

FROM THE DIRECTOR

April 13, 2018

INDIANA OFFICE OF SPECIAL EDUCATION UPDATES

April 13, 2018

As we head into the final quarter of the 2017-2018 school year, an update on several of our initiatives may be helpful as you begin planning for another year:

Excess Cost Funding: After several months of meeting with stakeholders, a new allowable cost document is being finalized as we speak. The document will be released by the end of April and a new application process will be in place by early May. Our allowable costs will be more narrow in scope, focusing on the original intent of the funding which is for assisting schools with the excess cost of educating students who are at risk of residential placement or are placed residentially. The primary purpose of these placements must be for the provision of a free appropriate public education. Any placement that is recommended that does not have licensed teachers and challenging yet attainable academic goals will most likely not be funded with Excess Cost funds. Susan Reimlinger and Sarah Fields are the contacts for this work.

IDEA Funds: We still are waiting for the state allocations. We are hopeful, now that a budget is passed, that states will receive word soon. Once we receive the state allocations, we are ready to run the formula that determines how much each school corporation and charter school will receive. The application will be posted shortly after the allocations are posted. Jen Thompson continues to be the lead grant specialist.

Results Driven Accountability: We continue to fine tune our monitoring system to take both compliance and results into consideration. Beginning next school year, your corporation's determination will be based on a system that examines both. Nancy Zemaitis is leading this effort.

Alternate Diploma and Dyslexia: Legislation was passed that requires the State Board of Education to adopt an Alternate Diploma for students with significant cognitive disabilities. Also a Dyslexia bill passed which requires the state department and the schools to hire reading specialists trained in dyslexia. Both of these bills require regulations which will be written and adopted by the State Board of Education. As the Indiana Department of Education (IDOE), it is our role to implement the rules once adopted.

Article 7: The State Board of Education will be revising Article 7 to comply with the legislation that extended the age limit for students with Developmental Delays. Other sections of Article 7 may be revised or clarified during this process. No timeline has been published for this work. Stakeholder groups have played an important role in all of our work this year. We appreciate the collaboration and the partnerships with those representing schools and other agencies.

-Pam



Dr. Pamela Wright

*Director of the Office
of Special Education*

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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**OSE NEWS YOU CAN USE****Short Share TIPS [video](#)-The SHAPE System****Spread the Word-[SHAPE Stories-Hamilton Southeastern](#)**

The School Health Assessment and Performance Evaluation System ([SHAPE System](#)) offers a virtual workspace for a school mental health team to document, track, and advance quality and sustainability improvement goals as well as assess trauma responsiveness. Many school districts across Indiana and the United States are using the SHAPE System, in varying degrees, to obtain customized school and district level progress reports and useful resources to improve system quality and sustainability. There is no limit to how many districts can participate in the SHAPE system and districts can work in local teams to complete the assessments without assistance from IDOE. This month OSE would like to highlight the [Hamilton Southeastern Schools](#) and their work with the SHAPE System in our latest Short Share TIPS [video](#) as well as the newest [Spread the Word](#) document.

**Medicaid Matters**

Report Update Available: The updated semi-annual report of Medicaid reimbursements per participating school corporation is now available on the Indiana Department of Education's [school-based Medicaid web page](#) under "General Information." Click or paste this link into your web browser to view the report: <https://www.doe.in.gov/sites/default/files/specialed/school-corp-medicaid-report1st-half-sfy-2018.pdf>.

In the green text box on Page 1, this report now includes Medicaid reimbursement rate examples for IEP-required Applied Behavior Analysis (ABA) services, for which Indiana Medicaid recently added coverage.

Highlights of the latest School Corporation Medicaid Reimbursement Report include:

- 166 public school corporations claimed over \$15 million in reimbursements for covered IEP-required direct medical services in State Fiscal Year 2017, an increase of nearly \$3.4 million over the previous year; and
- 148 public school corporations participated in Medicaid administrative claiming ("IndianaMAC") in State Fiscal Year 2017, recovering more than \$5.6 million in unrestricted federal funds.

