

FROM THE DIRECTOR

April 27, 2018

INDIANA OFFICE OF SPECIAL EDUCATION UPDATES

April 27, 2018

To change is to transform or alter, according to Merriam-Webster, and the world of education seems to change, transform, or alter on a regular basis! Many new education initiatives will reach the implementation stage in the next year or two and will certainly impact students with disabilities. Starting with the revised Certificate of Completion (CoC), the graduation pathways, the alternate diploma, and ending with the new definition of Developmental Delay, the work ahead for all educators is a true testimony to their commitment to the field.

Already this spring, schools are expected to be scheduling students who have been removed from the diploma path and placed on the CoC path. Newly approved applied courses as well as credit bearing courses can meet the CoC requirements. Although an additional year of implementation will be granted before reporting becomes mandatory, it is expected that schools will provide the coursework students need to progress toward grade level standards. Few classroom changes will be needed if schools are providing academic instruction based on the Content Connectors which were established in 2012. For schools who have been dragging their feet, the change will require a shift in thinking and a great deal of planning and preparation, not just at the high school level, but in all grades.

The graduation pathways, recently adopted by the State Board of Education, is another change that will transform the way students prove they are college or career ready once they leave high school. A diploma, in itself, will only be one of three requirements. Work experiences and passing certain standardized tests or locally created pathways are the other two. For students with disabilities, these additional requirements will provide even more opportunities to prepare for future success, but schools will need to creatively plan for those who require unique pathways.

For students with significant cognitive disabilities, an Alternate Diploma will be adopted by the State Board of Education. This diploma option guarantees that many students who, in the past, were not counted in the accountability formula as graduates, will now be counted. More importantly, students with significant cognitive disabilities who were unable to envision earning a high school diploma in the past, will now have the opportunity to do so. This new Alternate Diploma option comes with additional challenges for schools, depending on the requirements that are adopted.

Another change, this time for younger students with disabilities, is the adjustment in the age range for identifying students with developmental delays. Students ages 3-9, instead of 3-5, will now be able to receive special education services under this eligibility category. This may give some students the extra specially designed instruction required to close the gap between their skills and those of same age peers. School personnel will need to put new evaluation procedures in place to accommodate this new law.

Any change, big or small, creates a certain level of angst in all of us, but if we consider all of the changes that have occurred for students with disabilities over time, it is evident that the effort expended has made an immeasurable difference. After all the work is done, the educational experience for students with disabilities will be enriched by the initiatives described above, and those who are charged with changing, transforming, or altering the educational system will be rewarded once again.



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

ESSA 1% Cap on Participation for the Alternate Assessment

Thank you to those who participated in our April 13 virtual stakeholder meeting. We appreciate all of the discussion and feedback. A new [website](#) has been created under the Office of Accountability that will house all information related to this topic. If you have any questions or concerns please contact Kristan, ksievers@doe.in.gov.



Short Share TIPS: Specially Designed Instruction (SDI)

The [Office of Special Education](#) is happy to release another video in the Short Share TIPS series. In partnership with Pam Bell, director of the [Exceptional Children's Co-op](#), the latest video discusses Specially Designed Instruction (SDI), which is adapting content, methods and/or instructional delivery to meet the unique needs of a student. In other words, what the adults will do to assist the student to overcome barriers or make progress toward a goal is considered SDI. We hope you enjoy it!

Indiana IEP Student Data Cleanup

In an effort to ensure the Indiana IEP system contains the most accurate student data possible, the OSE, in partnership with our partners at Public Consulting Group (PCG), will perform two separate data cleanups, one for general education students and one for special education students.

General Education Students – Anticipated May 5, 2018
Special Education Students – Anticipated June 16, 2018

On May 5, 2018, data for General Education Students who have not recently been claimed by your school corporation will be removed. To do this, we will compare the data file that we receive from IDOE to those students in the IIEP site on May 3, 2018, and inactivate any student who is not in the current file on or around May 5, 2018.

On June 16, 2018, data for Special Education Students who have not recently been claimed by your school corporation will be removed. This removal process will be the same as for the General Education Students.

The OSE and PCG have been reviewing system data on a regular basis and are confident that the Indiana IEP Student Cleanup process will go well. Should any unforeseen issues arise, please contact PCG through the Indiana IEP message board for a quick resolution.

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...

Q: We are seeing an increase in the number of parents asking about provision of services at ABA centers. How do we serve them? ISP, IEP, NOTHING??????

A: Public schools don't serve applied behavioral analysis (ABA) centers; public schools serve students with disabilities. ABA centers are not private schools. They do not meet the definition of an elementary or secondary school under Indiana law. Therefore a Service Plan is not appropriate. If a student is enrolled in a public school, the student is entitled to a free appropriate public education (FAPE) and an individualized education program (IEP). If the case conference committee (CCC) determines that the student should attend an ABA center for all or part of a day in order to receive FAPE, then the public school is responsible for writing an IEP that outlines the both academic and behavioral goals and services to be provided in both the public school and ABA center.

