

# *Student Services Snapshot*

WINTER 2019



## A NORTH POLE VISITOR

Students in Mrs. Alex Weigle's classroom, at Biglerville Elementary, had a very special visitor stop by.

## WHO WANTS ICE CREAM?

Students in Mrs. Judy Pitzer's 6th grade have been working with ratios in math class. One activity included an ice cream recipe in which the students had to increase the recipe ingredients to accommodate feeding a class. Students enjoyed using the recipe.



## LIGHTING UP THE CLASSROOM WITH KINDNESS

At Arendtsville Elementary, Miss Baumgardner's students are "Lighting Up the Classroom with Kindness" throughout the month of December. Miss Baumgardner and the students, who are 4th and 5th graders, are recording acts of kindness on bulbs and have them strung around the classroom.



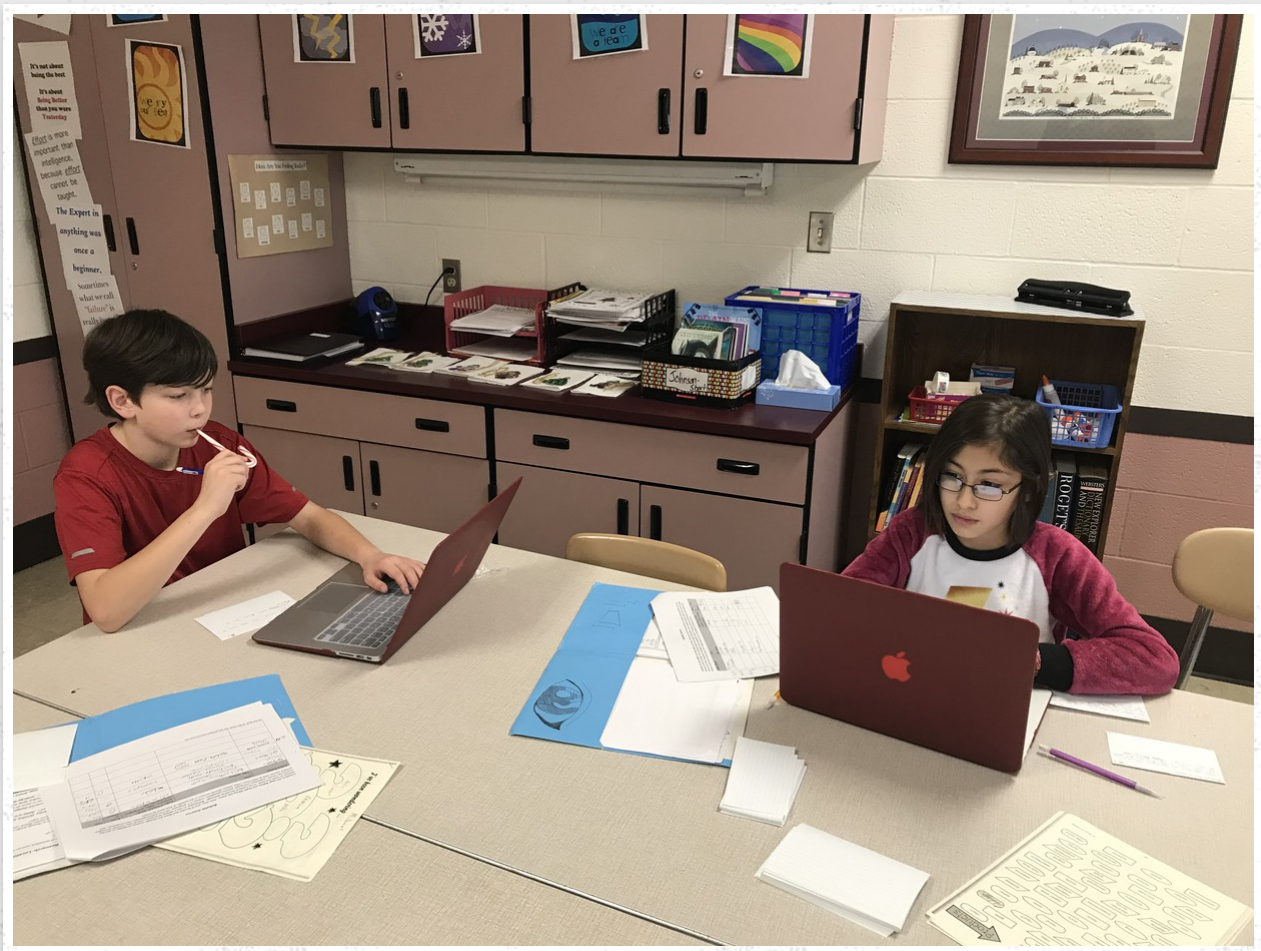
## RUDOLPH COMES TO ARENDTSVILLE!

