

January 11, 2019

FROM THE DIRECTOR

INDIANA OFFICE OF SPECIAL EDUCATION UPDATES

Dear Colleagues,

Unified...

Webster Dictionary defines the term “unified” as *brought together as one*. I recently had the opportunity to attend a local basketball game in my home town. During the intermission between the junior varsity and varsity games, both schools participated in a Unified Basketball Team event. If you’ve never watched a Unified sport team, then I challenge you to observe this athletic event. As the definition explains the word Unified, unified sporting events allow you to see it in action, as the teams are brought together as one. A unified team consist of players who are students with and without a disability. Both teams are comprised of both boys and girls.

At the event I attended, the support and cheering from the crowd was electrifying. The students wore their home team jerseys - but regardless of who made a basket, there was cheering from both sides of the gym! This exemplifies the definition of coming together as one. There was total athletic support and encouragement from everyone in the gym. The athletes enjoyed interacting with their teammates and supported each other. Unlike the typical rivalry between schools during athletic events, these students encouraged, congratulated and praised their opponents. After the game, both teams took a group picture to be displayed in their respective schools.

Unified- brought together as one.

Happy New Year!

Dr. Nancy Holsapple



Dr. Nancy Holsapple

*Director of the Office of
Special Education, IDOE*

Inside this Issue:

OSE News	2
Funding	3
Assessment Update	4-5
What’s the Buzz Q & A : Access	6
IRN Update	7
Upcoming Training Dates	8



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

Results Driven Accountability (RDA) Data Retreats Registration

The Office of Special Education (OSE) is excited to host the first series of Results Driven Accountability Data Retreats. This announcement serves as a reminder to register to ensure spots for your district team. Please visit this [link](#) for registration and specifics for each of the trainings. The last day to register will be January 18. If you have more questions regarding the specifics of each day, please contact Sarah Larrison at slarrison@doe.in.gov.

Nominations Sought for Starfish Award

Do you know an outstanding educator who deserves recognition? It can be a teacher, administrator, paraprofessional, counselor, physical, occupational, or speech therapist who integrates Universal Design for Learning, accessible materials, and assistive technology into the curriculum. Nominate him or her for the **Starfish Award!** Lucky recipients gain **free admission to Access to Education 2019, are featured in the PATINS eNewsletter, and more!**

[Starfish Award Nomination Form](#)

**Certificate of Completion and Applied Units
Reporting in the Course Completion Data Collection**

We have been receiving questions in regards to what is considered an applied unit or a course credit for the Certificate of Completion Course of Study. An applied unit is defined in the DOE - Course Completion Data Layout as “*applied* course(s) which are tied to IDOE course(s) via alternate achievement standards or ‘content connectors’”. The *applied* course complies with the approved course description. Also, general education course descriptions that do not have a corresponding applied course defined can be modified for the student with an IEP, and then the course would be reported as an applied unit. See <https://www.doe.in.gov/student-services/student-assistance/coc> for more resources.



FROM THE DIRECTOR**Proportionate Share and CEIS QUARTERLY REPORTING Reminder**

This is a friendly reminder that Proportionate Share and CEIS Quarterly Reports for Quarter 2, Quarter 6, and Quarter 10 are due on January 31 by the close of business. **If you were not awarded any proportionate share, there is no need to send us a report!**

Quarter	Reporting Expenses From:	Due:
Quarters 2, 6 & 10	October 1- December 31	January 31

Required forms and form completion instructions are available through IDOE Learning Connection*

**When accessing Learning Connection, 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.*

- 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” at *IDOE Part B Grants for Special Education Community* Files and Bookmarks tab through IDOE Learning Connection. Instructions are included for completing and submitting each reporting form.

Important: *Submit Prop Share and CEIS reports in SEPARATE EMAILs for each quarter and year at partbgrants@doe.in.gov. 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 Prop 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 partbgrants@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.

Thank you to those schools who have already submitted!



