of School Psychologists, and the School Social Work Association of America and had bipartisan support from Senator Edward Kennedy (D-MA) and Senator Pete Domenici (R-NM).

Technology Safety and Security Among Children: What Caretakers Need to Know

Parents/families need to be aware of the dangers of technology among children (and what they can do about it). There is a valuable handout which is now available online. It is written by Dr. Russ Sabella, counselor educator at Florida Gulf Coast University and former ASCA President.

For a highly readable and user-friendly parent guide, download the handout at:

<http://www.schoolcounselor.com/macomb/index.htm>



SCHOOL SOCIAL WORKER NEWS

Information Submitted by Heather Hotchkiss, Adams 50

BASC Training - a GREAT Success!

A statewide training on administering the BASC-2 was held on Friday, February 17, 2006 in District 50, Westminster. This workshop was sponsored by the Colorado School Social Work Committee (CSSWC), AGS Publishing and CDE-ESSU. Over 150 School Social Workers and Psychologists attended and gave this workshop excellent reviews. The presentation by Beth Doll, Ph.D., University of Nebraska, included information about the BASC-2, its components, scoring, interpretation and intervention applications. We had over 200 registrants for this workshop and had to turn people away. The CSSWC is working on bringing Dr. Doll back this Fall for a second BASC-2 training.

School Social Work Association of America Press Release:

Local School Social Workers Attend National Conference

Several Colorado school social workers recently returned from attending the School Social Work Association of America's 100th Anniversary of School Social Work Conference held in Boston. Attendees came from across the United States, Canada, Singapore, the Grand Bahamas, Korea, Australia and Nepal.

Boston is one of the cities where school social work began in 1906. At the opening banquet speaker Nancy Humphrey set the stage for the conference by talking about the history of school social work and challenging the participants to lead the way into the second century of the profession of school social work.



Participants attended workshops designed to further enhance their skills and increase their knowledge base on a variety of topics important to school social workers. Sixty-five different sessions were offered over the three days of the conference. The Colorado School Social Work Committee sold over \$1600 in Colorado products! All of the proceeds go into our Colorado School Social Worker Institute.

The conference closed with an entertaining keynote address by Anne Barab, a motivational speaker from Texas. Ms. Barab talked about developing a "do not do list" as well as a "do list" in order to become more effective as a professional and as a person. The conference received enthusiastic reviews, and school social workers are looking forward to the next conference in April of 2007 in Orlando. Also, the SSWAA National Conference will be **coming to DENVER in April 2008!!**

OCCUPATIONAL THERAPY NEWS

COTA program update from Pueblo Community College

Pueblo Community College is celebrating it's 22nd year! We are currently the only Occupational Therapy Assistant Program in the State of Colorado. We have been fortunate over the rough years of low enrollment, (due to a decline in jobs), to have a very supportive and understanding administration. Enrollment has been steadily climbing over the last 3 years.



We currently have 16 2nd year students who will graduate in the spring of 2006, 18 1st year students, and 7 part-time students who will graduate at various times in the future. We constantly are getting job opportunities and clinical sites calling from all over the state to offer to take our students. Jobs are becoming plentiful again! However, to fill these jobs we need help from the OT community. Send us students from your geographic area. These students are more likely then to return to the area they came from for their clinicals and to seek employment. Currently we have a student that commutes weekly from the western slope, one that commutes daily from Raton, NM; 6 from Colorado Springs, 1 from the eastern plains and 1 has temporarily moved to Pueblo from Denver. The market in Pueblo is still absorbing the majority of our graduates, who are earning an average of \$18/hour (the high is \$23 the low is \$13.50), but to fulfill the needs of the state, we need a more geographically diverse student population.

Who is an average student? Our average student age is 35. We have 4 male students. Five students have BS degrees, and 6 already have an AS degree in another field. 38% of our students are ethnic minorities and 68% have children.

Our student club is very active. The students are dynamic, creative and energetic. This year 8 students assisted at the OTAC conference. If you attended, you may have met them. The club raised over \$1,000 this year to donate Thanksgiving dinners to 30 families of our local county board for developmental disabilities (Blue Sky) who would otherwise not have a meal for this holiday. They also raised money to donate to the local homeless shelter (Wayside Cross) and for Meals on Wheels.