If the student has been withdrawn from the public school by the parent and unilaterally enrolled in an ABA center, then the public school needs to determine whether the parent is homeschooling the student. If the parent is homeschooling, then homeschooling services need to be offered to the student through a service plan. These services can be provided in the student's home, in the public school, at the ABA center, or another site; however, the services do not need to meet the FAPE standard.

Q: On the Real Time (RT) report it says if kids are incarcerated you can withdraw them from RT. Can you provide any additional information on when to do this?

A: It would depend on the circumstances of the incarceration. If the incarceration is in a local juvenile detention facility for less than 20 days, IDOE advises that the student not be exited on Real Time, because the student is expected to return to public school. If the incarceration is in a juvenile detention facility for longer than 20 days, the Real Time record should be submitted by the corporation educating the student within the facility. Students incarcerated by the Indiana Department of Correction (IDOC), as opposed to those being incarcerated at a local juvenile facility, should be removed from Real Time immediately. For additional information on this topic, contact Brandon Myers, bmyers@doe.in.gov.

FROM THE DIRECTOR

IRN PARTNER FOCUS



Indiana State University
Project Director: Carol Wetherell
carol.wetherell@indstate.edu
<http://indstate.edu/blumberg/pass/>



The **Promoting Achievement for Students with Sensory Loss (PASS) Project** provides professional development to educators, educational teams, families and other stakeholders to support the initiatives of the IDOE, especially as it relates to students with sensory losses.

Goals:

- To provide professional development. Blind/Low Vision Licensure program and Deaf/Hard of Hearing Licensure program for teachers and others to improve the educational outcomes for students who are blind, have low vision, or are deaf-blind and/or deaf/hard of hearing or deaf/blind; and
- To provide resources and materials that support student outcomes for educators, related services personnel including educational interpreters and paraprofessionals, family members, institutions of higher education (IHEs), community agencies, etc.

Indiana State University
Project Director: Lisa Poff
Lisa.poff@indstate.edu
<https://www.indbservices.org/>



The **Indiana Deaf-blind Services Project** provides technical assistance, training, and support to: children and young adults who have a combined vision and hearing loss; their families; and educators who work with these individuals.

Goals:

- To ensure that children and young adults with combined vision and hearing loss have the educational support necessary to successfully complete school and be better prepared for adult life;
- To empower families so that they are better able to participate in educational and life planning, as well as become better advocates and leaders in their school, community and state;
- To provide educators with increased skills in using evidence-based practices so that students can participate more fully in inclusive settings; and
- To foster leadership and collaboration among state/local education, early intervention, and community agencies.

FROM THE DIRECTOR



TRAINING OPPORTUNITIES

Here are some of the spring and summer PD trainings offered by our IRN partners:

May	9	Indiana Deaf-Blind Services Project	Haptics Communication Training
May	10	PASS Project	EPO Webinar: Language, Literacy, and the Importance of Family Involvement
May	16-18	HANDS in Autism	Transition & Vocational Programming-IUPUI
June	5-6	IEPRC	The Co-Taught Classroom: How to Create an Amazing Nearly Miraculous & Earth-Shattering Partnership - Elementary Focus; Presenter: Paula Kluth
June	7-8	IEPRC	The Co-Taught Classroom: How to Create an Amazing Nearly Miraculous & Earth-Shattering Partnership - Secondary Focus; Presenter: Paula Kluth
June	11-15	IRCA	TEACCH Training-Indianapolis
June	12	Project SUCCESS	Summer Regional Training - Indianapolis (1)
June	12-13	PASS Project	Reality AV Seasons 1 and 2
June	18-19	PASS Project	Indiana Deaf Educators and Educational Interpreters Conference
June	18-20	HANDS in Autism	Summer Training-IUPUI
June	20	Project SUCCESS	Summer Regional Training - Vincennes
June	21	Project SUCCESS	Summer Regional Training - Jeffersonville
June	26	Project SUCCESS	Summer Regional Training - Westville
June	27	Project SUCCESS	Summer Regional Training - Huntington
July	9-13	HANDS in Autism	Summer Training-IUPUI
July	16-17	PASS Project	Summer Institute for Educational Interpreters
July	18-20	HANDS in Autism	Transition & Vocational Programming-IUPUI
July	23-27	HANDS in Autism	Summer Training-IUPUI

FREE TRAINING on Content Connectors Offered by Project SUCCESS

Do you have students taking the alternate assessment and utilizing the Content Connectors? Would you like to receive support and professional development at no-cost from the Project SUCCESS team?

Project SUCCESS team members are preparing their schedules for the 2018-2019 school year. Please take a moment to complete [this survey](#) if you'd like to arrange professional development with Project SUCCESS.

If you are a teacher, please share this survey with your administrator or director for completion.

FROM THE DIRECTOR

ASSESSMENT UPDATE

ISTEP+

ISTEP+ Part 2 Test Window Continues (Grades 3-8 & 10)

The Spring Part 2 window (Grades 3-8 and 10) continues through next Friday, May 4 (paper-and-pencil test window closes on May 2).