Schools Included In Proposed Medicaid Telemedicine Rule Change: On March 29, 2018, the Indiana Family and Social Services Administration's Office of Medicaid Policy and Planning held a public hearing to take comments on its proposed rule expanding coverage for medical services provided via telemedicine (or telehealth) technology. In addition to adding service categories (such as speech therapy) that it will cover when furnished via telemedicine, the Medicaid agency proposes to eliminate the current rule's exclusion of school corporations as Medicaid-qualified telemedicine service providers. Watch for *Medicaid Billing Tool Kit* updates if these proposed changes make it into the final rule. To view the proposed rule click or paste this link into your web browser: <http://www.in.gov/legislative/iac/20180307-IR-405180060PRA.xml.html>

Questions? Contact Tracy Brunner, tbrunner@doe.in.gov.

FROM THE DIRECTOR
**FISCAL INFORMATION:
Proportionate Share and CEIS Quarterly Reports**

This is a friendly reminder that Proportionate Share and CEIS Quarterly Reports for Quarter 3 and Quarter 7 are due on April 30, 2018, by the close of business.

If you were not awarded any proportionate share or do not have CEIS, there is no need to send us a report!

Quarter	Reporting Expenses From:	Due:
Quarters 3 & 7	January 1 - March 31	April 30

Required forms and form completion instructions are available in the IDOE Learning Connection. Reports can be found in IDOE Part B Grants for Special Education/ Files and Bookmarks/ **FY 2017 Grant Information or FY 2018 Grant Information**.

Please use the standardized Proportionate Share and CEIS quarterly reporting templates provided in the [CEIS Quarterly Monitoring](#) and [Proportionate Share Monitoring Reports](#) folders under "FY 20XX Grant Information," in the *IDOE Part B Grants for Special Education Community Files and Bookmarks* tab on the IDOE Learning Connection. Instructions are included for completing and submitting each reporting form. **Switch to Internet Explorer or a different **web browser** if you are unable to open these files on your PC. The Learning Connection works best with Internet Explorer.*

Important: Submit Proportionate Share and CEIS reports in SEPARATE EMAILs for each quarter and year. The email subject line should identify the type of report (Prop Share or CEIS), the quarter reported and the grant year (i.e., FY 2018 Proportionate Share Quarter 6). Please do not submit multiple years or multiple quarters in one email. Thank you!

LEAs required to submit Proportionate Share and CEIS quarterly reports are **strongly encouraged to designate a "back-up" person responsible for Proportionate Share and CEIS quarterly reporting if the staff member routinely responsible for quarterly reporting is absent or otherwise unable to submit the(se) report(s) by the due date.**

Submit a pdf of the signatures (cover page) from your business official and special education director for the current reporting period, along with the entire excel workbook to part-bgrants@doe.in.gov.

Due date reminders for Prop Share and CEIS quarterly reports are posted on the *IDOE Part B Grants for Special Education Community Calendar* in the IDOE Learning Connection.

FROM THE DIRECTOR**Sofia's Story**

“Inclusion is more than a set of strategies or practices; it is an educational orientation that embraces differences and values the uniqueness that each learner brings to the classroom.” -Anonymous



This is a mother's story about her daughter and their journey to inclusion. At Protsman Elementary School in Lake Central School Corporation, Sofia is a happy, independent, and bright fourth grade student. Sofia was also born with Down syndrome. Inclusion has been a part of Sofia and her family's lives since she was very young. Sofia's mother, Brenda, says that she has developed friendships and her mannerisms and behaviors have completely changed since being included with her peers. Being treated like the other kids in her classrooms, not only socially but academically, is helping Sofia to learn and thrive. Just recently, she came home telling her mother about Kinetic Energy, what it means, and what it does. She also participated in taking ISTEP along with her peers and did very well! The week of the test, Brenda shared, many members of the school's staff complimented Sofia on how well she did and how hard she worked. "As her parent, I am Sofia's biggest advocate, and I have always believed in pushing her to achieve more and be more each and every day," she stated.

