



FROM THE DIRECTOR

INDIANA SPECIAL EDUCATION UPDATES

OCTOBER 21, 2016

FROM THE DIRECTOR



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Director of Special Education

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Dear Colleagues:

Throughout the Every Students Succeeds Act (ESSA) are references to an instructional strategy that has enormous potential for reaching students with disabilities and other students with diverse needs. The key, now, is to provide educators enough information about the concept to understand it and implement it in their classrooms. Our fourth short share discusses this strategy called Universal Design for Learning (UDL) which is certainly not new, but has only recently been given the recognition it deserves (see link on page 6).

For those who are unfamiliar with the concept of Universal Design, it is evident in our daily lives. Anything that is designed to support unique needs of individuals but provides benefit to the general population is considered universal design. For example, ramps next to stairs, though designed for people in wheelchairs are beneficial to fathers with baby strollers or working women toting computer bags on wheels.

In education, UDL allows multiple ways for teachers to present information and multiple ways for students to participate in lessons and demonstrate what they know. A universally designed lesson might include traditional lectures, audiovisuals, illustrations or enlarged print. It also encourages students to use a variety of techniques to demonstrate knowledge, such as group projects, art, music or multimedia presentations.

In ESSA, Congress clearly articulates that states should adhere to principles of universal design for learning as they develop student assessments. The law also requires states to create comprehensive literacy plans that incorporate UDL.

In our efforts in the Office of Special Education to assist schools in improving outcomes for students with disabilities, adopting the principles of Universal Design is one of our key tenants. In the weeks ahead, try thinking about instruction and assessment by focusing on the margins instead of the middle. If something meets the needs of unique learners, it will most likely benefit all students. -Pam

EDUCATIONAL PERSPECTIVES SURVEY

In order to understand the perspectives toward educating students with disabilities, a stakeholder group led by the Indiana Department of Education, Office of Special Education (OSE) has developed this voluntary survey. Please assist the OSE in gathering a wide range of perspectives by completing this survey and forwarding to other educators, parents and community agencies who are connected to students with disabilities. Your responses will not identify you personally. Thank you for your assistance. The survey will be available for completion until close of business November 30, 2016. <https://form.jotform.com/62504475953966>

FROM THE DIRECTOR

An October update from The Office of eLearning:

To support school districts wanting to thoughtfully plan to go digital:

-Innovation Planning Grant opened today, October 3rd. Details and application here:

<http://www.doe.in.gov/elearning/innovation-planning-grants>

To support teachers as they shift their pedagogy to digital learning:

-Summer of eLearning: Applications for the 2017 Summer of eLearning Grant scheduled to go live today, October 3rd. <http://www.doe.in.gov/elearning/summer-elearning-grant-application>

-Online BookGroup starts this week, Book is Kids Deserve It! <http://elearningbookclub.blogspot.com/>

-eLearning Lab webinars: 2 scheduled this month. <http://www.doe.in.gov/elearning/elearning-lab>

For eLearning coaches in our school districts:

-eLearning Coach Edcamp: Oct. 5th- Wednesday, we will be at Elwood with 65 coaches and 20 Rockstars for our Coaches' Edcamp. Amazon Inspire accounts will be shared (Amazon reps will be flying in to Indiana) and we'll be connecting virtually with the USDOE on Go Open program.

To support districts moving away from traditional textbooks:

-Digital Content Curation Workshops: <http://www.doe.in.gov/elearning/digital-content-workshop-tour>

-Rockstars of Curation: We have been accepting applications for a new installment of our Rockstars of Curation. Here is the application: https://docs.google.com/forms/d/e/1FAIpQLScH_nPcAtSiYsoxtzQzaQml6TnZUGD6leMaCG_kF7hro1y3aw/viewform We have 15 new people joining the Cohort.

For student involved in technology:

-HSDL (Hoosier Student Digital Leaders) program is hosting a Student Google Summit on Nov 15. Space is limited and registration is open now through Oct 15 <http://www.doe.in.gov/elearning/hsdl-events>

For Support for Connectivity for schools: First installment of the Connectivity Grant will go out on October 15th.