FROM THE DIRECTOR

<p>Assessment Update</p>

WIDA

ACCESS for ELLs Attemptedness Criteria

FAQ

The WIDA ACCESS and Alternate ACCESS Assessment Window opens January 14 – March 1, 2019. Please share the [FAQ for the Attemptedness Criteria](#) with your staff who will be administering WIDA assessments.

High School

ISTEP+ Grade 10 Retest & ECA Retest Parent Portal Claim Codes & Parent Letter Templates are now available

Information for accessing and distributing Parent Portal Claim codes was shared with Corporation Test Coordinator (CTC). Please follow up with your local CTC for details.

Spring 2019 ISTEP+ Grade 10 first-time administration (FTA), Grade 10 Retest, and ECAs Timing Guidance

The Office of Student Assessment offers [this guidance](#) to help inform schools when scheduling students for ISTEP+ Grade 10 first-time administration (FTA), grade 10 retest, and/or end-of-course assessments (ECA) during the spring 2019 assessment windows

ISTEP+ Grade 10 Spring Test Administration Placement

It is imperative that students be placed in the correct ISTEP+ Grade 10 Spring administration. IDOE will extract student data from RT/EM records and submit to Pearson for testing based on the following criteria:

Grade 10 Retest: 2019 and 2020 cohorts

Grade 10 First Time Administration (FTA): 2021 cohort

ILEARN

Winter 2018 ILEARN Biology ECA Satisfaction Survey

Please complete [this brief survey](#) to provide feedback regarding the Winter 2018 ILEARN ECA test window. Help us understand what went well and how we can improve future test administrations for schools and students.

Continued on page 5.

FROM THE DIRECTOR

ASSESSMENT UPDATE

(Continued from page 4.)

Preparing for the ILEARN Statewide Readiness Test

The purpose of the Statewide Readiness Test is to confirm readiness and capacity by simulating online testing. The Statewide Readiness Test will be held on:

Primary Date: Wednesday, January 23, 2019

Backup Date: Monday, January 28, 2019

Two new ILEARN Ancillaries Now Available!

The new ILEARN 3-8 and ILEARN U.S. Government ECA Test Administrator’s Manuals (TAMs) are now available in the [Indiana Assessment Portal](#). Both TAMs are located in the “Educator Resources” folders.

I AM

Confirm Paper Accommodations in Indiana IEP

Paper accommodations for the I AM assessment, including large print and braille forms, will be pulled from Indiana IEP via the nightly feeds. All paper accommodations must be noted in IIEP by January 25 in order to receive the correct accommodated materials for students on April 1. Assessment books for students updated in IIEP after January 25, must be ordered by May 14 so that paper materials can be shipped by the close of the window on May 17. **Braille accommodations for I AM must be noted by January 25 to provide these materials.** IDOE will be unable to accommodate braille orders for I AM after January 25.

I AM Regional Test Administrator Training and Certification

The registration window for the live Test Administrator Training and Certification is now open through February 4. Refer to the [attached memo](#) for more information regarding training locations, dates, and directions for registration. Test administrators will be certified in the test information distribution engine (TIDE) once the live training has been completed. **The 30 minute online training for ILEARN will not count for I AM Test Administrator certification.** If you have additional questions regarding this training, contact Stephanie Thompson at sthompson2@doe.in.gov.

ISTAR 2017-18 Data

Questar’s EAS Administration Center Access Removed February 1, 2019

Questar’s [EAS Administration Center](#) will no longer be accessible after January 31, 2019. Corporations should download any 2017-18 ISTAR data from this site before the end of the month. Please contact the ISTAR Help Desk at istar-support@questarai.com or 877-424-0322 with questions.



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 topic of equitable access.**

Q: Can a school require a student with an IEP be medicated before permitting the student to attend school?

A: No. Article 7 prohibits a school from requiring a parent to obtain a prescription for medication as a condition for a student attending school. See 511 IAC 7-36-9(c). In addition, if a student is prohibited from attending school for refusing medication, the school could be denying the student's right to a free and appropriate public education (FAPE).