When Sofia was born, her parents were unsure of what the future would hold for their daughter, but Sofia's parents believed that she could participate in everything all kids enjoy. Since then, she has participated in Pre-K sports and sports camps at the Hammond YMCA and is currently an active member of her local Girl Scouts Troop. Each time Sofia started something new, her parents pushed her to do her best and held her to the same high expectations as every other child. As a result, when it came time to start school, inclusion came naturally to Sofia because she knew that she was capable and could do things just like the other kids in her class. In all of these settings, Sofia has been included and embraced for the unique things that she offers.

As Sofia reached school age, her parents believed that she should be fully included. Tammy Pol, Sofia's Pre-school teacher at the time, also believed that Sofia could be included and offered her support in getting inclusive services put into place. Sofia started Kindergarten in a fully inclusive setting. Her teachers and support staff have jumped in to support Sofia and her family every step of the way. Sofia's mother shared that she works to encourage other parents to advocate for inclusion and to continue pushing for what is best for their kids. She shares that she believes that inclusion should be something that every child has access to. Imagine a world where all kids were included, held to high expectations, and knew they had a support system that believed in them. That is a world that we as educators can create! Inclusion is a mindset and when we embrace all students and the special things that they have to offer beautiful things begin to happen!

FROM THE DIRECTOR

IRN PARTNER FOCUS



INSTRC

Indiana Secondary Transition Resource Center

A Project of:

The Center on Community Living and Career
Indiana Institute on Disability and Community,
Indiana University
1905 North Range Road
Bloomington, Indiana 47401-3654
Project Director: Judith Gross, Ph.D.

<https://instrc.indiana.edu/transition-resources>



Purpose Statement:

The Indiana Secondary Transition Resource Center ([INSTRC](#)) focuses on middle and high schools to help professionals partner with students and families to improve post-school outcomes in the areas of college, careers and community life. However, we believe that transition planning should begin in the elementary level where the foundation is laid for academics, career awareness, interpersonal relationships, and life skills.

Project Description:

INSTRC provides technical assistance, professional development and evaluation opportunities to LEAs and educators. INSTRC is *a project of* the Center on Community Living and Careers at the Indiana Institute on Disability and Community, Indiana University. INSTRC develops resources and materials as well as provides coaching, technical assistance, and professional development statewide to improve transition education, services and activities that impact post-school outcomes.

Supports provided include:

1. Evaluation of approximately 1,000 Transition IEPs
2. Regional Transition IEP trainings to improve the compliance data for Indicator 13
3. Coaching, technical assistance and professional development activities
4. [Resources/materials](#) to improve transition education
5. [Tuesday's Transition Tips for Teachers](#) listserv and website.
6. Seven [Cadre of Transition Leaders](#) to implement evidence-based practices, resource development, family involvement strategies and interagency collaboration.
7. Transition alignment with an [early childhood focus](#)

FROM THE DIRECTOR

ASSESSMENT UPDATE

ISTEP+

ISTEP+ Part 2 Test Window Opens Next Monday – Share Resources with Schools

The first day of the ISTEP+ Part 2 window opens Monday, April 16. Please share this [updated ISTEP+ FAQ](#) with schools.

ISTEP+ ECA

Spring Data Available

The 2018 spring student data is now available online. Please double check your students to ensure they have the correct accommodations. For any questions please call the Questar Help Desk (877-424-0322) for assistance.

ISTAR

ISTAR Part 2 Test Window Opens Monday

The first day of the ISTEP+ Part 2 window opens Monday, April 16.

Part 2 Tier Assignments Available

Tier assignments for ISTAR Part 2 are posted on the EAS Admin site. Directions for accessing student tiers can be found on page 47 of the Test Coordinator's Manual.