Led by Mrs. Aimee Haines, as narrator, the students and staff in her classroom put on a heartwarming production of *Rudolph the Red Nosed Reindeer*.



## LEARNING LIFE-LONG SKILLS

Students in Mrs. Donna Johnson-Short's class are researching a self-selected topic to learn research skills as well as life-long independent study skills.



## MAKING NEWS AT BENDERSVILLE!

Students from Bendersville Elementary produce a weekly video news report. They stay after school once a week to plan, write scripts and film their news program. They are under the guidance of Mrs. Kelly Kuntz and Mrs. Justine Irwin. Every Monday morning the home room teachers play the news for their classes as the morning announcements. The entertaining

news video features segments such as birthdays, current events, jokes, fun facts, teacher and student interviews, lunch menus and more.

BDN Nov 4



## SOCIAL CLUB ROCKS KINDNESS & GIVING

Mother Teresa stated, "It's not how much we give but how much love we put into giving." During the months of November & December, students in Social Club, led by Mrs. Erin

Rodgers, radiated in sharing gifts of love & kindness with many of the Upper Adams Community. Prior to Thanksgiving, students worked together to create "Kindness Rocks". They then placed them throughout the Middle School to encourage others to be kind & to share their ideas of kindness. Throughout the month of December, the students collaborated with Under the Horizon in creating Christmas tree gift tags with the message "You are loved!" that they placed on blankets distributed to food insufficient families & children dealing with numerous types of loss in our community. The love put into giving is clearly evident in the smiles and dedication these students displayed. Kathleen Lerew, founder of Under the Horizon, said it best in response to the pictures below . . . "My heart is overflowing!" Social Club is comprised of 10 students from the following middle school and high school classes: Mrs. Nagode, Mrs. Rodgers & Mrs. Carrera. Just as important as the participants, there are 8 student mentors that support those students of Social Club from 7th and 8th grade.



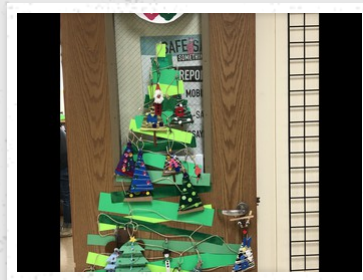
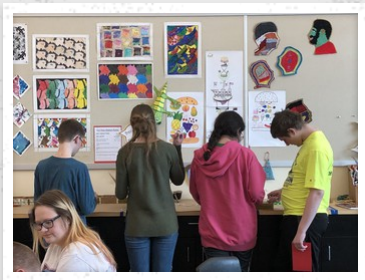
## CANNER CREATIONS

Mrs. Thompson's class created a classroom business in order to learn valuable work and transition skills. Canner Creations was formed in early October and students began making Christmas Cards in late November to sell at the LIU Craft Fair and to teachers and staff at Biglerville High School. All funds raised will go to transition and community activities for the class. Canner Creations will be selling other items in the spring.



## TIS THE SEASON IN UNIFIED ART

Students in Miss Sefcheck's Unified Art class participated in the holiday door decorating contest. The door was decorated as a 3-D tree complete with mini trees, Santas, snowmen, gingerbread men, and more.

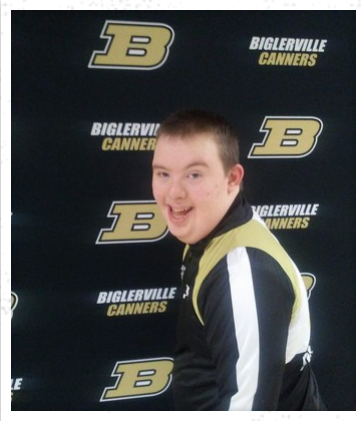


## STUDENT STANDOUTS!

Sereck, a BHS Senior, is a member of the wrestling team. Sereck recently wrestled in exhibition matches with students from Susquehannock and Bermudian. Come out to watch Sereck and the rest of the Canner wrestling team on January 14th for Senior Night!

