

FROM THE DIRECTOR

JANUARY 19, 2018

INDIANA OFFICE OF SPECIAL EDUCATION UPDATES

For the past two years, a group of committed stakeholders including parents, school personnel, Vocational Rehabilitation, Work Force Development, and members of the Department of Education (DOE) have been developing new requirements for earning a Certificate of Completion. Although most students with disabilities are capable of earning a diploma, for a small population of students a Certificate of Completion (CoC) path is determined by a case conference committee to be more appropriate.

Concerns raised by parents, educators, outside agencies, and employers about the post high school outcomes of students who receive a Certificate of Completion prompted a review of the CoC. As a result, a course of study for the CoC was developed that encourages increased access to academic instruction, requires emphasis on employability skills as part of the curriculum, and promotes job related experiences and activities while students are still in school.

On December 6, 2017, the State Board of Education approved sixty (60) applied courses for the 2018-19 school year that, along with credit bearing courses, support the requirements of the course of study for the CoC. The approved courses align with alternate achievement standards related to the general education content standards. Although the course titles are new, requiring academic instruction to students with significant cognitive disabilities is not. The Department of Education and Project Success have provided professional development on instruction for the alternate achievement standards since 2014. During the past year, many resources have been developed and teachers, administrators and school counselors have had multiple opportunities for training related to changes to the CoC. Vendors for school information systems have been informed and are ready for implementation. DOE data reports have been adjusted to reflect the CoC changes.

The Department is ready to support schools and expects schools to put the new requirements in place for the freshman class of 2018-19. However, because some schools have requested additional time for implementation, the department will not require schools to report credits or applied units for course completion until the 2019-20 school year. Whether schools begin submitting data on course completion in 2018-19 or the following school year, it is expected that schools will continue to provide academic instruction and opportunities to develop employability skills to all students on a Certificate of Completion path.

Additional Certificate of Completion information and guidance can be found [here](#).



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

Educational Rights of Students with Disabilities in Homeless Situations

In October 2017, the National Association for the Education of Homeless Children and Youth and the National Law Center on Homelessness & Poverty jointly published an important Q & A document:

[The Most Frequently Asked Questions on the Educational Rights of Children & Youth in Homeless Situations.](#)

This guidance document provides answers to 148 questions related to the McKinney-Vento Act. **Questions #100-109 of this document specifically address the needs of students receiving special education and related services.** Following is a sample of the Q & A:

101. Do students receiving special education who are homeless have the right to remain in their school of origin?

A: Yes. The McKinney-Vento Act applies to students receiving special education services the same way it applies to other students. In addition, any state receiving IDEA funds must ensure that the requirements of the McKinney-Vento Act are met for all children with disabilities in homeless situations in the state [20 U.S.C. §1412(a)(11)(A)(iii); 34 CFR §300.149(a)(3)]. Therefore, a student receiving special education who is homeless must remain in the school of origin, unless it is not in the student's best interests or it is against the parent's/guardian's/unaccompanied youth's wishes. More often than not, the best interest determination will weigh in favor of keeping a special education student in the same school, because changing schools and educational programs can be particularly detrimental to students with special needs. However, there may be particular circumstances in which changing schools is in the student's best interest; for example, if the distance is such that the commute would be more detrimental than changing schools. IDEA does not supersede the McKinney-Vento Act; a special education student retains all McKinney-Vento rights.

103. Must schools immediately enroll students receiving special education who are homeless?

A: Yes. The McKinney-Vento Act applies to students who are homeless and who receive special education. Those students must be enrolled immediately in school, to include attending classes and participating fully in school activities. This is true even if the student is unable to produce records normally required for enrollment, such as previous academic records and copies of IEPs [42 U.S.C. §11432(g)(3)(C)(i)(I)]. In addition, any state receiving funds under the Individuals with Disabilities Education Act (IDEA) must ensure that the requirements of the McKinney-Vento Act are met for all children with disabilities in homeless situations in the state [20 U.S.C. §1412(a)(11)(A)(iii); 34 CFR §300.149(a)(3)]. IDEA does not supersede the McKinney-Vento Act; a special education student retains all McKinney-Vento rights.

Other relevant special education topics addressed in this Q & A include:

- transportation of students receiving special education services who become homeless;
- determination of services to be provided when there are no school records; and
- who may sign for special education services for an unaccompanied youth who is under 18.

Please share this very important Q & A document with your staff McKinney-Vento Liaison.