For Support of schools wanting to avoid missing instruction due to weather:

-123 districts are approved for 2016-2017, 103 of those opted in after participating last year, 20 are new this year. The application remains open. <http://www.doe.in.gov/elearning/virtual-option-inclement-weather>

To support the shift to digital, the INeLearn team will be participating and presenting at the upcoming state and national conferences:

-ICE Conference, October 12-14, Noblesville High School <http://iceindiana.org/conference/register-now>

-SETDA Leadership Summit, Oct. 16-19, Washington DC <http://leadershipsummit.setda.org/#!/overview>

-HECC Conference, November 9-11, Crowne Plaza, Indianapolis <https://hecc.k12.in.us/conference/>

FROM THE DIRECTOR

**FEDERAL SPECIAL EDUCATION GUIDANCE:
DYSLEXIA**

October 23, 2015 OSERS Dear Colleague Letter

Dyslexia Guidance

On October 23, 2015, the United States Department of Education, Office of Special Education and Rehabilitation Services (OSERS) issued a Dear Colleague Letter addressing stakeholder concerns about the reluctance of local school districts to raise the terms dyslexia, dyscalculia, and dysgraphia in eligibility determinations and IEP-related documents.

Key Takeaway: While not required under the Individuals with Education Act (IDEA), there is nothing in the IDEA that prohibits schools from using terms like dyslexia, dyscalculia, and dysgraphia in evaluations, eligibility determinations, and IEP development/revision. OSERS specifically noted, “[T]here could be situations where the child’s parents and the team of qualified professionals responsible for determining whether the child has a specific learning disability would find it *helpful to include information about the specific condition (e.g., dyslexia, dyscalculia, or dysgraphia) in documenting how that condition relates to the child’s eligibility determination.*” (emphasis added)

The full text of this Dear Colleague letter is available on the IDOE website at:

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

Indiana Public Law 215

Dyslexia Defined

Signed on May 7, 2015, Indiana Public Law 215 has become known as the “Dyslexia Law” over the past year. This law defines “Dyslexia” for the first time in the law and regulations of the State of Indiana.

Key Takeaway: This 2015 education law contains provisions that requires teacher training programs to prepare teachers to recognize that a student who is not progressing at a normal rate related to reading may need to be referred to the school’s multidisciplinary team to determine the student’s special learning needs, including learning needs related to dyslexia. This law also provides that if an education service center offers in-service or other teacher training programs, the education service center may offer courses for teachers on dyslexia and appropriate interventions.

PRACTICAL POINTS for DIRECTORS

- Nothing in the new state law or the federal guidance imposes new assessment duties on schools.
- Dyslexia, much like diabetes or ADD, is a medical diagnosis. While schools cannot diagnose these conditions, schools may provide appropriate supports to students whose medical diagnosis interferes with the student’s ability to learn.
- Information related to a dyslexia diagnosis may be shared with the case conference committee. If the dyslexia is impairing a student’s ability to learn (as determined through a comprehensive educational evaluation), then the student may be identified as a student with specific learning disability, and an IEP will be developed and appropriate services offered.
- The National Association of State Directors of Special Education (NASDSE) is currently conducting research on this hot topic. As findings become available to the OSE, we will pass along the information.

