***Breakout Session Descriptions: Participants will be able to attend 3 sessions.***

**THURSDAY, October 8, 2015**

|  |  |
| --- | --- |
| A. | **How to Avoid a Due Process Hearing**  Jason and Mark will cover the nuts and bolts of a due process hearing from the initial hearing request through an appeal and/or claim for legal fees, and will touch on many related issues such as stay put, resolution meetings, settlement, hearing preparation, and related claims (e.g., Section 504).  The presentation will explain how a hearing unfolds and will focus on the role of the Director and other school staff.  Notably, Jason and Mark will provide tips and best-practices for testifying at the hearing, preserving and producing documents, and other school-side responsibilities.  **Presented by:** Jason Clagg and Mark Scudder – Barnes & Thornburg |
|  |  |
| B 1 | **Closing the Gap-diploma track students**  The first presentation will focus solely on the training and how they started to implement co-teaching--providing lots of details.  **Presented by:** Dr. Kimberly McDuffie Landrum, education consultant and adjunct professor at the University of Louisville and the author of ***The Co-Teaching Guide for Special Education Directors: From Guesswork to What Really Works***, and has authored or co-authored several papers and book chapters in the area of co-teaching and effective instructional practices in special education. |
|  |  |
| B 2 | **Closing the Gap-diploma track students**  Sessions two and three will deal with taking that next next step of co-teaching and how they were able to work toward closing the achievement gap (including specific details of instructional strategies that they used and how co-teaching was utilized in order to use these strategies--even explaining which models were beneficial to closing the achievement gap  **Presented by:** Cindy Wilson- Washington High School English Teacher; Sara Kelso- Washington High School Special Education teacher; Kelly Harmon- Washington High School English Teacher ; Melissa Stieneker- Washington High School English Teacher |
|  |  |
| C. | **CHOICE Program –"I AM NOT IN HIGH SCHOOL ANYMORE" Transitioning to Adulthood 18-22 year old program**  The mission of this unique program is transitioning moderate cognitive disabled students into adulthood through Community, Habilitation, Opportunity, Independence, Cooperation, and Education  **Presented by:** Jodi Eatinger, teacher; Deb Cook, transition coordinator; Tori Tackett,CHOICE graduate; and Josh White, current student |
|  |  |
| D. | **Dealing with Parents:  Examples from General and Special Education**  **Presented by:** Andrew Manna and Seamus Boyce – Church, Church, Hittle, and Antrim |
|  |  |
| E. | **Restraint & Seclusion**  Who is responsible for implementing and documenting use of the restraint and seclusion plan?  What changes have been made to restraint and seclusion policy law and guidance?  Where do general education staff fit into the plan? When should SROs be involved in restraint and seclusion? How does implementation of PBIS integrate with the school’s restraint and seclusion plan?  For answers to these questions, attend the session on Restraint and Seclusion Policy Updates.  **Presented by:** Karen Glasser-Sharp and Susan Traynor-Chastain - Lewis Kappes |
|  |  |
| F. | **The Status of School Psychology in Indiana: Trends, Opportunities, and Threats**  During this session, three sources of information about school psychology practices in  Indiana will be summarized and shared. These sources include the recent IASP-  sponsored School Psychologist Survey, state special education data, and NASP Survey  and Self-Assessment Results. Trends will be discussed to highlight both opportunities  and threats related to the implementation of a comprehensive model for school psychological services.  **Presented by:** Leah Nellis, Associate Professor Indiana State University; IASP President & Sara England, School Psychologist Bremen Public Schools; IASP Past-President |
|  |  |
| G.1 | **Indiana IEP - Introduction to Advanced Reporting**  Would you like to know more about advanced reporting? This session explores the basics of the reporting system. Attendees will learn about the structure, components and potential uses for advanced reporting. We will demonstrate the report building process and share examples of both basic and complex reports***. Session Requirements: Attendees must have District Administrator, School Administrator, or Special Education Coordinators IIEP access***  **Presented by:** Matt Johnson, IEP Resource Center Consultant and Patrick McGinley, IEP Resource Center Data Coordinator |
|  |  |
| G.2 | **Indiana IEP: Advanced Reporting Workshop**  This session explores advanced reporting in depth. Attendees will modify existing reports, enhance custom query-building skills, and customize report output. Attendees can use this time to troubleshoot existing reports, develop new reports and share their creations. ***Session Requirements:***  ***Attendees must have District Administrator, School Administrator, or Special Education Coordinators IIEP access AND Experience creating reports using the Advanced Reporting System.***  **Presented by:** Matt Johnson, IEP Resource Center Consultant and Patrick McGinley, IEP Resource Center Data Coordinator |
|  |  |
