

FROM THE DIRECTOR

May 31, 2018

INDIANA OFFICE OF SPECIAL EDUCATION UPDATES

Dear Colleagues:

As the school year comes to a close, so does my career as the Director of the Office of Special Education for the Indiana Department of Education. Although a difficult decision, I feel confident that I am leaving a strong and stable office staffed with individuals committed to the work of supporting schools who serve students with disabilities and their parents. In this, my last newsletter, I would like to share my top ten lessons learned from the time I have spent in this role as well as the over 40+ years I have been an educator:

- 1) State government is made up of many dedicated and committed workers.
- 2) School districts are made up of many dedicated and committed workers.
- 3) Both state government and school personnel can do great things for students if they work together!
- 4) Parents of students with disabilities are partners that face daily challenges far greater than most of us face in a lifetime. Their input is invaluable.
- 5) Students with disabilities are people first; far more like their peers than not. Their disabilities must not define them.
- 6) All students have the right to be offered equal opportunities to learn and grow.
- 7) Students need adults who believe in them. Adopting high expectations is imperative.
- 8) If we continue to do things the way we have always done them, time and technology will pass us by and our students will pay the price.
- 9) Things are not always as they appear to be (I know I stole this one...).
- 10) We, as educators, are privileged to have a daily opportunity to make the world a better place one student at a time.

As a gubernatorial appointee, I have been proud to oversee this Office and to work with all the stakeholders who strive to ensure equitable access to a high quality education for all students, particularly those with disabilities. I want to thank all of you who have supported me, collaborated with me, corrected me when I needed it, and guided me in this role. It has been an honor to serve in this capacity.

I wish you all a wonderful summer and ongoing success as you continue to make a difference for students, parents, schools and communities.

Sincerely,

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

[Spread the Word-The SHAPE System](#)

Spread the Word-SHAPE Stories-Evansville Vanderburgh School Corporation

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 [Evansville Vanderburgh School Corporation](#) and their work with the SHAPE System in our latest [Spread the Word SHAPE Stories](#) document.



FISCAL FORUM: PRACTICAL POINTERS FROM THE PART B GRANT TEAM

As you are completing your Part B applications, the following reminders may help you avoid having your application sent back. Keep these in mind to avoid delaying the review and approval of your application:

- ⇒ Use the Part B checklist that is posted on Learning Connection
- ⇒ For both applications (611 & 619), do not forget to completely fill out the cover page and include the appropriate signatures.
- ⇒ DOUBLE CHECK everything! For example, on Part 1, on the Allocation tab, completely fill in the December 1 count and non-pub count, making sure that they are correct. On the Consolidated Budget tab, fill out the budget completely, and explain anything in **red**.
- ⇒ Be patient when requesting access to the online grant system because it is not automatic. You will receive an e-mail notification once you are granted access.
- ⇒ In the online grant submission system, **please upload the right application to the right drop down box—everything is labeled for you.**
- ⇒ DOUBLE CHECK your upload(s) if you have multiple applications within your district.

Early Childhood Special Education Administrators Fall Conference

This year's [Early Childhood Special Education Administrator's Fall Conference](#) will take place September 10-11. Kristy Wright, the IDOE Early Learning Specialist, is one of the featured speakers and will be providing an IDOE update. Conference registration begins in August.



FROM THE DIRECTOR**OSE NEWS YOU CAN USE****Special Education Excess Cost (SEEC) Recap of 2017-2018 Changes**

This chart summarizes SEEC changes that have been made since last fall:

1	10/2/2017	First version of Allowable Costs	No longer in effect, has been replaced
2	11/20/2017	Temporary emergency Allowable Costs	Still in effect for May, June
3	2/14/2018	Memo re: waiving emergency Allowable Costs	Still in effect for May, June, July
4	5/9/2018	Final version of Allowable Costs	In effect July 1; replaces first version
5	5/31/2018	New application workbook	In effect July 1
6	5/31/2018	New invoices workbook	In effect July 1

In-depth notices of the above-referenced changes can be found on Learning Connection.

