

SPECIAL EDUCATION UPDATE

EAST CENTRAL INDIANA SPECIAL SERVICES.....MARCH 30, 2022

REMINDERS.....

ACRs:

- Please plan to have all ACRs coming due in August 2022 completed by May 15th of this school year. Start planning now so you don't hold these meetings during testing windows or have to hold a significant number of conferences all at once this spring.

State Testing:

- Please make sure to get rid of those pesky blue envelopes in IIEP! Accommodations for state testing are only uploaded for the student into TIDE from finalized IEPs with green check marks.
- Remember that accommodations for state testing also need to be utilized on a regular basis for a student. As an example, don't click on "Word prediction via a non embedded software program" as an accommodation for ILEARN if the student isn't already using a word prediction software program on a regular basis.
- Do not check as an accommodation for state testing that text is read aloud for ALL items including reading comprehension without inviting Mort/Lisa/Liza to the case conference to walk the team through the process for determining if this is an appropriate option for the student.

Diploma vs Certificate Track

- This decision is not made without new evaluation data. If considering this as an option for a student, please invite your school psychologist/diagnostician to the student's case conference to discuss a reevaluation.

Transitioning from Building to Building

- It's also time to start planning those transition conferences for students moving from one building to the next. Please make sure to work with the special education teacher at the "next" school in your district to develop a plan for how to accomplish this. We want all IEPs for students moving on to a new building to have an agreed upon plan for services for the upcoming school year.

LAST CPI TRAINING FOR THIS SCHOOL YEAR!

All Western Wayne, Northeastern, and Union County staff in need of initial CPI certification or recertification will need to participate in a full day of training as well as complete about 2.5 hours of online coursework prior to the in person training. These trainings are being held monthly at the East Central Educational Service Center, 705 W 21st Street, in Connersville from 9 AM-4 PM. Lunch will be on your own. Please wear closed-toe shoes and comfortable clothing. The online modules will be emailed to participants 2 weeks prior to their in-person training.

Registration link:

May 19: <https://forms.gle/mqSqrH65wEVLREtf9>

When registering, please list Liza Bates, liza.bates@eciss.org, as the billing contact for this training.

I am working on setting up some summer CPI training sessions, as well. Details coming soon!

STATE ASSESSMENT INFO

Assessment Accommodations Webinar Series Now Available

IDOE's Office of Assessment (OSA) and Office of Special Education (OSE), in partnership with IEP Resource Center, have released a webinar series regarding assessment accommodations for the 2021-2022 school year. The webinar series includes separate webinars for the [IAM](#), [ILEARN](#), [ISTEP+ Retest](#), and [IREAD-3](#) assessments. Each video covers new and notable accommodations available for these assessments, tutorials on how accommodations appear in Indiana IEP, and addresses frequently asked questions and issues related to assessment accommodations. Please reach out to the [OSA Helpdesk](#) with questions.

IDOE Accessibility & Accommodations Resources

Please use the [2021-2022 Accessibility and Accommodations Information for Statewide Assessments](#) booklet as a reference to universal features, designated features, and accommodations available on statewide assessments. Please reach out to the [OSA Helpdesk](#) with questions.

CHECK OUT THIS SHORT VIDEO OUT ABOUT ASSISTIVE TECHNOLOGY

Students Can Continue to Achieve, Learn, and Grow



ASSISTIVE TECHNOLOGY GRANT OPPORTUNITY

Do you want to bring text-to-speech, speech-to-text, and other assistive technology to your school and students? The PATINS Project is offering the AEMing for Achievement Grant for the 2022-2023 school year to help Indiana schools realize improved student performance with Accessible Educational Materials (AEM) and through the lens of Universal Design for Learning. Read success stories from previous years to see how the grant can help your district! Find a full list of benefits of participation, plus application forms on the AEMing for Achievement grant website.

Website Link: <https://www.patinsproject.org/services/accessible-educational-materials/aem-grant>

FREE TUTORING FOR SECONDARY STUDENTS

Schoolhouse.world Free Tutoring Now Includes 1:1 Math Support

[Schoolhouse.world](https://www.schoolhouse.world) recently expanded its free, online tutoring to include 1:1 math homework support for middle and high school students. This peer tutoring is available through Zoom in 20-minute sessions weekdays from 8 to 10 p.m. ET. This is in addition to free small-group tutoring currently available in SAT reading, writing, and math with a focus on pre-algebra, algebra, geometry, trigonometry, pre-calculus, calculus, and statistics. Support is also available for AP courses including AP Calculus, AP Statistics, AP Chemistry, AP Biology, AP Physics, and AP Computer Science. More information on free tutoring services through Schoolhouse.world is available [here](#).

PRESCHOOL CONFERENCE

Promoting Positive Outcomes: Shaping a Better Future Through Effective Inclusion, Collaboration, and Transition

The [Early Childhood Center](#) at Indiana University recently announced that the upcoming Early Childhood Special Education Conference has shifted to a virtual format. Sessions will be live on Tuesday, April 19 and Wednesday, April 20, and recorded for those unable to participate live. Registration for this virtual conference is now **FREE**. To learn more about the conference and to register, click [here](#). Contact Sally Reed Crawford at sreedcra@indiana.edu with questions.

LEGAL TRAINING FROM DOE: SPECIAL TRANSPORTATION

If transportation is included as a service in a student's IEP, a suspension from the bus would be a removal from school, unless the school provides transportation to the student in an alternative manner. With respect to a plan for alternative transportation, a school is not required to provide another form of transportation to the special education student who has been suspended from transportation or from instruction during the first 10 school days, unless the school also provides alternative transportation to nondisabled students who have similar suspensions from the bus service or instruction.

If a student with a disability is suspended from their IEP transportation services or school for more than 10 school days in the same school year, the school must proceed with determining whether there has been a disciplinary change of placement and if a manifestation determination meeting must be held. Suspension of a student with a disability from transportation may constitute a change of placement if the school has been transporting the student per the IEP, suspends the student from the transportation as a disciplinary measure, and provides no other form of transportation. During any subsequent suspensions past the 10 school days, the school must provide services to the student. This means that the student must: (1) continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, whether in their original placement, an interim alternative educational setting (IAES), or a change of placement; (2) progress toward meeting the goals set out in the student's IEP; and (3) receive as appropriate a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation(s) so that they do not recur.

Points to consider:

- Is the bus driver familiar with their duties in implementing the student's IEP? Are they aware of any behavior strategies or accommodations that the student requires during transportation? These questions pertain to whether the IEP is being implemented; however, it may also be good to review whether the bus driver is familiar with the student's needs during transportation to better address any behavior.
- Is the public agency properly tracking any removals from the bus as it would do for instructional day removals, whether in attendance records or disciplinary incident reports?
- If the student does not have transportation services and has multiple removals from the bus, should the CCC convene to discuss the student's behaviors causing removals from the bus? Should a transportation service be added to the student's IEP to meet the unique needs of the student, regardless of the student's identified disability?

