BOONE CLINTON JOINT SERVICES

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Welcome Back!

We hope you had time to relax and recharge for a new year! We have been busy preparing for the new year. Our website has been updated with our new name – Boone Clinton Joint Services. Check out the updated forms and resources.

Our annual procedure trainings will be held at the end of August. These trainings provide information on Indiana's Special Education regulations (Article 7) and teacher of record responsibilities.

* Teacher of Record Training: This session is for teachers of record who support students with disabilities. The training will review responsibilities and procedures.

* School Administrators: This session will address responsibilities and regulations for school administrators who support students with disabilities.

* Special Education Referral and Evaluation Process: This session is for staff involved in the referral and evaluation process. The process and required documentation will be reviewed.

The CPI (crisis prevention) training is set. If your certification is expiring, be sure to get signed up. Check your Blue Card expiration date. Contact your building administrator for scheduling. RSVP to Joint Services, Joni Gordon. Training sessions are set for the following locations and dates:

Lebanon High School – Aug 17, Oct 12, Nov 16, Jan 25, and Mar 7

Western Boone – Aug 25

Clinton Prairie – Sept 15

Your caseloads have been set based on the information sent to our office. If something has changed, reach out and let us know. As always, with the beginning of the year, it is hectic with getting access to student records. Please be patient as there are many steps in the process.

Please reach out with any questions or training needs. We are here to support you! We wish you a great 2023-24 school year.

High-Leverage Practices in Special Education

Looking for some PD or refresher in components critical to student progress. Check out the High Leverage Practices in Special Education information site.

A critical component that is always good to remember is implementing Positive and Constructive Feedback across content areas and settings. Watch the video.

Research has shown that feedback from teachers increases students' motivation and effort towards the learning task. Simple praise and corrective feedback can be helpful to students, but feedback that informs students about their progress toward a manageable learning goal is generally the most impactful. Timing of feedback is also key to its effectiveness.

A hallmark of effective feedback is that it should be delivered immediately after students' responses, and can be delivered using oral, written, or gestural/nonverbal modalities depending on the situation.

Another hallmark is that feedback should not only be timely, but also contingent and genuine, so that students know why they are receiving feedback.

Teachers should also give feedback that "fits" with the instruction, phase of learning, and expectations of students. In other words, teachers need to constantly evaluate the extent to which individual students need specific types and doses of feedback depending on the situation.

Feedback should be linked to specific student goals, and delivered in a way that helps students see progress towards those goals. In other words, teachers should do more than say "yes" or "good job." Teachers must provide students with specific information about their current performance and their progress towards individual learning and behavioral goals.

There are four components of providing positive and constructive feedback:
1. Effective feedback is goal directed,
2. Effective feedback is constructive,
3. Effective feedback is immediate, and
4. Effective feedback is respectful and positive.

Component #1: Effective feedback is goal-directed.

Teachers should set clear goals for students, and then provide feedback that tells the student how to improve performance to get closer to that goal.

Goals can relate to academic or behavioral outcomes. Providing feedback that is goal-directed is an iterative, ongoing process. Having a strong goal orientation can increase students' motivation and engagement.

Component #2: Effective feedback is constructive.

Constructive feedback should support a student as they progress towards mastery of a new skill. Providing constructive feedback to students does not mean simply providing the answer, or noting whether responses are correct or incorrect. Instead, constructive feedback should provide the student with actual steps to take in response to the feedback.

Component #3: Effective feedback is immediate.

Feedback should be given as quickly as possible after the student has performed a task or behavior. This allows students to make immediate changes and keeps them from practicing incorrect actions. It also helps the student know specifically why they are receiving feedback. Immediate feedback is especially important when students are in the early stages of learning a new skill. Teachers need to use feedback to address misconceptions about new content or how to apply new skills.

An example of immediate feedback would be monitoring a student as they work and providing feedback at critical stages. For example, class has started and Steve does not have his needed materials for class. "Steve, my expectation is for students to be responsible and ready for class every day. To be responsible, you need to bring your notebook and pen. Let me help you come up with a new strategy for ensuring you are ready for class tomorrow."

Component #4: Effective feedback is respectful and positive.

Feedback that is respectful and positive focuses on the student's successes and progress rather than on their deficits. It also keeps the focus on the student's actions rather than making personal judgments.