We have a program and students we are proud of. We hope to be able to work with more of the facilities in the state and to continue to assist the profession to fill a vital role in the health-care field. If you have jobs you would like to post on our web site, please send them to Becky.Robler@pueblocc.edu . Listings are free and available to any COTA in the Country. Also, check out our website at: www.pueblocc.edu/Academics/AreasStudy/HealthProfessions/OccupationalTherapyAssist/ .

A popular question

By Sandra Meagher, OTR

Amongst school based occupational and physical therapists a common question arises when the conversation turns to service provision within the least restrictive environment. Therapists frequently ask the question, “How do I effectively work with a student on a ball or bolster within his/her general classroom?” That is a great question. Not because of the answer it generates but because of the discussion that is elicited from asking the question.



The quick answer to the question is that we don't. We don't work with a student on a ball within his general education setting. Unless a student has programming developed to allow for repetitiously engaging in therapeutic ball work, perhaps by means of follow through from a paraprofessional, discrete weekly trials of ball use are of no benefit to that student's education.

This is not to say that ball work serves no therapeutic purpose. Naturally it does. Any therapist can spell out exactly the intended purpose of the activity. Whether it is to develop core muscle strength, facilitate trunk rotation, improve range of motion through maximizing stretch, or developing balance between extensor and flexor trunk muscles, ball activities can be very therapeutic.

the school setting, however, this approach to intervention can be problematic. The nature of this approach is remediative or habilitative. Most often within the school setting there is insufficient time to effectively operate under a habilitative model. We have the greatest level of influence, as school based OTs and PTs, when we embed therapeutic activities into a student's day. We have the greatest level of influence when these activities can be carried out by a variety of school staff members. In the absence of repetitious engagement our habilitative model will prove ineffective.

Adaptative models of intervention serve to problem solve functional engagement despite disability. Within this model of intervention the priority is on access and functional status, rather than on normalizing motor skills. How long must a student remain prone on elbows before it translates to something either functional or academically relevant? Such an approach can be inefficient, ineffective, and often both. It may be of greater benefit to determine in what manner the lack of precision in a student's upper extremities can be bypassed in order to facilitate functional capacity. As opposed to changing the student, an adaptative model aims to alter the environment to allow for access.



Within the school setting our focus must be on efficiency. Our mandate is to support education. The more efficiently we can facilitate access to education, within our population of students, the more inclusive we make our schools. That is true disability advocacy.



The Colorado Department of Education would like to sincerely thank three retiring members of the motor liaison committee whose countless hours of work and sincere dedication to their professions

served to guide OT/PT/APE initiatives for more than two decades. Jill Knapp represented physical therapy on the CDE motor liaison committee since 1985. She has recently retired from Jefferson County School District. These days it's difficult to know where Jill might be. She and her husband own and operate *Twin Dolphins*, a scuba diving training and excursion company. Cheryl Hydrick has been the APE representative on the motor liaison committee since 1989. She retires from Jeffco schools at the end of this school year. Like her colleague Jill, Cheryl is an avid traveler. Darcie Votipka represented occupational therapy on the motor liaison committee since 1996 and served as the CDE consultant on OT/PT/APE for the 2003-2004 school year. She is not retiring although I suspect she may dream of it, at times. Darcie serves the Poudre Valley School District as the Director of Student Services. We offer our thanks and good wishes for the adventures that lie ahead of you.

USABA TO HOST 2006 NATIONAL SPORTS FESTIVAL

Colorado Becomes First State Games to Fully Integrate Blind Athletes in Schedule

The United States Association of Blind Athletes (USABA) is pleased to play host to the 2006 National Sports Festival and Championships in Colorado Springs, Colorado. The Sports Festival will be held August 1-3, 2006 at the Colorado School for the Deaf and Blind with the 2006 Rocky Mountain State Games following the Sports Festival on August 4-6. USABA athletes 8 years-old through masters will have the opportunity to learn and refine their skills in various sports clinics taught by USABA national coaches. Following the Sports Festival, athletes will also have the opportunity to compete in the Rocky Mountain State Games which offer 29 different