Christopher, a BHS Junior, is the HS girls basketball teams as team manager. He helps with running drills, getting equipment ready for practice and games, running the time clock, and travels with the team. Christopher is considered a great addition to the team!

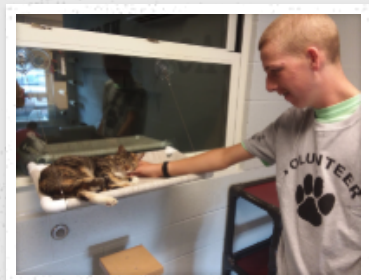
Brianna, a BHS Junior, recently passed her "Mod A" The Intro to Fire Service at the Bendersville Fire Company.



## VOLUNTEER SERVICE AT THE SPCA

Students in Mrs. Pam Carrera's class began to volunteer at the SPCA in the month of October. The students help the SPCA get ready to open for the day by assisting in light cleaning duties such as sweeping, mopping, dusting, and washing food bowls. Students learn various job skills such as following directions from SPCA staff, working together as a team, paying attention to detail, and working at a steady pace to complete the job. Before leaving for the day, they spend a few minutes loving on the animals, usually cats ~ the kittens are their favorite.

Since Mrs. Carrera and her class see firsthand what the SPCA needs to provide for the animals, they organized a donation drive to support this great cause. Among the items that were donated were cat and dog food, toys, treats, blankets, collars, and leashes. On December 18th, they delivered these items to the SPCA, for which the staff (and animals) appreciated.





## SANTA'S MOST WANTED

Students in Mr. Jarred Strine's class participated in the annual holiday door decorating contest. The theme of their door was Santa's Most Wanted. Some of the "crimes" committed: falsifying weather reports, pushing Santa off the roof, eating Santa's cookies, and not letting Rudolph play in games.



## BEEP! BEEP! BEEP!

Congratulations to Ms. Dee Crowder, Mrs. Pam Carrera, and Mr. Jarred Strine! These amazing BHS teachers have all completed training and passed exams to obtain their bus license. A special thank you to Mr. Kyle Flook for providing training.





## UASD TRANSITION SPAGHETTI DINNER

On November 6, students prepared a delicious dinner for their parents and guardians. The menu included spaghetti with meat sauce, garlic bread, tossed salad, and chocolate chip cookie bars. In addition to information on the differences between entitlement for services and eligibility for services, information was provided on various adult services that are available and recommended for students including the Office of Vocational Rehabilitation (OVR) and York/Adams County Mental Health/Intellectual & Developmental Disabilities (MH/IDD). We strongly recommend that all students apply for services with these two providers. If you would like assistance with the applications, please contact your classroom teacher.



# INSIGHT FROM THE SCHOOL PSYCHOLOGIST

## Children and Sleep: How Much Do They Really Need?

As a parent of three children, I understand how busy life gets! Finding a balance between home and school life can be difficult, but is necessary, as the two worlds have much influence on one another. There are many healthy habits you can promote at home that have a major impact on your child's wellbeing at school. One such habit is sleep.

So how much sleep do kids really need? The American Academy of Pediatrics (AAP) recommends the following amount of sleep for school-age children on a regular basis:

- Children 3 to 5 years of age: 10 to 13 hours per 24 hours
- Children 6 to 12 years of age: 9 to 12 hours per 24 hours
- Teenagers 13 to 18 years of age: 8 to 10 hours per 24 hours

The guidelines are based on findings from the American Academy of Sleep Medicine (AASM) who found that adequate sleep duration for age on a regular basis leads to improved attention, behavior, learning, memory, emotional regulation, quality of life, and mental and physical health. Not getting enough sleep each night is associated with an increase in injuries, hypertension, obesity and depression, especially for teens who may experience increased risk of self-harm or suicidal thoughts. Research suggests:

- Sleep plays an important role in memory, both before and after learning a new task.
- Lack of adequate sleep affects mood, motivation, judgment, and our perception of events.
- A sleep-deprived person cannot focus attention optimally and therefore cannot learn efficiently.
- The general consensus is that consolidated sleep throughout a whole night is optimal for learning and memory.