| H. | **eLearning – do’s and don’ts**  This presentation will outline our journey with our  eLearning initiative, specifically discussing students with moderate and severe disabilities.  We will take a look at where we started, how we have evolved over the last 2 years, and the data we have collected.  The presentation is designed to generate ideas on how to implement and improve this opportunity for students with moderate and severe disabilities.  **Presented by:** Ann Higgins, Director Wabash-Miami Cooperative and Heide Martin, technology coordinator |
|  |  |
| I. | **A Conversation with BRS Director Kylee Hope on Indiana’s Best Kept Secret: Vocational Rehabilitation- The Role of VR in Transition Planning for Students with Disabilities**  The presentation provides a brief overview of VR and an update on key VR Employment Service Model revisions as it pertains to students.  The presentation includes case studies to spark interactive discussion with participants in order to increase knowledge and awareness of VR services that can assist students in achieving their employment goals.  **Presented by**: Kylee B. Hope, Director of the Bureau of Rehabilitation Services |
|  |  |
| J. | **Being Meaningful and Intentional: Knowing Options and Opportunities**  Everyone can use some transition planning but as educators we know students who spend most of their day involved in a life skills or community-referenced curriculum often need to start even earlier to make community connections as well additional support needs.  This dialogue and information shared will include development of quality programs, vertical alignment of curriculum and community agency collaborations to consider. Come share your ideas as well as learn of the best practices around serving students of all ages through a life-skill curriculum.  **Presented by:** Teresa Grossi, Ph.D., and Joni Schmalzried, Ed.D., Center on Community Living and Careers, Indiana Institute on Disability and Community, Indiana University |
|  |  |
| K. | **Preparing Defensible Manifestation Determination Conferences**  One of the biggest hot spot areas for special education is discipline.  Not all disciplinary matters with students with ED are automatically considered to a manifestation of their behavior; manifestation determinations is not a "label" driven process.  Process matters.  Conclusions can only be supported by that process.  This presentation will focus on those elements that assist to drive a defensible a manifestation determination conference regardless of the conclusion reached.  Skills cover will assist participants of how to prepare for, lead, and document legally defensible manifestation determinations.  **Presented by:** Monica Conrad and Elizabeth Lucas-Barnes of Church, Church, Hittle and Antrim |
|  |  |
| L. | **IN\*SOURCE**  Understanding Indiana’s Parent Training Center-working together to benefit children! Every state has at least one Parent Training and Information Center and IN\*SOURCE is Indiana’s. Indiana’s Resource Center for Families with Special Needs receives both federal and state funds to disseminate information, conduct trainings, and work to address shared educational concerns and issues facing Indiana’s students with disabilities and their families. The Indiana Department of Education, Division of Special Education, and IN\*SOURCE have initiated the Collaborative Parent Involvement Project (CPIP). CPIP focuses on helping parents, educators and local communities work together to address a variety of challenges including transition, assistive technology and surrogate parent programs and preparing for transitions. Please come and learn what IN\*SOURCE is all about and what role the IN\*SOURCE Regional Staff serve at the case conference committee meeting. We will discuss how we help families with children with special needs (and/or the individual student with special needs) to learn to have the necessary understanding of Article 7 to be a contributing team member in the case conference meeting. We will discuss how we help parents, students and other stakeholders to better understand the special education process and how our staff works through concerns that develop between families and school staff. One of our many goals is to assist communication between school and families to better support the student’s success in school. We will have a question and answer time at the end of the session.  **Presented by:** Rich Burden, Executive Director of IN\*SOURCE and Lesa Paddack, IDOE Parent Liaison for IN\*SOURCE |
|  |  |
| M. | **Special Olympics Young Athletes by Special Olympics of IN**  Come meet with Regional Directors from Special Olympics IN and discuss Special Olympics in your area and programming that SOIN would love to collaborate with your district to put in place for our students with disabilities.  Special Olympics Young Athletes™ is a unique sport and play program for children with intellectual disabilities. The focus is on fun activities that are important to mental and physical growth. Children ages 5 to 12 enjoy games and activities that develop motor skills and hand-eye coordination. In this session, special education directors will learn more about Young Athletes and how to collaborate to bring this opportunity to their local school district.  **Presented by:** Beth Schweigel, Special Olympics of IN |