Providing positive, respectful feedback does not mean that teachers should not point out students' errors or mistakes; in fact, the opposite is true. Feedback that is corrective, but still positive and goal-directed, will help students address their misconceptions. Positive feedback motivates students to achieve their best on academic and behavioral tasks.

Positive, supportive feedback might sound like: "Abby, you did a great job with this the last time we worked on it, so I know you can do it again. Let's take it step-by-step and find a better way to answer these comprehension questions."

Kennedy, M. J., Peeples, K. N., Romig, J. E., Mathews, H. M., & Rodgers, W. J. (2018). High-leverage practices #8 & #22: Provide positive and constructive feedback to guide students' learning and behavior. https://highleveragepractices.org/701-2-3/.

[IEP Technical Assistance Center](#): Professional Development

The Individualized Education Program Technical Assistance Center or [IEP TA Center](#), formerly the Indiana IEP Resource Center, is a project of Indiana State University supported by the Indiana Department of Education. The purpose of the center is to increase knowledge, skills, and capacity of Indiana educators to improve outcomes for students with disabilities. The IEP TA Center promotes inclusive education with a belief in shared responsibility and equitable access to a strong core curriculum with high-quality instruction benefiting all students. To fulfill this purpose, IEP TA Center staff provide professional learning, technical assistance, and resources to support educators in the field. Check out their [site](#) for resources.

Congratulations

Annually, we request nominations for service above and beyond the call of duty of staff who support students with disabilities in our schools. For the 2022-23 school year, the following individuals were nominated and recognized by their colleagues for the exceptional work they do on a daily basis for students with disabilities and the staff who support them.

Apple Awards were presented to:
>   Pam Davis, Harney Elementary, Administrator
>   Lee Adams, North Salem Elementary, Special Education Teacher
>   Kelsey Lewis, Clinton Prairie School Corporation, Speech Language Pathologist
>   Kristie Steinhofer, Lebanon High School, General Education Teacher
>   Anna Phelps, Perry Worth Elementary, Nurse Support Services

Specially Designed Instruction (SDI)

Remember that specially designed instruction IS special education. If a student is identified as eligible for special education that means specially designed instruction is required. Identify what school personnel will DO to address the student's unique needs. SDI is customized to the learning objectives and tasks. In the student's IEP, SDI is listed on the goal page and specifies what strategies the teacher will use to teach to the skill deficits being addressed. Check out this [link](#) from [IEPTA](#) for a refresher.

Joint Services supports the special education processes in your building.

1. If you have a new student enrolling and need access to their records in IIEP—send the New Student Move In form to <u>Mara</u>.

2. If you have a student who has not re-enrolled, withdrawn, or dismissed—send the Change of Enrollment form to Mara.

3. If there is a request for a special education evaluation—initial or re-evaluation of any area—send the Notice of Request for an Educational Evaluation form to Mara.