Please take note of the following SEEC considerations:

- 1) Emphasis is now placed on student educational need **and** on a school's financial hardship;
- 2) Heavy emphasis is placed on the need for residential services;
- 3) Very heavy emphasis is placed on nonresidential services preventing residential services; and
- 4) Paramount emphasis is placed on licensed teachers and specially designed instruction.

Questions? Contact [Susan Reimlinger](#) or [Sarah Fields](#).

The 2018-2019 AEMing for Achievement Grant Application Window is Now Open!

This is your opportunity to improve your students' performance, self-esteem, and independence, all while bringing your district into compliance through intensive, targeted assistance from PATINS. Grant recipients will learn how to increase access to the curriculum through the use of no-cost Accessible Educational Materials (AEM) with direct support from the staff at the Indiana Center for Accessible Materials (ICAM). Additionally, recipients will receive comprehensive training and access to Don Johnston's Universal Protocol for Accommodations in Reading (uPAR) and Snap&Read software for their entire school district.

The [grant application](#) window closes at midnight on July 27.

Each of the selected AEM LEAs will also be able to submit at least one application for specialized assistance with finding the right communication device or system for a student with more intensive needs AND receive financial assistance in order to obtain the device determined to be the most appropriate.

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! **This week's Q & A focuses on the new SEEC "push" for schools to claim Medicaid funds.**

The IDOE Office of Special Education recently posted a new Allowable Costs document for Special Education Excess Cost (SEEC) Funding, which includes the following question:

Has the school made a good faith effort to access all available funds for the provision of services for students with disabilities, including Medicaid and Part B, before applying for the SEEC fund?

If the answer is...

- No, then the application may be denied.
- Yes, then the application may be approved.

Q: Does this mean that SEEC funds will only be available to those districts that participate in Medicaid claiming?

A: Not necessarily. It means a district that chooses not to access Medicaid funds may not be approved for SEEC funding unless it can demonstrate that it has made a good faith effort to determine if its participation in one or both types of school-based Medicaid claiming is likely to be cost effective.

Q: How do districts decide whether or not Medicaid claiming for covered IEP-required services and/or Medicaid-allowable administrative activities is cost effective?

A: In general, Indiana public school districts consider the following questions when deciding whether to access Medicaid reimbursement for IEP-required services or "IndianaMAC" (Medicaid Administrative Claiming) activities that district employees and contracted staff perform:

- 1) How many of our students are covered by Medicaid?

TIP: Free and Reduced Lunch eligibility can be used as a reasonable proxy, or see pages 1-10 of the [School Corp Medicaid Reimbursement Report](#) under General Information at the [IDOE School-based Medicaid Claiming web page](#) for the most recent count of your district's Medicaid-enrolled students.

- 2) Do the staff who provide related services to our students with IEPs meet the credentialing and licensure criteria to be "Medicaid-qualified" providers of the direct medical services required per our students' IEPs? If not, how much more would it cost to hire "Medicaid-qualified" providers?

TIP: Consult Chapters 3 through 9 of the [Medicaid Billing Tool Kit](#) for service-specific details and Tool Kit Chapter 2 for requirements applicable to all IEP-required services. The Tool Kit is available under Manuals at the [IDOE School-based Medicaid Claiming web page](#).

FROM THE DIRECTOR

Q & A on SEEC Medicaid Requirements, continued from page 4.

- 3) How many of our students' IEPs include Medicaid-covered direct medical services such as therapies (PT, OT, Speech, ABA), nursing, behavioral health, and medically necessary specialized transportation?

TIP: Consult the [Medicaid Billing Guidebook](#) and [Medicaid Billing Tool Kit](#) under Manuals at the [IDOE School-based Medicaid Claiming web page](#) for further details.

- 4) Does our district have the in-house expertise necessary to code and electronically submit Medicaid medical claims for IEP-required services? If not, what would it cost to hire a billing agent or train staff?