Forms for the National Sports Festival can be accessed online at www.usaba.org and the Rocky Mountain State Games registration forms can be accessed at www.thesportscorp.org. Forms for both events must be completed and returned to USABA by June 30, 2006. Cost is \$120 for all five nights or \$20 per night which covers room and board at the Colorado School for the Deaf and Blind, clinics and competition fees, ground transportation, national coaches cost, medals and a t-shirt. For more information or questions contact Angie Murphy at (719) 630-0422 or media@usaba.org or Mike Moran at (719) 634-7333, Ext.1011

More People in Drug Abuse Treatment Began Drug Use Before Age 13

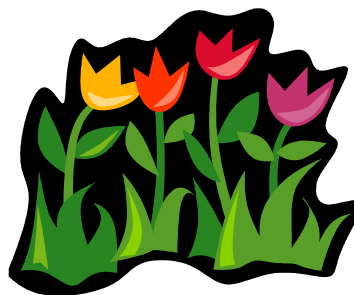
More people in treatment for drug abuse, other than alcohol abuse, began using at least one of their problem drugs prior to the age of 13. The data over the past decade show that in 1993, 12 percent of admissions to treatment for drugs (114,462 people) began using their substances before age 13. By 2003, 14 percent of admissions (162,708 people) began using drugs prior to age 13. These findings were released today in a report by the Substance Abuse and Mental Health Services Administration (SAMHSA) from continued analysis of the Treatment Episode Data Set (TEDS).

The report, “Age of First Use Among Admissions for Drugs: 1993 and 2003”, notes that the percentage of treatment admissions that initiated drug use before age 13 increased between 1993 and 2003 for marijuana and opiates. Opiates include prescription pain medications and heroin. Initiation of marijuana use prior to age 13 increased from 20 percent to 23 percent of marijuana admissions from 1993 to 2003. For opiate admissions, the percent initiating drug use before age 13 increased from 4 to 5 percent. There was a decline for cocaine admissions (from 5 percent to 4 percent) and for stimulant admissions (from 10 percent to 9 percent). Stimulant admissions include methamphetamine.

“Age at first use is an important predictor of the potential for serious substance abuse problems later in life,” said SAMHSA Administrator Charles Curie. “The increase in the proportion of admissions for drug use before age 13 should be a wake-up call to parents to speak with their children early and often about the dangers of drug use.” The report notes that for some admissions, initiation into the drug lifestyle may have started even earlier, with a first drug that was abandoned for another drug or drugs introduced later on.

The percentage of admissions starting drug use before age 13 increased for both females (11 percent in 1993 rising to 12 percent in 2003) and males (13 percent in 1993 compared to 15 percent in 2003). The percentage using drugs before age 13 increased among Black admissions from 8 percent in 1993 to 11 percent in 2003. Among Hispanics, the percentage of admissions that began using drugs before age 13 increased from 10 percent in 1993 to 13 percent in 2003. The percentage also increased for Asian and Pacific Islander admissions (16 percent in 1993 compared to 19 percent in 2003) and American Indian/Alaska Native admissions (21 percent in 1993 compared to 23 percent in 2003). The percentage for White admissions remained the same at 15 percent.

TEDS collects data on the approximately 1.8 million annual admissions to substance abuse treatment facilities, primarily those that receive some public funding. The report is available on the web at www.oas.samhsa.gov.



NEW

New APH website

The American Printing House for the Blind has announced a new parent/teacher resource for children with sensory impairments. [The PE web site](#) is a resource that lists adapted physical education programs, adapted athletic/sport organizations, equipment resources, sport camps, articles and books, events, and much more. APH encourages participation from the field. As you browse through the web site and know of an organization, event, or item that you would like to have listed, please click on the address provided (www.aph.org/pe/contact.html).



Relationship Between Non School Factors and Student Achievement

A report from the National Center for Educational Statistics reports on the relationship of six nonschool factors to student achievement. The six factors are: highest level of parents' education; high occupational status of parents; number of books at home; immigrant status, and family structure. For more information, check out <http://nces.ed.gov/>.