ISTEP+ ECA

The Spring ECA Test Window Opened

Test dates based on registration within April 23 - May 25 window.

- Online testing: Schools receive eight days to test

Paper/Pencil testing: Schools receive four days to test

IREAD-3

Spring 2018 IREAD-3 – Reports Available

CTCs and permissioned staff may now access Spring 2018 IREAD-3 school data files, item response files, and Individual Student Reports (ISRs) in PearsonAccess^{next}. Schools may modify the parent letter template when distributing ISRs to parents; a Spanish version of this parent letter template is also available.

REMINDER: Granting & Reporting Good Cause Exemptions

Case conference committees and ILP committees should meet to discuss and grant exemptions to students only *after* IREAD-3 results are available to schools. Schools should report any exemptions as soon as possible via the DOE-IR collection (open all year) in the STN Application Center. Once an exemption has been granted and reported, the student would not participate in the IREAD-3 retest.

IREAD-3 Guidance for Students Who Do Not Pass IREAD-3

Please remind schools to use the [April 2017 guidance](#) in conjunction with IREAD-3 test results when making decisions about the official grade-level assignments for students who do not pass IREAD-3 and are not eligible for a Good Cause Exemption.

ISTAR

ISTAR Part 2 Testing Window Continues (Grades 3-8 & 10)

The ISTAR Part 2 window (Grades 3-8 and 10) continues through Friday, May 18.

WIDA ACCESS

Districts Receive Reports - Printed and Online Reports are Available

Districts have received their ACCESS for ELLs 2.0 and Alternate ACCESS for ELLs reports, printed and online. As per IC 20-32-5-9, school corporations/charter schools/accredited nonpublic schools must promptly provide parents with information to access their child's test results. Parent Guides for Access and Alternate ACCESS Score Reports are located at: <https://www.wida.us/assessment/ACCESS20.aspx#scoring>

Formative Assessment Grants

2018-2019 Formative Assessment Grant **Application Window is Open!**

Applications to participate in the 2018-2019 Formative Assessment Grant may be submitted April 23 – May 21, 2018. Click [here](#) to access the Formative Grant Online Portal. The application window is earlier than in previous years to accommodate an earlier release of funds (see [timeline](#) for important dates.)

Onsite Monitoring:

The Office of Student Assessment will be conducting unannounced onsite monitoring visits during the ISTEP+ Part 2, ISTEP+ ECA and ISTAR windows. Please ensure that school administrators and staff are aware that these onsite visits will be conducted.

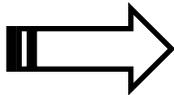
FROM THE DIRECTOR

UPCOMING DATES & DEADLINES

Proportionate Share and CEIS Quarterly Reports for Quarters 3 and 7 due.....	April 30
2018-2019 Formative Assessment Grant application window open.....	April 23-May 21
ISTEP+ Spring Part 2 Paper and Pencil Test Window (grades 3-8 and 10) Closes	May 2
ISTEP+ Spring Part 2 Test Window (grades 3-8 and 10) closes.....	May 4
IIEP General Education Students Cleanup	May 5
IIEP Special Education Student Cleanup.....	June 16

Speaking of changes... After 3+ years of serving as Director of the Office of Special Education at the Indiana Department of Education, I have decided to step away from the role after this school year is over. My husband has retired, I have caught the travel bug, and my grandbabies are calling my name! For the next two months, I will continue to do my best to serve you which has been my absolute pleasure. I hope the end of the school year goes smoothly and you have time to reflect and celebrate your many successes this year. As decisions are made about my replacement, I will certainly keep you posted. -Pam

**THREAT ASSESSMENT
FUNDING**



The OSE receives numerous questions about how to deal with students with disabilities who have made threats. Determining whether a statement is a credible threat can be challenging. Funds for conducting threat assessments are available through the School Safety Grant Program, but the Intent to Apply Form is due today!

From the Office of School Safety

The Indiana Department of Homeland Security (IDHS) Has Opened the Secured School Safety Grant Program for 2019 Grant Applications

The Secured School Safety Grant program provides matching grants to school corporations, accredited non-public schools, charter schools, or coalitions of school corporations,

Secured School Safety Grant funds can be used to:

1. Employ a school resource officer (SRO);
2. Purchase equipment and technology that:
 - a. Restricts access to school property; or
 - b. Expedites notifications to local law enforcement and first responders; and/or
3. Conduct a threat assessment.

To apply for the Secured School Safety Grant, an Intent to Apply Form must be completed and emailed to the [IDHS Grants Section inbox](#). When sending the Intent to Apply form to IDHS Grants Management, please enter "FY 2019 SSSG Intent to Apply" in the subject line of the email.

The Intent to Apply Form can be found in the Notice of Funding Opportunity (NOFO) and on the [IDHS website](#).

Intent to Apply Forms are due (TODAY) Friday, April 27 and final proposals are due Monday, May 21.

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