FROM THE DIRECTOR

OSE NEWS YOU CAN USE

Third Video in Short Share TIPS Series: UDL Lesson Plan Template

The [Office of Special Education](#) is happy to release its 3rd video in the new Short Share TIPS series. The latest video discusses a [Universal Design for Learning \(UDL\) Lesson Plan template](#) that our [PATINS Project](#) resource center created. This video is a complement to our [UDL Short Share](#) that was released in the 2016-17

PATINS UDL Lesson Plan Creator

Recently, our IRN partners at PATINS (Promoting Achievement through Technology and Instruction for all Students) created a Universal Design for Learning (UDL) Lesson Plan Creator to assist educators in creating a detailed UDL lesson plan from scratch. It includes links to resources to support staff along the way.

In the latest Short Share TIPS video—discussed above—PATINS Director Daniel McNulty walks you through each step in the UDL lesson plan process.

From the [PATINS website](#) you can choose to complete the Lesson Plan Creator as a [single page form](#) with all of the sections presented on the same page, or a [multiple page form](#), in which each section is a new page.


Fourth Video in Short Share TIPS Series: Classroom Level Data

The [Office of Special Education](#) is happy to release its 4th video in the Short Share TIPS series. In partnership with our [PATINS Project](#) resource center the latest video discusses [classroom level data](#). We hope you enjoy it!

New Resources for Working with Vulnerable Youth

The multi-branch statewide [Commission for the Improvement of the Status of Children](#) (of which IDOE is a member) studies issues concerning vulnerable youth, reviews and makes recommendations concerning pending legislation, and promotes information sharing and best practices. (Governor Mike Pence signed Senate Bill 125 into law on April 30, 2013; the law was effective July 1, 2013). [Get more information about the bill.](#)) Recently these documents have been made available by CISC: [mental health](#) and [substance abuse](#) treatment providers across the state.

DID YOU KNOW?
Do eLearning Days Count as Instructional Days?

- * With the recent inclement weather, the OSE has received several questions about how to “count” eLearning Days.
 - * For example, do these days count in the 50 day evaluation timeline?
- * **YES! eLearning Days are instructional days and must be counted for Article 7 purposes.**

FROM THE DIRECTOR

Results Driven Initiative—Differentiated Monitoring and Support: Status Report from the December 13, 2017 Stakeholder Meeting

During the ICASE Fall Meeting and a subsequent “From The Director”, Nancy Z asked for five to seven volunteers to serve on a stakeholder group to discuss differentiated monitoring and support under a results driven initiative. The response was overwhelming with over 60 people volunteering to be part of the group. A stakeholder meeting was held on December 13, 2017 and 45 people spent three hours reviewing data, giving input on student outcomes they would like to see, and discussing the connections and disconnects between compliance indicator data and results indicator data.

The purpose of the meeting was to obtain input, and input we received!! Thank you!!

When asked what outcomes are wanted for students once they leave school, the responses varied somewhat, but all had the message of the following comment:

“That they have the skills necessary to live their life as they would most like to, just as we would for any other student; to be able to work, live, and engage in social and community activities as independently as possible.”

Upon looking at the graduation trend lines this is a sample of what people had to say:

“Indiana is ahead of the national rates in terms of students participating in general education; however, the graduation results of students with disabilities are still dismal - there seems to be a disconnect in outcomes.”

“What dawned on me is that special education trends are trending along with the general education trends even though there is a gap between the trends.”

“58% of our students have no preschool experience. 75% aren’t proficient on ISTEP. So much data at high school level, but closing the gap has to start early. We have to care about proficiency.”

When asked ‘What strikes you as something we need to think about/consider?’ this is a sample of the group member comments:

“What does rigor look like? Do people have the right expectations?”

“We need to think about better alternatives to suspensions and expulsions.”

“I think Indicator 13 needs to be less focused on compliance. Teachers are spending time adding the name of a transition assessment to a summary or restating things to be more clear (when the CC was all present and understood and signed off on the plan) instead of working with students.”

“If more focus/help is given to the lower performers could the results data improve more?”

“Proficiency matters. We have to figure out why we are fairly compliant and so very not proficient. We need to also start looking at student driven and student centered. Where is that factor?”



Report continued on next page...

FROM THE DIRECTOR

**Results Driven Initiative—Differentiated Monitoring and Support:
Status Report from the December 13, 2017 Stakeholder Meeting**

Continued from page 4

NEXT STEPS

The Core Team will compile and review the input for further discussion:

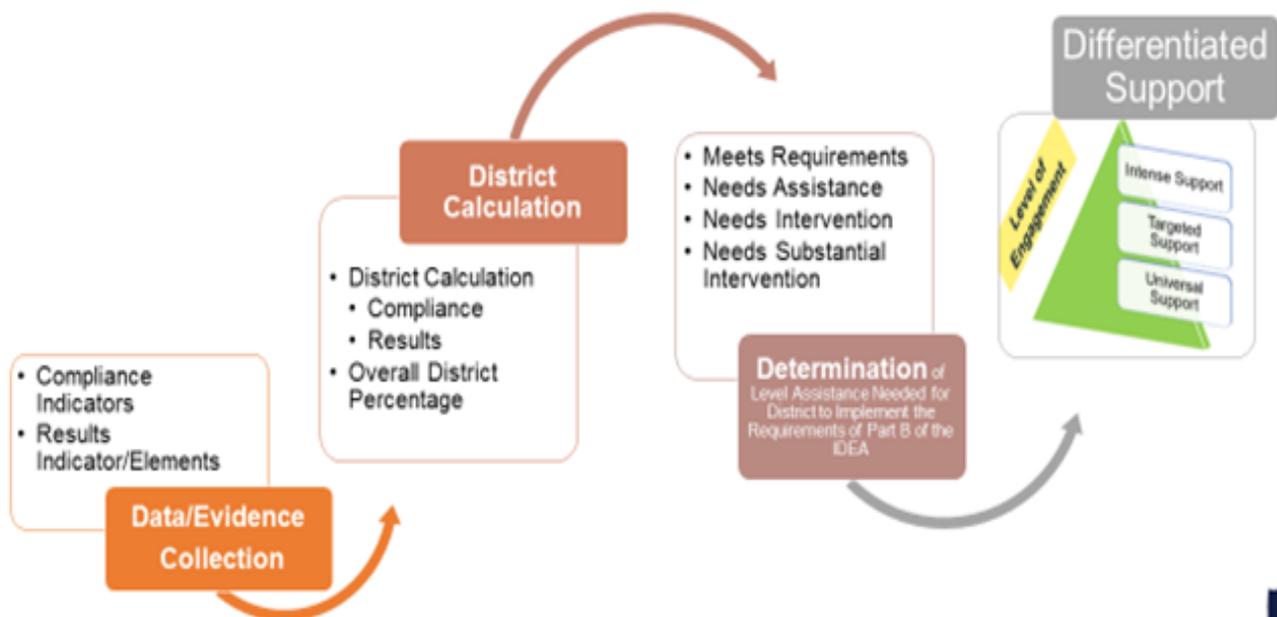
Data/Evidence Collection: Compliance Indicator data will continue to be collected. The Stakeholder Group was asked to help identify monitoring components that include results elements, including, but not limited to the Federal Results Indicators.

District Calculation: Identification of a calculation utilizing compliance and results data.

LEA Determination: Identification of the range for each of the “determination” element.

Differentiated Support: Identification of the ‘level of engagement’ the Office of Special Education will have with each LEA, then identification of the type of support needed.

DRAFT DIFFERENTIATED MONITORING SYSTEM AND SUPPORT



FROM THE DIRECTOR**ASSESSMENT UPDATE****ISTEP+****Optional Examiner Training Available for Schools**

CTCs have access to a recorded examiner training and PowerPoint to share with school personnel who will serve as examiners or proctors this spring.

Updated ISTEP+ Calculator Policy

Eighty-eight test invalidations resulted when general education students were provided handheld calculators during non-calculator test sessions of the recent Grade 10 Winter Retest. For this administration, all invalidations yielded undetermined results for these students' graduation assessments. In an effort to help minimize test invalidations and undetermined results this spring, the IDOE updated the [ISTEP+ Mathematics Calculator Policy](#) for Grades 3-8 & 10. (Please contact Mary Williams (mwilliams@doe.in.gov) with any questions.

ISTEP+ ECA**Electronic Report Release (Paper Testing)**

The Electronic Report Release (Paper Testing) will be available January 18, 2018.

Winter Window Reporting Dates

Paper Reports Arrive in Corp	February 6
Rescore Window	February 19-March 2
Rescore Reports Released	March 16
Rescore Reports Arrive in Corp	April 3

Spring Registration Window

The Spring Registration window remains open until this Friday January 19, 2018. This is the final opportunity for the cohort of 2018 to test prior to graduation. Please be thorough in making sure all necessary seniors are registered to test. Contact Questar at ecasupport@questarai.com for assistance.

IREAD**Spring 2018 IREAD K-2 Assessments Updated – Please share with educators!**

The IREAD K-2 assessments are updated for use with students this spring. CTCs can access these files from the Test Coordinator Corner in Learning Connection (*Files and Bookmarks / IREAD K-2*). Please contact our office with any questions: INassessments@doe.in.gov.

ISTAR**The ISTAR Test Window is Open!**

The ISTAR test window is open 1/15/18-2/16/18.

All materials were delivered last Monday, January 8. If you need any additional materials, please contact the Questar help desk.

FROM THE DIRECTOR

ASSESSMENT UPDATE (continued from page 6)

IMPORTANT NOTE – ELL Status:

It has come to our attention that all students who were submitted for testing via the DOE-TL are marked as “Yes” for ELL Status. This is a locked down field and changes cannot be made at this time. The field will be updated after testing is completed and prior to any state reporting. We apologize for the error.

