

FROM THE DIRECTOR

AUGUST 18, 2017

INDIANA OFFICE OF SPECIAL EDUCATION UPDATES

Dear Colleagues:

This week I was part of a committed and talented group of key stakeholders chosen to guide decisions around accessible educational materials (AEM). During the discussion we talked about accommodations and the need for increased knowledge in the field about accessible materials. We talked about human nature and our decisions that often are based on what we are comfortable with instead of what might be somewhat foreign or new. With all of our talk about bias in the past few months, I was pleased with myself for naming this phenomenon a “comfort bias.” Turns out my friend Google suggests I’m not the first to coin this term. In business it is referred to as a “familiarity bias” or a belief that investment alternatives that are more familiar are better than those that are not. In the technology world it refers to being so comfortable with a piece of hardware that you reject the latest and greatest upgrade. For us in education it is about doing things we’ve always done, not because it is easier, but because it is comfortable. As the year progresses, I want to challenge you to try something new, something less comfortable. Start with anything – a new teaching strategy, a new technology tool, or a new approach to discipline and, if you find it more of a challenge than you thought, remember that being uncomfortable may actually advance your craft as a teacher and improve results for the students you serve. -Pam



Dr. Pamela Wright

*Director of the Office of
Special Education, IDOE*

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OSE Vision Statement

Every student, including those with disabilities, is held to high expectations and has equitable access to educational opportunities that enrich lives and prepare students for future success.

FROM THE DIRECTOR

CHARTER SCHOOL POLICY RESOURCE:
Leveraging Policy to Increase Access and Quality Opportunities
for Student with Disabilities in Charter Schools

To access the full NCSECS Model Policy Guide, click [here](#)

Overview:

This April 2017 resource was developed by the National Center for Special Education in Charter Schools (NCSECS) to provide educational leaders with the “information, context, and model language from which to draw in developing strong . . . provisions relating to serving students with disabilities in charter schools.” NCSECS, p.1.

Why This Matters:

With increased school choice, charter schools are seemingly popping up overnight. If you are an educator working in a charter school, this resource is invaluable as it clearly and simply addresses “a range of issues that significantly impact the ability of charter schools to provide effective and equitable special education offerings.” p. 1. The model language in this resource can be incorporated directly into a charter school’s policies and procedures to increase compliance in the following areas:

- Applicable federal laws
- Enrollment (general, preferences, and quotas)
- Funding
- Service Provision / Operations
- Authorizer Oversight

You may be thinking to yourself, ***“I am a teacher / director in a traditional public school, so why would I need to know about charter school policies and procedures?”***

As an educator who serves students in an era in which school choice is being championed, you will likely be asked by a parent to compare or list the respective pros and cons of traditional public schools and charter schools, including virtual charter schools.

In order to provide parents of students with disabilities with the knowledge necessary to make informed educational decisions, you should have a strong working knowledge of the rules and policies that govern charter schools.

Sample Model Language from Guide

- Applicable Federal Laws

Charter Schools shall comply with the requirements of the Individuals with Disabilities Education Act (IDEA), including its mandate that students covered by its protections receive a free, appropriate public education with access to the general curriculum in the least restrictive environment appropriate for their needs. Charter schools shall develop and implement an individualized education program for each such student.

Charter schools shall also comply with the requirements of Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA).

For more information about reviewing and revising charter school policies related to access to and quality of special education programming, contact Traci Tetrick at ttetrick@doe.in.gov. For general charter school inquiries, email adietrich@doe.in.gov.

FROM THE DIRECTOR

OSE NEWS YOU CAN USE

Spread the Word:

Indiana General Assembly Makes Age Changes to Developmental Delay Category

Effective as of July 1, 2018, developmental delay can be a disability category for students who are at least 3 years of and less than 9 years of age. Included in this [Spread the Word](#) is guidance for the 2017/2018 school year. Additional guidance regarding DD evaluation and eligibility determination of school-age students will be forthcoming.

Office of Special Education-Specialist Position Open

Please pass this along to anyone who might be interested in working in the Office of Special Education: [Indiana School Personnel Job Bank](#)



The Indiana Parent Survey for 2017-18 is Now Available!

Please remember to offer all parents an opportunity to take the survey anonymously after each case conference. Parents can take the survey [online](#), by mail, or by calling IDOE. You can find more information in the Memo to Directors, which is [posted](#), along with the Letter for Parents and the hard copy version of the survey on The Learning Connection.

**Special Education Excess Cost (SEEC) Funding Update:
CHANGES MADE— AUTHORITY TO SIGN**

Great news! The SEEC process just got simpler! The official school administrators who have legal authority to sign our SEEC contracts can now be any authorized signer of other DOE contracts/agreements/grants. No longer must it be the school board president; nor do we need “written resolutions.”