TIP: Consult Chapter 2 and Appendix E in the [Medicaid Billing Tool Kit](#) and the [Medicaid Billing Guidebook Appendix E, Things to Consider When Procuring a Medical Billing Agent](#) for more details about requirements to bill Medicaid-covered medical services in a student's IEP; both are available under Manuals at the [IDOE School-based Medicaid Claiming web page](#). Also check with colleagues at Medicaid-participating districts (to identify experienced participating districts, see the [School Corp Medicaid Reimbursement Report](#) under General Information at the [IDOE School-based Medicaid Claiming web page](#)).

- 5) Does our school district have sufficient capacity and need to submit administrative claims?

TIP: For details on requirements for IndianaMAC participation, see Page 1 of the "What is InMAC? + IndianaMAC-at-a-Glance infographic.pdf" under [IndianaMAC, school-based Medicaid Administrative Claiming >Are You Interested in Cost Recovery? Find Out More About IndianaMAC](#), at the IDOE Medicaid in Schools Community Files and Bookmarks tab on Learning Connection.

- 6) What are typical Medicaid reimbursement rates for IEP-required direct medical services? And how much of their state/locally funded allowable costs do IndianaMAC-participating districts typically recover?

TIP: Typical Medicaid reimbursement data is available at the Medicaid in Schools Community Files and Bookmarks tab on Learning Connection; view the following two documents:

1. Medicaid REIMBURSEMENT RATES for Commonly Billed IEP Services 2017.pdf under [INDIANA-SPECIFIC SCHOOL-BASED MEDICAID CLAIMING RESOURCES](#)
2. Page 2 of the "What is InMAC? + IndianaMAC-at-a-Glance infographic.pdf" under [IndianaMAC, school-based Medicaid Administrative Claiming >Are You Interested in Cost Recovery? Find Out More About IndianaMAC](#), at the IDOE Medicaid in Schools Community Files and Bookmarks tab on Learning Connection.

For answers to more questions about school-based Medicaid claiming, see the FAQs at the IDOE Medicaid in Schools Community Files and Bookmarks tab on Learning Connection or contact prhodes@doe.in.gov (MAC) or tbrunner@doe.in.gov (IEP services).



FROM THE DIRECTOR



IRN PARTNER FOCUS

The Center for Deaf and Hard of Hearing Education (CDHHE) serves all children ages birth through school exit who reside in Indiana. The Center provides assessment, services, information and recommendations related to communication, language development, and education of deaf and hard of hearing children, following children across time with parent permission. The Center also works with early intervention programs and schools for positive long-term outcomes.

The CCDHE was established through Indiana Code 20-35-11 by the Indiana General Assembly. Through the Center, the Indiana State Department of Health works with families and professionals to ensure that children receive important follow-up and other services.

Available Services:

- Audiology
- Family Support
- Early Intervention
- Educational Consultations
- School Program Reviews
- Teacher of Record (TOR) Services
- Multidisciplinary Assessments (Psycho-Educational, Language/Communication, Social/Developmental, Gross motor, Fine motor and Sensory functions as needed.)
- Technical Assistance (e.g. IEP support, educational interpreting consultation, observations)
- Transition Assistance (Part C to Part B and Post-Secondary)

1200 East 42nd Street
 Indianapolis IN 46205
Toll Free: (855) 875-5193
TEXT ONLY Number: (317) 750-0246
Main Videophone: (317) 520-3301

Note: The Center for the Deaf and Hard of Hearing is not funded by the Indiana Department of Education.

UPCOMING IRN TRAINING OPPORTUNITIES

June	11-15	IRCA	TEACCH Training-Indianapolis
June	12	Project SUCCESS	Summer Regional Training - Indianapolis
June	12-13	PASS Project	Reality AV Seasons 1 and 2
June	18-19	PASS Project	Indiana Deaf Educators and Educ. 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	16-20	Early Childhood Center	Effective Early Childhood Inclusive Services Summer Institute
July	18-20	HANDS in Autism	Transition & Vocational Programming-IUPUI
July	23-27	HANDS in Autism	Summer Training-IUPUI

FROM THE DIRECTOR

ASSESSMENT UPDATE

NEW! Updated Guidance about the use of the PSAT

In the Budget Bill passed by the Indiana General Assembly, lawmakers appropriated enough PSAT funding to include the exams taken by 11th grade students. The Indiana Department of Education offers this [guidance](#) in relation to the PSAT replacing the Accuplacer for remediation purposes for Grade 11 students.

