

SPECIAL EDUCATION UPDATE

EAST CENTRAL INDIANA SPECIAL SERVICES..... APRIL 5, 2021

PLANNING FOR THE END OF THE SCHOOL YEAR.....

We are starting our "end of the school year" activities a bit earlier this year due to the transition of the IIEP program to the LINK on May 15.

Each week, we will be checking in with you regarding your ACRs. Please remember to complete all IEPs (ACRs, evaluations, etc.) due through the end of August **BEFORE** MAY 15th in case there is an issue with the transition of the IEP program.

The closing of school packet was emailed out to teachers on April 5, 2021. Please make note of the check out time for your school!

Please let us know if you have any questions or concerns.

Liza, Mort, and Lisa



Closing of School Packet.pdf

 [Download](#)
416.5 KB

GUIDANCE ON HUMAN READER ACCOMMODATION

The Offices of Special Education and Student Assessment outlined additional clarification for students whose formal plans require the use of a Human Reader accommodation on statewide assessments. Please review [this memo](#) for more details. Contact [Colleen Pawlicki](#) or [Karen Davies](#) with any questions.

FREE AUTISM TEAM TRAINING - DEADLINE TO REGISTER IS APRIL 19!

Here is a **new opportunity** for your school team to receive free training and resources from HANDS in Autism! Please check out <https://handsinautism.iupui.edu/shcn/> or see below to learn more!

Funded by CARES Set-Aside Direct Grants through the Indiana Department of Education (IDOE), HANDS in Autism will be offering a **NEW, FREE, and innovative virtual training and coaching opportunity for families and teachers** of individuals with autism spectrum disorder (ASD). This dual training approach is being designed as a way to better prime home and school environments for effective teaming and teaching occurring within continuous and virtual learning environments. Interactive training and support related to foundational educational and behavioral strategies will be provided to both teachers and parents/caregivers in an effort to increase joint knowledge and application of research-based interventions and minimize barriers that arise from use of different terminology and teaching methods across settings with an ultimate goal of student success.

The intended audience will be school staff servicing youth with ASD and parents with interest in building a network of collaboration. **The total self-selected team will be composed of 6-8 members** with the following minimum for inclusion: (1) 4-5 school team members inclusive of administrators, teachers, and related services professionals and (2) 2-3 parent/caregivers. Participating team members will receive: (1) a set of core materials that will be essential to the application of strategies taught, (2) ongoing participation in a network for discussion and material sharing within the local community, (3) scholarship chances for reduced costs of future trainings or other prizes, (4) continuing education credits (e.g., professional growth points).

This pilot group will begin in April, 2021 and continue into the early fall.

SOCIAL EMOTIONAL LEARNING IDEAS FROM THE FIELD

Thanks to Michelle Gilbert from Northeastern Elementary for info on how she facilitates SEL in her classroom!

In room #10, SEL learning is the center of everything we do. I started teaching the Zones of Regulation about 3 years ago. This has worked very well with students from K-5th grade. Students may not always be able to tell us that they are mad, nervous or shy, but they usually can say I'm in the blue, yellow, green, or red "zone." Once kids learn to separate out their different emotions into different zones, we work on different strategies to self-regulate through big emotions. The Zones then becomes everyday language in my classroom for when we are learning different kinds of social skills.

This year, I decided that for each month we would have a main focus. For example, in February our main focus was learning to love ourselves just the way we are. Each week we focus on a different "I can" statement. This allowed us to focus on many different social emotional skills.

and helped the students connect them to the bigger picture. Some of the skills we covered in February were: Celebrating our differences, not following the crowd, inner coach versus inner bully, and growth mindset versus fixed mindset.

Resources:

Identifying and celebrating our differences:

[It's Okay to be Different](#), by Todd Parr

[Spaghetti in a Hotdog Bun](#), by Maria Dismondy

Not following the crowd:

[I'm fun too!](#) by Johnathan Fenske

[A Bad Case of Stripes](#), by David Shannon

Listening to your Inner Coach versus Inner Critic/ Bully

Growth mindset versus fixed mindset

YouTube Clip: <https://youtu.be/diCph-FPrqI>

YouTube Clip: https://youtu.be/7p_eKV3SzwE

[The Bad Seed](#), by Jory John

Pete the Cat books (for younger kids)

Zones of Regulation Resources:

Book: I highly recommend starting here if you are not familiar with the Zones

It comes with a USB that has wonderful colorful printable pages that you can use with your students. It has lesson plans and activities. I do not teach it from front to back, but take the main ideas and fit them to my classroom. The book can be purchased on Amazon for \$74.00

App for Student: <https://www.zonesofregulation.com/the-zones-of-regulation-app.html>

My kids LOVE this app.