Long-standing news: Please recall that all “re-applications” are due to DOE at least 2 months prior to the DOE-determined funding approval/contract end date. Please make note of due dates given in approvals, or monitor contract end dates. Please recall that “initial” applications are due to DOE within 2 weeks of final case conference.

FROM THE DIRECTOR

Special Education News From Around the State

2017 Project SUCCESS Fall Regional Trainings

Are you wondering how to raise the rigor for students with significant cognitive disabilities???



Do you need help implementing standards based instruction for students with significant cognitive disabilities???

Join a Project SUCCESS Fall Regional Training . . . coming to a location near you!
Each identical session will focus on Planning Instruction while targeting Critical Content Connectors. As always, this professional development is at **no cost to attendees** and professional growth points will be provided!

Click on the Regional link below for additional information on each location:

[October 12 - New Albany](#)

[October 26 - Seymour](#)

[October 30 - Evansville](#)

[November 9 - Muncie](#)

[November 13 - Michigan City](#)

[November 14 - Hammond](#)

Regional Training Objectives:

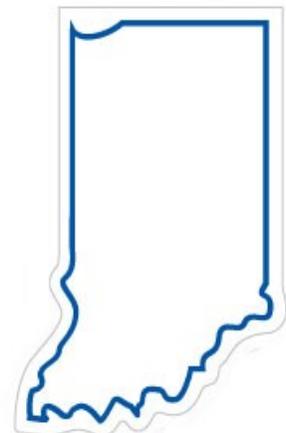
- Participants will learn best practices for instruction using critical content connectors and core vocabulary.
- Participants will create lesson plans using a LASSI, MASSI or element cards that can be implemented immediately.
- Participants will collaborate with educators to share curriculum ideas and develop an implementation plan for lesson plan development.

[Sign up today!](#)

2017 REGIONAL TRANSITION IEP TRAININGS

The Transition IEP: Ensuring a Quality, Compliant, and Student-Focused Process
Space is limited so make sure you register early. This year there will be an overview session and an option for a break out session based on your comfort level with transition (New to Transition or Transition Veteran). We hope to see you there!

[Registration](#) is now open...see **page 5** for the complete flyer!



Registration Information



2017 REGIONAL TRAININGS

The Transition IEP: Ensuring a Quality, Compliant, and Student-Focused Process

Up-to-date information for transition administrators and special educators on:

- the transition process;
- the implications of Indiana Vocational Rehabilitation's new Order of Selection rule, the federal Every Student Succeeds Act (ESSA), and Pre-Employment Transition Services; and
- strategies for building local capacity and achieving better transition outcomes for students with Transition IEPs.

Face-to-face trainings will include a general overview session plus special breakout sessions for new-to-transition staff and for transition veterans. *Note that when you click on the link to register, you must select a breakout session.*

Presented by...

**Joni Schmalzried, Ed.D.
& Erica Macke, M.Ed.**

Joni and Erica are project coordinators with the Center on Community Living and Careers at IU's Indiana Institute on Disability and Community.

Webinar Option

October 4

9 a.m. (Eastern Time)

For those of you who can't attend a face-to-face training, you can connect with us FREE online.

Note: Webinar registration link coming soon. Watch your email for Tuesday's Tips!

Registration deadlines for face-to-face trainings are two weeks prior to the date of your training.

Need accommodations? Please contact Lori Pierce, lopierce@indiana.edu or 812-856-0169, at least three weeks prior to your selected training date.



**CENTER ON COMMUNITY
LIVING AND CAREERS**
INDIANA UNIVERSITY
Center Institute on Disability and Community

Funded by the
**Office of Special Education
Indiana Department of Education**

Dates and Locations

September 11

Noon to 3 pm., Eastern Time
Columbus Learning Center
4555 Central Ave.
Columbus, IN 47204

September 19

9 a.m. to noon, Eastern Time
Huntington University
502 Lake St.
Huntington, IN 46750

September 22

9 a.m. to noon, Central Time
Hilton Garden Inn
7775 Mississippi St.
Merrillville, IN 46410

September 26

9 a.m. to noon, Eastern Time
Ivy Tech Lafayette
3101 S. Creasy Lane
Lafayette, IN 47905

September 27

9 a.m. to noon, Eastern Time
Huntingburg Event Center
110 E. 14th St.
Huntingburg, IN 47542

September 28

9 a.m. to noon, Eastern Time
Easterseals Crossroads
4740 Kingsway Drive
Indianapolis, IN 46205

**Face-to-face Transition IEP
Regional Trainings are FREE to
Indiana educators. Registration
is required and space is
limited! Click on the link below
to select your location and your
preferred breakout session.**

<http://go.iu.edu/1GmV>



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...

THIS WEEK'S TOPIC: What is a *Dear Colleague Letter*?

Q:

I am a "gen ed" high school math teacher. At our school's in-service training this summer, the Special Education Director spoke to us about the requirements of the "Dear Colleague Letter" and about how most special education students should be receiving services in gen ed classes. Is there a way to get a copy of this letter?