Formative Assessment Update

May 21 is the Last Day to Apply for the 2018-2019 Formative Assessment Grant!

Applications to participate in the 2018-2019 Formative Assessment Grant may be submitted until **May 21**. Click [here](#) to access the Formative Grant Online Portal.

The [Formative Assessment Grant Overview](#) and [Application Instructions](#) serve as references describing the grant purpose and application process. Please contact [Mary Williams](#) with any questions that you have with this process.

ISTEP+ Assessment Update

NEW! Updated Assessment and Waiver Guidance

The Indiana Department of Education (IDOE) offer this new [guidance](#) in regards to the status of the Summer Administration Window.

I AM Assessment Update

I AM Blueprint Meeting

We are still looking for additional educators for our I AM Blueprint Meeting that will be held in Indianapolis on June 14 and 15. If you are interested, please complete the survey found [here](#). Once surveys have received administrator approval, educators will become eligible to participate.

Learning Connection

The IDOE has added an I AM Community on Learning Connection. Please encourage educators to join for important announcements regarding the new alternate assessment.

I AM Website

We are in the process of building the I AM Website, found [here](#). All educator resources will be posted by October 1, but we will be adding several of these as they become available. Please check the site often for updates.

Assessment Update continued on next page ...

FROM THE DIRECTOR

ASSESSMENT UPDATE

Continued from page 7

ILEARN Assessment Update

NEW! “What’s New for ILEARN?” Video Ready – Share with Educators!

We have posted the recording and PowerPoint for our first ILEARN webinar on the ILEARN website. Our office will post additional recordings as they become available. Please share [this video](#) and [PowerPoint](#) with educators throughout your school or corporation.

REMINDER: Register Now for ILEARN Assessment Literacy Professional Development

There are still some open slots for the upcoming webinars that will highlight the new ILEARN assessment system, test blueprints, and item specifications. Use this [chart](#) to review the available opportunities and register.

IREAD-3 Assessment Update

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

Please remind schools to use [this 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. Please [contact](#) the Office of Student Assessment with any questions.

Onsite Monitoring:

The Office of Student Assessment will be conducting unannounced onsite monitoring visits during the Summer IREAD-3 window beginning the week of May 29. Please ensure that school administrators and staff are aware that these onsite visits will be conducted. [Click](#) here for more details.

[Want to learn more about ILEARN?](#)

See page 9 for an in-depth review of the updated ILEARN website page and additional information about accommodations for ALL Students.

FROM THE DIRECTOR

**ASSESSMENT SPECIAL FOCUS:
ILEARN and ACCOMMODATIONS FOR ALL LEARNERS**

On May 15, the Office of Student Assessment updated their [ILEARN](#) website page. Accommodations for ALL students and those with specific individual needs were a key consideration during the construction of ILEARN. If educators click on 'For Educators', 'Program Specific Policy and Guidance', then '[ILEARN Accessibility Framework](#)', explanation of the Universal Features, Designated Features and Accommodations can be found.

