



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

## November 2016



### Perspective on Behavioral Success...

When working with challenging students, keep in mind the visual of Mr. Rogers and General Patton, and always strive to have that healthy balance. Teachers need to be clear and firm about the expectations, and know how to set limits, but also be able to reassure students that you are here to help them.

Just saying "I care about you" is easy and can make a big difference!

### School-Based Therapy- new procedures and checklist

When considering School-Based Therapy as a Related Service in a student's IEP, please be sure to use the new guidance document and checklist found on the JESSE website. This helps the therapist get involved early and determine if School-Based Therapy would be appropriate and align to the student's special education needs and/or disability. Otherwise, the student may benefit from seeing the school guidance counselor or seeking outside therapy/counseling services. Related services should always match the student's disability and needs.

<http://www.jesse.k12.in.us/index.cfm/teachers-staff/forms/school-based-therapy-procedures-checklist/>

### Hot Topic - Dyslexia

Dyslexia is a medical diagnosis which is often associated with learning disabilities. This topic is becoming more and more of an issue and inquiry among parents. For information on this topic of Dyslexia as related to special education, the IDOE has provided some guidance. An additional document will also be sent as an attachment.

<http://www.doe.in.gov/sites/default/files/specialed/guidance-dyslexia-10-2015.pdf>

### Indiana IEP: Eligibility - Reasons for Provisions - LRE Placement Determination

There are three reason statements within IIEP...

**1. Eligibility:** Describe the reasons for eligibility determination including the other options considered and reasons these options were rejected. If this is an initial, you would state the reasons why the student qualified for SLD, for example. Please do not just restate that the student qualified for SLD due to testing or evaluation. Please be concise, but specific. The second sentence would be the other options considered. For example student was tested for SLD and Language, but only qualified for SLD. For the other options considered you could state that Language was considered but rejected because \_\_\_\_\_. If found eligible for OHI, please state the chronic or acute health problems that have adversely impacted his/her education.

If you are updating the eligibility determination for an ACR, then you will want to state why the student CONTINUES to qualify for special education under their disability area/s.

**Example:** *Despite receiving interventions and special education services over the past year, Student continues to meet the eligibility criteria for a Specific Learning Disability due to below-grade level skills in reading according to assessments, reports, and classroom performance. Other options considered were a 504 plan, but this was rejected because it would not provide the appropriate level of support for Student's learning needs in the area of reading.*

**NARRATIVE SHOULD BE RELATED TO ELIGIBILITY ONLY, NOT THE TYPE OF SERVICES RECEIVED OR WHERE THEY ARE PROVIDED.**

**2. Reasons for Provisions:** Describe the rationale for providing these services and supports as well as describing reasons for rejecting other options. In this text box you would explain why the committee has chosen the special ed services, accommodations, related services, ESY (if it applies) for this student. Remember they want to know reasons WHY they were chosen. Second part would be what other options were considered and why they were rejected. Why does the student need the specific special ed services entered in the IEP? Why extended school year or the chosen related services, etc? Doesn't have to include every single provision, but at least the special ed services reasons should be entered.

**NARRATIVE SHOULD BE RELATED TO SECTIONS ON PROVISION SCREEN, NOT WHY THE STUDENT IS ELIGIBLE OR WHERE THE SERVICES ARE PROVIDED.**

**Example:** *Student will need the selected services and supports in a small group setting due to his academic needs in the area of reading and math. In addition, Student will need services and supports for his sensory needs, which will be provided in conjunction with OT. Other options considered would be aide support, but Student is able to progress with the current levels of services and supports in place.*

**3. LRE Placement Determination:** Describe the reasons for placement determination including the other options considered and the reasons these options were rejected.

Prior to entering text in this box you had chosen an LRE code(i.e. 50, 51, etc.) based on the student's Least Restrictive Environment.

The first statement would be WHY you chose the selected LRE - give the reasons. Then, state other options considered and why they were rejected.

\*If a student's current LRE is a 50, why would the best LRE be general ed classroom for most of the day? Option considered but rejected could be the resource room (code 51), but also include the reasons it was rejected.

Keep in mind- LRE code 50 already allows for some special ed services in the special ed setting (up to 20% resource pull out) so you don't have to have 100% mainstreaming for this LRE code.

**Example for LRE 50:** *Student will be mainstreamed in the general education classroom for the majority of the day (80% or more of the time) and has demonstrated the ability to succeed in this setting with the proper supports/services in place. Other options considered was more time in the Resource Room, but this was deemed too restrictive by the CCC at the current time.*

Hope this clears up some confusion. The Reasons for Provisions and Reasons for LRE Placement Determination are often switched, repeated, or both off target.

## Meet the Staff - Sue Victor and Diane Ringer



Sue Victor has served as the JESSE Early Childhood/PreSchool Coordinator for the past 5 years. Previously, Sue worked for Frontier School Corporation, NJ-SP, and Logansport Community School Corporation in special education where she served as both a teacher and coordinator. Sue facilitates Early Childhood & PreSchool programs, serves as the LEA representative for First Steps, and monitors compliance in relation to the EC/PreSchool services. Sue also serves as the chairperson for all EC/PreSchool case conferences.

Diane has transitioned into the role of the Early Childhood/PreSchool Coordinator Assistant after serving as the JESSE Vocational Job Coach for the previous 6 years. Diane assists Sue with many aspects of the EC/PreSchool program. Her primary responsibilities include scheduling case conferences while managing the daily facilitation of our EC Preschool services.