RESOURCE: www.interventioncentral.org

Intervention Central offers free tools and resources to help school staff and parents to promote positive classroom behaviors and foster effective learning for all children and youth. The site was created by Jim Wright, a school psychologist from Central New York. Visit to check out newly posted academic and behavioral intervention strategies, download publications on effective teaching practices, and use tools that streamline classroom assessment and intervention.

Upcoming Events

CSCA Summer Institute for School Counselors

June 12-16, University of Colorado, Colorado Springs

Theme: "Transforming School Counseling"

For more information, go to www.cosca.org

Sixth Annual Deaf Education Summer Institute

June 12-16, Lion's Square Lodge, Vail, Colorado

For more information, contact

Sheryl Muir at muir_s@cde.state.co.us

Registration forms may be downloaded from

www.cde.state.co.us/cdesped/sd-hearing.asp



Communication Summer Institute (CSI): 2006 for Speech-Language Pathologists and Related Professionals

June 27, 28, 29, & 30 at the Great Divide Lodge in Breckenridge, Colorado

Theme: "The Role of Speech-Language Pathologists in RTI"

For specific information and to download the registration form go to the CSHA website

www.cshassoc.org

2nd Annual Behavior Symposium

July 25-27, 2006, Denver Marriott Tech Center

Registration Forms may be downloaded at www.cde.state.co.us/pbs

2006 Summer Institute on Deafblindness

August 7-9, 2006, The Great Divide Lodge, Breckenridge

Theme: *Links to School and Life Success: Communication and Literacy:*

for Children with Deafblindness and Other Significant Support Needs

For more information, contact Tanni Anthony at anthony_t@cde.state.co.us

Registration forms may be downloaded from

<http://www.cde.state.co.us/cdesped/SD-Deafblind.asp>

Colorado School Social Work Institute: Harnessing the Power of Social Work in Schools