- Universal features are available to ALL students as they access instructional or assessment content and are grouped into two broader categories based upon how they are provided to the student:
 - * Non-Embedded: Provided to the student by the school
 - * Embedded: Available through the online computer platform
- Designated features are available for use by any student for whom the need has been indicated by an educator (or team of educators, including the parents/guardians and the student, if appropriate) who is familiar with the student's characteristics and needs. Decisions must reflect those supports that the student requires and uses during instruction and for assessments but do not require an IEP, Section 540 Plans, and/or ILP. Student input into the decision, particularly for older students, is recommended. Designated features are grouped into two broader categories based upon how they are provided to the student. They are:
 - * Non-Embedded: Provided to the student by the school
 - * Embedded: Available through the online computer platform
- An accommodation enables students with a disability, students with a disability who are English Learners, or students with limited English proficiency to participate in an assessment in a way that measures the student's abilities. An accommodation cannot change the construct being measured. These accommodations must be documented formally in the student's educational record in one of the following ways:
 - * Students with Disabilities who are eligible to receive services identified through the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.
 - Individualized Education Program (IEP) – For students with disabilities served under IDEA receiving special education services.
 - Section 504 Plan – Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to students with disabilities even if they do not qualify for special education services under IDEA.
 - * Nonpublic Schools
 - Service Plan (SP) – A nonpublic school student with a disability receives special education and related services from the public school in accordance with a Service Plan. A Service Plan is similar to an IEP but does not contain all of the components of an IEP.
 - Nonpublic Schools Section 504 Accommodation Plan - If the student does not have an SP, the nonpublic school may develop a Section 504 Accommodation Plan if the student qualifies as a student with a disability under Section 504.

ILEARN & Accommodations continued on next page...

FROM THE DIRECTOR

ILEARN & Accommodations continued from previous page.

Choice School Education Plan (CSEP) – Students whose choice scholarships include special education funds have a Choice School Education Plan (CSEP) that is developed by the nonpublic school per the current rules.

⇒ The CSEP shall be in writing and, at a minimum, include the following components:

- Measurable goals;
 - Information on how the student's progress will be monitored and how parents will be informed of the progress;
 - Accommodations that the Choice school will provide to the student, including accommodations needed for the student to participate in statewide assessments; and
 - The length, frequency, and duration of the special education and related services to be provided.
- Accommodations are grouped into two broader categories based upon how they are provided to the student. They are:
 - * Non-Embedded: Provided to the student by the school; and
 - * Embedded: Available through the online computer platform

In addition to this information, ILEARN Sample Items and Scoring information can be found [here](#).

Student success depends on three essential pieces: curriculum, assessment, and instruction. Curriculum is the plan for learning, and instruction is the process of learning. Assessment is the gathering of evidence to promote informed decision-making. Without data to inform educational decisions, decisions can turn into guesswork or can be less effective. A new [Assessment Literacy page](#) was developed to help all stakeholders understand how to use data to make well-informed instructional decisions. Assessment supports strong curriculum and instruction by providing data to show what strategies are successful and by helping educators target instruction to specific student needs. That targeted instruction increases student growth and success.



FROM THE DIRECTOR

UPCOMING DATES & DEADLINES

IIEP Special Education Student Cleanup.....	June 16
New Director Training	June 19

NEW DIRECTOR TRAINING

*Is your school hiring a new director of special education or assistant director of special education?
Are YOU going to be a new director of special education or oversee special education programs?*

If so . . . mark your calendar for New Director Training on June 19, 2018.

The annual New Director Training serves as a primer for a range of special education administrative matters – including SEEC, Part B funding, due process, Medicaid, and other topics. Sponsored by the Indiana Council of Administrators of Special Education (ICASE) and presented by IDOE staff, this one day workshop will provide you with the resources every new director needs to get a jump start on a successful school year. This year’s event will take place at the Plainfield Administration Building, 985 Longfellow Lane, Plainfield. To register contact Peg Murphy at mrmurphy@avon-schools.org or call 317-544-6071.

Project SUCCESS Offers Free Training

Project SUCCESS is once again offering **FREE** regional training this summer for special education teachers, related services staff and administrators who serve students with significant cognitive disabilities, including those who take ISTAR and earn a Certificate of Completion. Participants will engage in sessions led by Project SUCCESS staff and teachers from across the state and will learn about:

- Curriculum and instructional resources for implementing content connectors
- Low and high tech options for ELA engagement
- Data collection and progress monitoring

There is still time to sign up - [click here](#) to view training dates/locations and get registered!



If you have ideas for future articles or features you would like to see included in this newsletter please contact [Traci Tetric](#).

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