In addition to these recommendations, the AAP suggests that all screens be turned off at least 30 minutes before bedtime (an hour before is even better!) and that TV, computers and other screens not be allowed in children's bedrooms. For infants and young children, establishing a bedtime routine is important to ensuring children get adequate sleep each night. The AAP program, "Brush, Book, Bed" is available here: <http://bit.ly/bedroutine>

*In Partnership,*

*Melissa McLean*

*School Psychologist*

*Upper Adams School District*

For more information, please visit these resources:

[www.aap.org](http://www.aap.org)

[healthysleep.med.harvard.edu/healthy/matters](http://healthysleep.med.harvard.edu/healthy/matters)

# WHAT HAPPENS WHEN TEENS DON'T SLEEP



When teens don't sleep enough (or don't experience a normal sleep cycle), it can...

## 1 ...Affect cognitive performance.

Teens who have four or more technological devices in their bedroom are 2x more likely to fall asleep in school or while doing homework.

## 2 ...Lead to mental health issues.

Teens who sleep six or less hours a night are 3x more likely to suffer from depression.

## 3 ...Increase risk of obesity.

Teens who lose sleep may experience long-term effects on their physical health, including a higher risk of developing diabetes later in life.

## 4 ...Create changes in mood.

Younger teens who don't get enough sleep are more likely to be inattentive, impulsive, hyperactive, and oppositional.

## 5 ...Put teens at risk of injury.

Teen athletes are 1.7x more likely to suffer an injury if they have not slept eight hours a day.

## 6 ...Make them turn to substances.

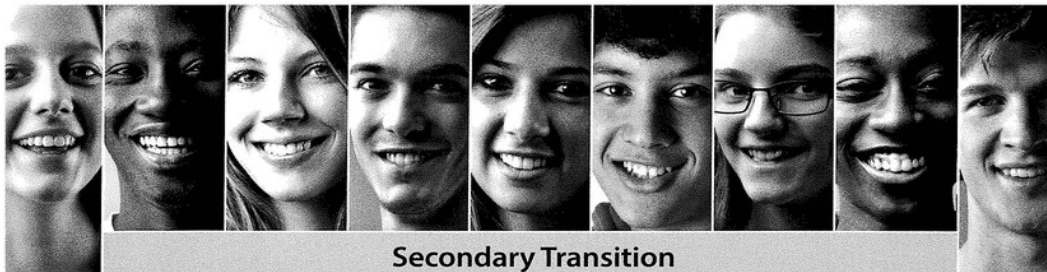
Sleep deprivation increases the risk of alcohol and drug abuse, especially among teens who are prescribed sleeping pills.



## Negative Effects of Sleep Deprivation

- ⌚ Decrease in productivity and decision making
- ⌚ Impaired memory and cognitive brain functions
- ⌚ Reduction in reaction times and motor skills
- ⌚ Impaired vision
- ⌚ Exaggerated emotions or mood
- ⌚ Greater risk of injury or automobile accidents

SECONDARY TRANSITION



## Secondary Transition

# Entitlement vs. Eligibility (IDEA, ADA, and Section 504)

### Entitlement:

School-age students with a disability receiving special education services are **entitled** to receive services to access a free appropriate public education as outlined in the Individuals With Disabilities Education Act (IDEA). Services are documented within the student's individualized education program (IEP) as determined by the IEP team and funded by the local educational agency. Students are entitled to:

- Free appropriate public education (FAPE)
- Least restrictive environment (LRE)
- Specially designed instruction (SDI)
- Related services
- Preparation for further education, employment, and independent living

### Eligibility:

Once a student exits school, **eligibility** for services and supports is determined through the requirements of agencies outside of the school system:

- Individuals may qualify for services; services are not guaranteed
- It is the individual/parent/guardian's responsibility to obtain services .
- Services may be provided if there is enough staff, capacity at the facility, and/or funds to provide services
- Self-advocacy is necessary in obtaining accommodations

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### Post-Secondary Education