October 6-7, 2006

Village at Breckenridge, Breckenridge, CO

www.cde.state.co.us/ssw

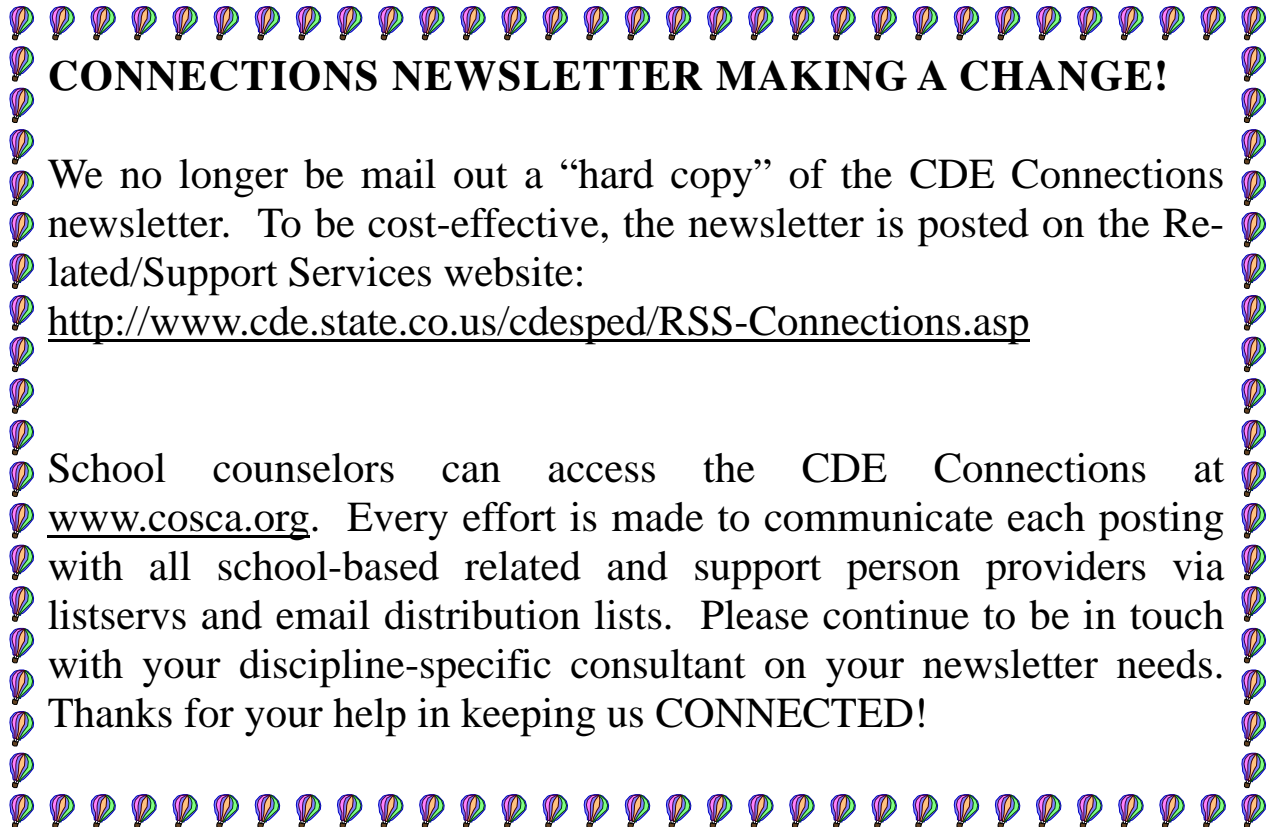
Save the Date



**October 12–14—Colorado Society of School Psychologists
“Life on the RtI Frontier: Theory to Practice”
Vail Cascade Resort and Spa, see www.cssponline.org**



**November 9 & 10—Colorado School Counselors Annual
Conference
The Omni Hotel, Broomfield. See www.cosca.org for details!**



CONNECTIONS NEWSLETTER MAKING A CHANGE!

We no longer be mail out a “hard copy” of the CDE Connections newsletter. To be cost-effective, the newsletter is posted on the Related/Support Services website:
<http://www.cde.state.co.us/cdesped/RSS-Connections.asp>

School counselors can access the CDE Connections at www.cosca.org. Every effort is made to communicate each posting with all school-based related and support person providers via listservs and email distribution lists. Please continue to be in touch with your discipline-specific consultant on your newsletter needs. Thanks for your help in keeping us CONNECTED!

CDE Connections Consultants

<p>Maureen Melonis, Assistive Technology Assistive Technology Partners 1245 E. Colfax Ave., Suite 200 Denver, CO 80218 Phone: (303) 815-1281 Email: Maureen.melonis@uchsc.edu</p>	<p>Barb Bieber, School Psychology 201 E. Colfax Ave. Denver, CO 80203 Phone: (303) 866-6933 Email: bieber_b@cde.state.co.us</p>
<p>JoAnne Gearhart, School Counseling Broomfield High School 1Eagle Way Broomfield, CO 80020 Phone: (303) 447-5374 Email: joanne.gearhart@bvsd.org</p>	<p>Cheryl Johnson, Educational Audiology 201 E. Colfax Ave., Room 300 Denver, CO 80203 Phone: (303) 866-6960 Email: johnson_c@cde.state.co.us</p>
<p>Tanni Anthony, Orientation/Mobility 201 E. Colfax Ave. Denver, CO 80203 Phone: (303) 866-6681 Email: anthony_t@cde.state.co.us</p>	<p>Karen Kelly, Speech-Language Pathologist 201 E. Colfax Avenue, Room 300 Denver, CO 80203 Phone: (303) 866-6741 Email: kelly_k@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>To Be Announced, School Social Work 201 E. Colfax Ave. Denver, CO 80203</p>
<p>Sheryl Muir, Education Interpreters CDE, 201 E. Colfax Ave. Denver, CO 80203 Phone: (303) 866-69099 Email: muir_s@cde.state.co.us</p>	<p>Sandra Meagher, OT, PT, APE CDE, 201 E. Colfax Ave. Denver, CO 80203 Phone: (720) 244—3411 Email: meagher_s@cde.state.co.us</p>



Exceptional Student Services Unit
 201 East Colfax
 Denver, CO 80203

Phone: 303-866-6694
 Fax: 303-866-6811
 Email: sesu@cde.state.co.us
www.cde.state.co.us/cdesped