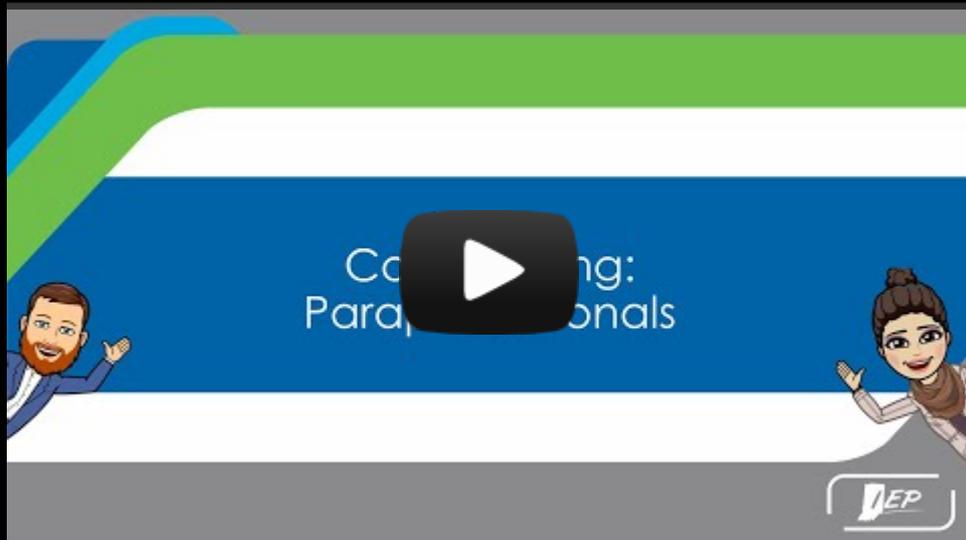
Website: www.zonesofregulation.com

PLEASE SHARE IDEAS!

What are you doing in your classroom that others could benefit from hearing about? Looking for ideas from the field related to academic, social/emotional, behavior, or other ideas. Send an email to Liza for inclusion in an upcoming newsletter.

ANOTHER CO-TEACHING VIDEO TO WATCH AND SHARE

Paraprofessionals



SECONDARY TRANSITION IEPS Q & A - PREPARING FOR THE DATA PULL!

When will IEPs be pulled?

IEPs will be pulled no earlier than mid-June.

Which IEP will be pulled for the student?

The most recent IEP will be pulled. This means if changes were made to the IEP after the ACR the IEP reflecting those changes will be the one pulled. This allows for changes to be made based on the self-monitoring being completed by schools and school districts.

Will there be quick fixes?

Yes, if your school district is eligible for a quick fix, Indiana Secondary Transition Resource Center (INSTRC) will reach out to you directly. You will need to respond back to them by the deadline they give (normally mid-October) in order for the quick fix to be on the final report issued by IDOE.

When will we receive our federal report information?

The federal report will be placed in your RDA Google folder and will be available when the RDA Planning Tool is released. The OSE team is planning to send out planning tools at the beginning of November.

When will we need to have corrected IEPs done by?

If an IEP is found noncompliant in the federal pull, it will need to be corrected and finalized no later than January 21, 2022.

Will graduating or exiting students be pulled?

Yes. IEPs are pulled randomly. All students who have a transition IEP are eligible to be pulled for Indicator 13 monitoring.

Scenario: We have a student who we cannot get in contact with. What do we do about the transition assessments?

Step 1: Document all attempts to make contact with the student. Consider contacting the student in a variety of ways.

Step 2: Schedule additional time at the ACR to complete and discuss the transition

activities.

SECONDARY TEACHERS - RESOURCE FOR FAMILIES OF COLLEGE BOUND STUDENTS

INvested is Indiana's only state-created nonprofit dedicated to financial aid literacy, Their mission is to help Hoosiers wisely plan and pay for education beyond high school.

Please check out their website and share it with families and students considering college as a next step: <https://www.investedindiana.org/>