- Rights are governed by the ADA
- Student must self-disclose disability and present documentation to the college/university's Office of Disabilities (IEPs are not considered documentation of a disability).
- Psychological documentation within the last year is needed to determine eligibility
- Student must ask individual professors for accommodations

### Employment

- Rights are governed by the ADA
- The individual must:
  - Identify disability to employer to receive accommodations
  - Request reasonable accommodations
  - Self-advocate in order to obtain accommodations

### Independent Living

The individual should understand:

- Housing rights and responsibilities
- How to maintain his/her home
- General cleanliness
- Nutrition
- Health and safety
- Personal finance
- Meal preparation
- How to seek out support services from the local Center for Independent Living (CIL)

### Self-Advocacy

The individual should be able to:

- Self-identify
- Describe his/her disability, strengths, and areas of need
- Be responsible for obtaining disability documentation
- Request accommodations
- Seek out support services

## Comparison of legislation concerning entitlement and eligibility:

	Individuals With Disabilities Education Act (IDEA) 2004	Americans With Disabilities Act (ADA) 1990	Section 504 of the Rehabilitation Act of 1973
In General	Students ages 3-21 with one or more of the 13 specific disability categories and who need special education and related services are <b>entitled</b> to services to prepare them for further education, employment, and independent living.	Any person who has a physical or emotional impairment that substantially limits a major life activity is <b>eligible</b> for services and ensures that person is not denied access to, benefits of, or subject to discrimination solely on the basis of the disability.	Any person who has a physical or emotional impairment that substantially limits a major life activity is <b>eligible</b> for services and ensures that person is not denied access to, benefits of, or subject to discrimination solely on the basis of the disability.
What is it?	An education law that describes what students are entitled to receive while in public school: <ul style="list-style-type: none"> <li>• Free Appropriate Public Education (FAPE)</li> <li>• Specially Designed Instruction (SDI)</li> <li>• Related Services</li> </ul>	A civil rights law that provides persons with disabilities protections from discrimination based solely on the disability in: <ul style="list-style-type: none"> <li>• Employment</li> <li>• Public Services</li> <li>• Accommodations</li> </ul>	A civil rights law to prohibit discrimination on the basis of disability in programs and activities, public and private, that receive federal financial assistance
Who is responsible for identification?	The local education agency (LEA) where the student resides. A comprehensive evaluation is required with parental consent.	The student must: <ul style="list-style-type: none"> <li>• Secure the assessment and the evaluation</li> <li>• Self-identify to the school/ employer</li> <li>• Provide appropriate documentation to the school/employer</li> </ul>	Local education agency (LEA) where student resides. Parental notice, not consent, is required for evaluation.
Differences in appropriate services	Identified students are entitled to: <ul style="list-style-type: none"> <li>• Accommodations such as extended time, word banks, adaptive technology</li> <li>• Adaptations such as limiting the number of problems, teaching modifying teaching style or method</li> <li>• Modifications such as withdrawal from skills, reducing reading level or difficulty of assignments</li> <li>• Services such as Personal Care Attendant (PCA), Occupational Therapist (OT), Physical Therapist (PT), Speech and Language, Transportation</li> </ul>	Qualified persons access to reasonable accommodations are provided that "level the playing field": <ul style="list-style-type: none"> <li>• Academic adjustments such as extended time for tests, priority registration</li> <li>• Auxiliary aids such as adaptive equipment, FM systems, sign language interpreters, electronic textbooks</li> <li>• Services such as readers, note takers, test proctors</li> <li>• Modifications such as removal of architectural and technological barriers</li> </ul>	"Appropriate education" refers to an education comparable to that provided to students without disabilities. This may be defined as regular or special education services.

### Resources (Websites) for Entitlement vs. Eligibility:

**A Comparison of ADA, IDEA and Section 504** - <http://dredf.org/advocacy/comparison.html>

**From Entitlement to Eligibility: Differences Between Public Education and Post-Secondary Education for Individuals With Disabilities** - <http://tinyurl.com/hytet56>

**Maryland Learning Links** - <https://marylandlearninglinks.org/resource/entitlement-versus-eligibility/>

**KidSource** - <http://www.kidsource.com/kidsource/content3/ada.idea.html>



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## ABOUT US

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