FROM THE DIRECTOR**IMPORTANT****New Medicaid Provider Portal and Claim System 12/5/2016**

To maintain the school corporation's statutorily required Indiana Medicaid Provider enrollment per IC 12-1-15-16, each Indiana public school corporation will need to complete the registration process in Medicaid's new web-based system. NOTE: for this purpose a school corporation is ONE LOCATION and will complete only one 'CoreMMIS Provider Portal' registration. After completing its ONE REGISTRATION in Indiana Medicaid's new CoreMMIS Provider Portal, the school corporation can then grant Provider Portal system access to any "delegates" (for instance, school and/or medical billing agent contractor staff) who need to be involved in day-to-day administration of the school corporation's Medicaid medical service provider enrollment and medical claims processing for IEP-required direct services. **After 12/5/16 Medicaid's previous "Web interChange" system will be retired, and its replacement, "the Provider Portal" in Medicaid's CoreMMIS, will be the only means to (1) submit Indiana Medicaid Provider Enrollment forms or updates and (2) access summaries of Indiana Medicaid reimbursements.** For full details visit the Medicaid in Schools Community on Learning Connection and select the Files & Bookmarks tab; click "Indiana Medicaid Provider Bulletins and Rules Relevant to School-based Claiming," then "Be Ready: New Medicaid Claim System & Provider Enrollment Portal 12/5/2016."

Practical News You Can Use**Educational Interpreter Information**

If you need a substitute interpreter the Center for Deaf and Hard of Hearing Education has a list of Educational Interpreters in Indiana as well as a list of Indiana Interpreting Agencies available for contract.

Please contact The Center's Interpreter Coordinator, Lena VanManen, at 317-232-0971 to obtain a copy of these lists or for further assistance.

FROM THE DIRECTOR



What's the Buzz???

Q and A from the OSE

The Office of Special Education (OSE) is frequently asked questions about a variety of special education topics. We assume that if one person has a question, probably many more have the same one. As always, keep those questions coming...

Who Can Serve as TOR ?

Question from the field:

If a student has two disabilities, for example: specific learning disability as a primary and either hearing impairment or Orthopedic impairment as a secondary, who should serve as the teacher of record (TOR)?

Should the TOR be someone who is licensed for SLD, or should it be the teacher with the specialized license that covers OI or DH? More generally, does the TOR have to be the teacher licensed in the student's primary area of disability?

I would appreciate any information you can offer as to who carries what student seems to come up often... particularly when the secondary disability isn't covered under the license of the teacher who can be TOR for the primary disability

Response:

A student's teacher of record (TOR) has a variety of responsibilities related to ensuring the student's IEP is appropriately implemented. The TOR's responsibilities are set forth in Article 7 at 511 IAC 7-42-8(c) and 511 IAC 7-32-97. The TOR may be the teacher of service, or one of the teachers of service, but must be appropriately licensed to work with the student, or where appropriate state licensure is not available, appropriately trained. There is not a requirement that for students who have more than one disability that the TOR be licensed in the primary area of disability. The TOR must be appropriately licensed to work with the student, and, of course, must be able to fulfill all of the responsibilities of the TOR required by Article 7.

FROM THE DIRECTOR

Office of Special Education Short Shares #4

Universal Design for Learning

Both the November 2015 Dear Colleague Letter and ESSA emphasize the importance of Universal Design for Learning when striving to improve outcomes for ALL students, including those with disabilities. In this fourth Short Share video, we partner with the PATINS Project to provide more information on universal design.

Please click here to view this new video as well as our entire short share series: <http://www.doe.in.gov/specialed>.

I-CHAMP

Indiana Complaint, Hearing, and Mediation Process Online System Up and Going!

Parents are increasingly filing complaints, mediation requests, and due process hearing requests using I-CHAMP, the online portal, instead of sending in the old paper forms. The OSE accepts filings either way. Parties have the option to use the system for communications related to these due process actions. Schools may track due process proceedings using a dashboard design.

The I-CHAMP online portal may be accessed at:

ichamp.doe.in.gov

Please don't forget that the Indiana Resource Network (IRNs) is there to help all districts across the state! Many resource centers provide free TA/PD. Please check them out here: <http://www.doe.in.gov/specialed/indiana-resource-network>.

Can't find a previous newsletter from the OSE Director or a Short Share link on Learning Connection?? Go to the OSE website at www.doe.in.gov/special education. The links are listed toward the bottom of the home page.

For Assistance at any time please contact the Special Education General Line: 317-232-0570

email: specialeducation@doe.in.gov