Under the Help tab on the [Indiana Admin site](#), you will find the Test Coordinator’s Manual, the Test Examiner’s Manual and other important information.

Who to Call :

Indiana ISTAR Computer-Based Testing Related Questions:

ISTAR Support Questar Phone: (877) 424-0322 Email: ISTARSupport@questarai.com

ISTAR Assessment Related Questions and General Information: Office of Student Assessment Phone: (317) 232-9050 or toll-free (888) 544-7837 Email: INassessments@doe.in.gov

WIDA ACCESS

The WIDA ACCESS Test Window is Open!

The WIDA ACCESS test window is 1/8/18-2/23/18.

Test Booklet Labels

Any booklet that contains student response information must have either a Pre-ID Label or a District/School Label with bubbled student information. District/School Label must be approved by the Office of Student Assessment by emailing inassessments@doe.in.gov. Include the following information in the e-mail: District Name; School Name: (each one); # of District/School Labels (1 Sheet = 10 Labels).

Grades 1-5 Writing Booklets

Return your Grades 1-5 Writing Booklets as early as possible. You do not have to wait until the end of the test window to return paper materials to DRC. Returning these materials early ensure that score reports are not delayed.

Who to Call:

ACCESS for ELLs 2.0 Certification and Training Courses, Test Administration Procedures: WIDA Client Services help@wida.us 866-276-7735

Computer-Based Testing Related Questions: DRC Customer Service WIDA@datarecognitioncorp.com 855-787-9615

Assessment Related Questions and General Information: Office of Student Assessment Phone: (317) 232-9050 or toll-free (888) 544-7837 Email: INassessments@doe.in.gov

Formative Assessment Grants

The Department adjusted the timeline for the 2018-2019 Formative Assessment Grant in response to schools’ feedback to receive Formative Assessment Grant funds earlier in the school year. The 2018-2019 Formative Assessment Grant Overview as well as other grant documents can now be accessed on the Office of Student Assessment’s [website](#).

FROM THE DIRECTOR

INDIANA RESOURCE NETWORK



IIEP

NEW TRANSLATION FEATURE OF IIEP: DATA USAGE INDICATES PRELIMINARY SUCCESS

Between October 1, 2017, and December 31, 2017, 146 total corporations used the IIEP translation feature. In early January, we released two additional languages, French and Russian. Burmese is the next language scheduled for release. Please continue to use the feature and develop local policies and procedures for its use.

Time Period	10/01/2017 – 12/31/2017
Documents Translated	2,945
Pages Translated	21,823
Students	2,647

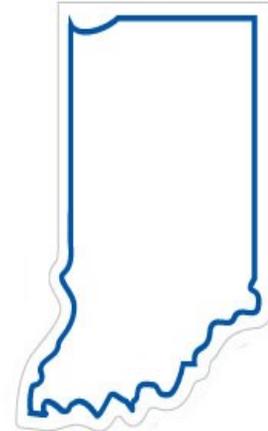
Breakdown by Language	Translated Documents	% of Total
German (Amish)	11	0.37%
Japanese	3	0.10%
Mandarin (Sichuanese)	5	0.17%
Spanish	2,918	99.08%
Vietnamese	8	0.27%
TOTAL	2,945	

Top 10 Corporations	Translated Documents	Translated Pages	Distinct Students
Indianapolis Public Schools	529	3,710	479
M S D Washington Township	178	1,132	155
M S D Wayne Township	145	1,164	128
M S D Pike Township	134	1,133	127
M S D Lawrence Township	132	909	119
Goshen Community Schools	121	920	113
Elkhart Community Schools	81	592	73
Lafayette School Corporation	81	757	69
School City of East Chicago	74	463	61
Fort Wayne Community Schools	71	731	63

FROM THE DIRECTOR

UPCOMING Trainings Sessions Offered by IRN Partners Across the State

2018	January 25	IEPRC	Developing Behavior Intervention Plans @ Indianapolis
2018	February 1-2	IEPRC	Focus on Inclusion Conference @ Indianapolis
2018	February 2	ISMHI	Addressing the Social, Emotional, Behavioral Health Needs of Our Students-Fort Wayne
2018	February 9	ISMHI	Addressing the Social, Emotional, Behavioral Health Needs of Our Students-New Albany
2018	February 13	IEPRC	Writing Standards-Aligned Goals @ Indianapolis
2018	February 15	IEPRC	Advanced Reporting: The Basics of Reports and Data Collection @ Indianapolis
2018	February 16	IEPRC	Developing Behavior Intervention Plans @ Merrillville
2018	February 21	IEPRC	Writing Standards-Aligned Goals @ Merrillville



Other Upcoming Dates and Deadlines

ICASE Spring ConferenceFebruary 14-16, 2018

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