ISTAR Part 2 Pretest Workshop

The ISTAR Part 2 Pretest Workshop for Test Examiners is posted on Learning Connection. You can find it on the IDOE-Alternate Assessment (ISTAR) community.

Spring 2018 IREAD-3

Results Now Available in PearsonAccess^{next} (PAN) – Communicate to Parents!

Schools and corporations may now access student *OnDemand* Reports (e.g., Proficiency; Pass/Did Not Pass/Undetermined Status) in PAN. Communicate student results to parents as soon as possible. Final reports become available in PAN on April 23, and will reflect any paper test materials shipped on or before March 29. Paper copies of the Individual Student Reports and labels will arrive at schools on or before May 2.

Spring 2018 IREAD-3 Results Now Available – Next Steps

Schools are responsible for communicating results to parents in a timely and secure manner, and providing remediation for students who did not pass the assessment. Educators may use the IREAD-3 test blueprint and item specifications posted on our website to help inform remediation for students who did not pass this test. Case conference and ILP committees may convene meetings to determine whether students should be granted Good Cause Exemptions based on IREAD-3 test results. Please contact the Office of Student Assessment with any questions: INassessments@doe.in.gov.

WIDA ACCESS

ACCESS for ELLs 2.0 Score Interpretation Resources

2017-2018 score report resources are now updated and posted on the WIDA website. Please share this [“ACCESS for ELLs” flyer](#) with your EL staff.

WIDA Instructional Framework for the English Language Development Standards

In 2019, WIDA will introduce a standards-based instructional framework. Throughout 2018-2021, educators across the consortium will be invited to engage in a three-year implementation process. WIDA needs input for all stakeholders involved in language learner education. Please share this [“WIDA Instructional Framework” flyer](#) with your general education/content teachers, special education teachers, instructional coaches, school and district administrators, and paraprofessionals/teaching assistants.

FROM THE DIRECTOR

ASSESSMENT UPDATE *Continued from page 4*

ILEARN Assessment Update

Accessibility Features and Accommodations for ILEARN

The Indiana IEP was updated to include new accessibility features and accommodations that will be available for students on the ILEARN assessments for Spring 2019.

Accommodations for students with disabilities will include permissive mode to utilize AT devices/apps for speech to text, online refreshable Braille and Braille transcripts, American Sign Language (ASL) videos for audio items and audio transcriptions. Accessibility features for English Learners include stacked Spanish translations for Math and glossaries provided in 5 languages. More details to be provided soon.

Upcoming Inclusion Conference

[Engaging Inclusion: Conversations for Opening Communities](#) will take place on Saturday, April 28, 2018 in Indianapolis. This conference is hosted by Down Syndrome Indiana, in partnership with IUPUI’s Family as Faculty Program. The goal of this conference is to engage parents, educators, and communities in collaborating to create inclusive communities. It will address inclusive education and inclusive employment and features a Keynote by Dr. Seena Skelton, Director of the Great Lakes Equity Center and Director of Operations at the Midwest & Plains Equity Assistance Center.

Nany Zemaitis, Assistant Director of Special Education for the IDOE, will serve as an inclusive discussion panelist.

[Flyer](#)

[Online registration](#)

Recommended Reading

In [High Expectations for Students with Multiple Impairments](#)—a quick and aspirational read—a special education teacher shares insights on adapting the Common Core Essential Elements for students with multiple impairments. The author aptly notes, “*Our work shows that if we do expect someone to achieve, they may.*”



UPCOMING DATES & DEADLINES

- Proportionate Share and CEIS Quarterly Reports for Quarters 3 and 7 due.....April 30
- ISTEP+ Part 2 window opens Monday.....April 16
- [IEPRC](#) Co-Teaching Training @ Indianapolis.....April 1
- [IEPRC](#) Multi-Tiered System of Support Training @ Indianapolis.....April 25

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