

# J.E.S.S.E. Newsletter

## January 2017



### IEP Reviews - Round 2

The first round of IEP reviews went very well. We are starting our second round of reviews. Please remember to prepare a draft to signal when your IEP is ready for review in accordance to the review date. Refer to the Google Spreadsheet that was shared with you earlier in the year to see your student (IEP) that is to be reviewed along with the due date. If the ACR date has been moved up, please prepare the draft sooner and let us know ASAP. Keep up the great work!

### IDOE Short Share #5 - Multi-Tiered System of Supports (MTSS)

This is the fifth Short Share video provided by Dr. Pam Wright, Indiana Director of Special Education. The focus is on Multi-Tiered System of Supports. MTSS is often thought of as being the same as, or similar to, response to intervention (RTI) and positive behavior intervention supports (PBIS). While there are some similarities, there are also several important distinctions. As part of the overall framework, MTSS enhances and interacts with the other components to maximize equity, access, and student outcomes. Both the November 2015 Dear Colleague Letter and ESSA emphasize improving outcomes for ALL students, including those with disabilities.

<https://www.youtube.com/watch?v=2TsffR9q2kk&feature=youtu.be>

### Supporting Behavioral Needs: A Multi-Tiered Approach



At P.K. Yonge in Gainesville, FL, a Multi-Tiered System of Supports (MTSS) is used to meet every student's academic and behavioral needs. Once again, we see the theme of teaching when it comes to addressing challenging behavior. For a short 5-6 minute video, along with the article of how the MTSS is implemented, click on the link above.

### LRE - The Continuum of Services

When it comes to special education placement and you're determining the Least Restrictive Environment (LRE), please be mindful of the *continuum of services*. Our hope is to keep students in the general education setting as much as possible (i.e. LRE 50), however there are plenty of scenarios that may warrant other placement options based on such things as cognitive level, academic ability, behavioral needs, etc. It's crucial for schools to remember that special education services can be delivered in many ways. Simply saying, "*We don't do that here*" is not the right answer. Some students may need more time in the special ed resource room, or the programming may need to be specialized for the student in creative ways.... Think outside the box. When exploring alternative programs, such as S.A.V.E. or Plymouth Academy, be sure that lesser restrictive environments and other service delivery options have been attempted over a reasonable amount of time before investigating the alternative programs. In other words - try Plan A, B, or C before jumping to Plan D. The alternative programs should NEVER be the **initial** placement for a student who is just qualifying for special education services.

### Submitting Paperwork to JESSE

Please send your finalized IEP's for **existing** special ed students and all corresponding paperwork in to the JESSE office at the same time you provide these documents to the parent. Include the blank signature page with the IEP when you send it in.

**INITIALS ARE AN EXCEPTION!** A signed Notice of Initial Proposed IEP is required for initials so please wait to send in initial IEP's until you have this signed form in hand.

Please make 2 different documented attempts to obtain signature from parent for IEP's (existing students) before the 11th instructional day following the date parent received the finalized IEP. Send these forms into JESSE if signature is obtained.

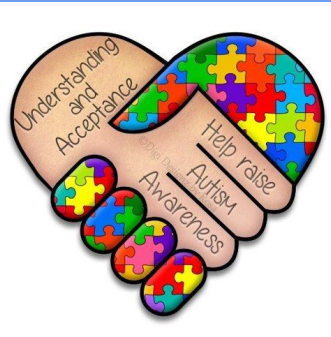
## Indiana Resource Center for Autism (IRCA) YouTube Resources

IRCA has YouTube videos available for viewing for free. These brief videos provide practical ideas on specific topics for individuals with autism. IRCA YouTube Resources can be found on the IRCA website at <https://www.iidc.indiana.edu/pages/irca-youtube>. Topics are relevant for professionals or family members.

The first five are:

- How to Use Fidgets
- Self-Management Tools
- Teaching Play Skills
- Executive Function Strategies
- Wonder Time Clock for Early Childhood.

*Watch for additional videos in the future.*



### Meet the Staff - Sharon Stewart

Sharon has been with JESSE for 11 years total, most of those serving as the office manager. Prior to her current role as office manager, Sharon spent some time as a Case Conference Coordinator (Culver) and as the Early Childhood/PreSchool Coordinator Assistant. Sharon is the person who most people get when they call into the JESSE office, as well as the first person they see when they come into the office. Sharon is a critical part of the JESSE team to help keep the office running smoothly.