All forms are on our website at this <u>link</u>.
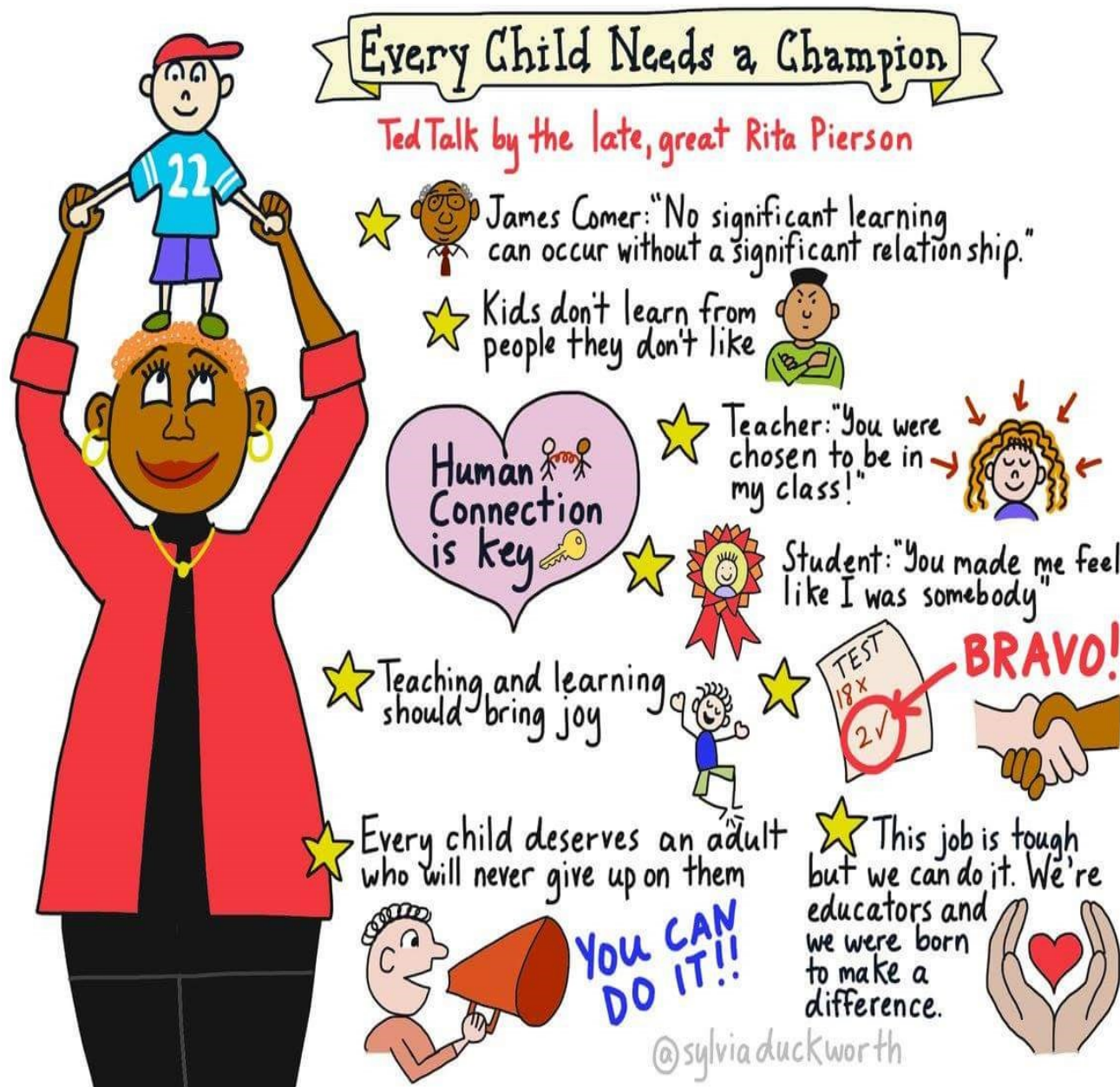
Gaining Access to a student in IIEP

In order to assign a student to a caseload, there are several steps that must be completed prior to JS assigning students to caseloads.

Start the process early so we can assign the student to your caseload ASAP. A **New Student Move In Form** lets us know which students to watch for and submit file transfer requests.

1. The student must enroll in the school and be accurately entered into the local student information system (i.e., Harmony, Power School, Sky Ward).

2. PCG uploads the imported student information into IIEP.

3. The student is viewable in IIEP. This is generally 24-48 hours after SIS data is submitted to IDOE.

4. Joint Services will request a file transfer from the previous school (if they use IIEP). This will occur the same evening the previous school accepts the request.

5. The student can be assigned to a TOR.

Remember: Move-in Case Conferences must be held within 10 instructional days of enrollment. If you do not have access to the file in IIEP, you can complete a paper version (Bulky IEP).

Any IEP sent after a conference must be received by parent within 10 business days (511 IAC 7-42-6(i)).

All IEPs must be implemented as written (511 IAC 7-42-8(b)).

Here are some reminders to help with the development of IEPs for new students:

Use Data: Students coming from other districts will have information from previous evaluations and IEPs within Indiana IEP (IIEP). Check the Documents section for previous years' IEPs and evaluation reports.

Review Previous Goals: Ensure that annual goals are skill-based and measurable. Transition IEPs must have postsecondary goals written as "I" statements.

Review Accommodations: Ensure that classroom and testing accommodations are up-to-date and aligned with the student's needs.

Prioritize the "I" in IEP: Ensure the individualized needs of the student and/or their family are addressed in the development process.

For additional questions or topics for future digests, contact

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