A:

That's a great question! It sounds like you are referring to the **November 16, 2015 Dear Colleague Letter** on the topic of ensuring the provision of a free appropriate public education (FAPE) to all students with disabilities. That federal guidance letter is available electronically at: <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-fape-11-17-2015.pdf>

Last year the IDOE, Office of Special Education, prepared an informative Short Share video clip that summarizes the key points of the November 16, 2015 Dear Colleague Letter. Click [here](#) to view Short Share #2.

You may have noticed that the date was included in the title of the *Dear Colleague Letter* discussed above. That's because there are multiple Dear Colleague Letters generated each year.

A *Dear Colleague Letter* is a guidance letter issued by the United States Department of Education. The purpose of such guidance documents is to provide state and local education agencies with information to assist them in meeting their obligations under the Individuals with Disabilities Education Act (IDEA) and its implementing regulations when developing IEPs for students with disabilities.

For more information on federal laws and guidance or to search other Dear Colleague Letters, OSEP Memos, or FAQs, click [here](#).

FROM THE DIRECTOR

The Governor's Work Ethic Certificate



Many of you may be aware, but last fall, the Department of Workforce Development (DWD) began implementation of the Governor's Work Ethic Certificate program. This program was piloted by our excellent partners at Greater Clark County Schools in southern Indiana and is now reaching statewide.

For those of you unfamiliar with the Work Ethic Certificate (WEC), it's a community developed and employer recognized certificate, signed by Governor Eric Holcomb that can help provide a pipeline of skilled high school graduates into today's workforce. The employability skills recognized in the Governor's WEC have been vetted by Hoosier employers, community based organizations and post-secondary education institutions and are designed to encourage students to meet the benchmarks that will assist them in their college or career goals. Program goals include:

- Connecting employers to their local school district through a College and Career Readiness Advisory Council designed to create a collaborative partnership that benefits the community.
- Providing students with an understanding of necessary employability skills for today's in-demand jobs and allow them an opportunity to demonstrate these skills while in high school.

Providing employers with potential workers who understand the values and importance of responsibility and perseverance in the workplace.

DWD is currently accepting applications for implementation in the 2017-18 school year. Applications ([click here](#)) will be reviewed by the State Workforce Innovation Council's taskforce and are **due no later than August 31, 2017** (if implementing this school year).

For more information, including the Implementation Guide and other FAQ's, please visit <http://www.in.gov/dwd/workethic.htm>. If your school is interested in participating and/or still has questions, please feel free to contact me at bmorse1@dwd.in.gov or 317-376-5083.

FROM THE DIRECTOR

ASSESSMENT UPDATE

Spring 2017 ISTEP+ Phase 3 Reports (Grades 3-8, 10) – Released August 16th

The following *OnDemand* Reports for schools and corporations are **now available** in PearsonAccess^{Next}:

- Disaggregated Summary Report
- Disaggregation File
- Proficiency Grouping Report
- Proficiency Summary Report
- Academic Standards Summary Report
- Academic Standards Frequency Distribution
- Rescore Report
- Student Data File (with updated rescore data)
- Applied Skills Frequency Distribution Report

Spring 2017 ISTEP+ results are publicly embargoed until the DOE release in early September. Student results should be communicated to parents as soon as possible.

Spring ECA Rescore Results

Updated reports with rescore results are available in EAS Admin. Paper copies of these results will be sent to schools on August 23, 2017.

Summer ECA Retest Information

The Summer ECA retest window opens Thursday, August 24. Students may take this [online only](#) assessment during the ECA Summer Retest window if they are enrolled in the course or a corresponding remediation program between retest opportunities.

Professional Development: Targeting Student Needs using Formative Assessment II[Learning Progression Guided by Formative Assessment: Self-Reflective Rubric](#)

The second training in the *Targeting Student Needs using Formative Assessment* series introduces a Formative Assessment Practices rubric. This rubric encourages self-reflection on formative strategies by focusing on the implementation and results of the formative process. Specific formative strategies such as rich tasks and focused questioning will be discussed in detail.

Please register for Targeting Student Needs using Formative Assessment II:	
Aug 30 (Wednesday) 9:30-10:30 AM EDT	https://attendee.gotowebinar.com/register/673145591304679939
Sept 12 (Tuesday) 1:30-2:30 PM EDT	https://attendee.gotowebinar.com/register/7264847542193903875
Sept 14 (Thursday) 9:30-10:30 AM EDT	https://attendee.gotowebinar.com/register/2394711420053139715

UPCOMING DATES & DEADLINES

August 31, 2017.....Part B FY 2018 611 (Part 2) Applications due

For Assistance at any time please contact:
Special Education General Call Line: 317-232-0570
email: specialeducation@doe.in.gov