Q: Can a school require that a parent of a student with a disability (SWD) attend field trips if the student has behaviors of concern, including but not limited to, difficulty transitioning to new situations or tendency to flee?

A. No. Article 7 requires that schools must:

“Take steps to make available to students with disabilities the variety of educational programs and services that are made available to nondisabled students . . . including the following:

- (A) Vocational education.
- (B) Art.
- (C) Music.
- (D) Industrial arts.
- (E) Consumer and homemaking education.
- (F) Field trips.
- (G) Convocations.” 511 IAC 7-42-10(b)(1)

With regards to field trips, a school district cannot require the parent of a student with a disability to accompany the student on a field trip when a similar obligation is not imposed on parents of nondisabled peers. 34 CRF 104.4(b)(iv). Moreover, the Office for Civil Rights for the U.S. Department of Education has found imposing such a condition to constitute a denial of a FAPE for the student. See *South Lyon Community Schools*, 54 IDELR 204 (OCR 2009). This protection also extends to students who have a Section 504 plan.

If a student with a disability needs additional supervision during field trips, the school is responsible for providing the appropriate staffing in order to ensure the student's participation.

What do these two questions have in common?

The underlying idea that schools may not impose conditions or restrictions that limit equitable access by SWDs to educational opportunities.



FROM THE DIRECTOR



Indiana Resource Network (IRN) News

Indiana Deaf-Blind Services Project Update

The OSE is pleased to share the following update provided by the Indiana Deaf-Blind Services Project (the Project):

The Project was notified on September 30, 2018, by the U.S. Department of Education, Office of Special Education Programs (USDOE-OSEP) that continued funding for technical assistance and training from the Project has been awarded from 2018-2022. Hurray!

One of the Project's first tasks for the new grant is to continue the annual identification and reporting of students with a combined vision and hearing loss as required by the USDOE-OSEP. In Indiana, with your help, those students are reported by every special education district during January and February each year.

Why is it so important for you to identify students with hearing and vision losses for the Deaf-Blind Project? While these students may comprise the smallest of all disability areas, their educational needs are some of the most diverse. Over 90% of these students also have additional disabilities that combined with their vision and hearing losses pose significant learning challenges. We know that children learn by watching and listening. For our students with sensory challenges, specialized strategies and expertise is needed to help each of them learn how to communicate, understand concepts and develop relationships that can be missed or misunderstood in the distortion or absence of vision and hearing.

There are many faces of deaf-blindness and accurate reporting of these students is an ongoing challenge. Less than 2% of the population of students with vision and hearing losses are like Helen Keller (a woman without any additional disabilities). Most students you will identify as deaf-blind have a different disability listed on their IEP as their primary disability category. (Many are categorized as multiply disabled.) And that is OK; you should still report them to the Project. The USDOE-OSEP and the Indiana Project are most interested in identifying all children who have vision and hearing losses, regardless of their disability category. We just want to help!! The Indiana Deaf-Blind Services Project has the needed expertise to help your teachers and other team members develop and implement program ideas and strategies that will help these students.

You each will be receiving information this month about the annual registry and the reporting requirements. Please feel free to contact Lisa.Poff@indstate.edu regarding questions you may have about reporting students and to discuss available technical assistance and training to help those identified students in your districts. Thank you for your help and support.



FROM THE DIRECTOR**Upcoming Training Dates****JANUARY**

January 15	Indianapolis	IEPRC Developing Behavior Intervention Plans
January 16	Indianapolis	IEPRC Advanced Reporting: Basics
January 16	Indianapolis	IEPRC Advanced Reporting: Problem Solving & Tools
January 23-25	Indianapolis	HANDS Intensive 3-Day Programming and Workshop
January 30	Indianapolis	IEPRC CEC Convention Workshop - Building a Solid Foundation for Inclusive Practices: Improving Outcomes for All Students

FEBRUARY

February 7	Avon	ISMHI Desautels: Implementing Brain-Aligned School Climates
February 12	Indianapolis	IEPRC Understanding Students with Mental Health Needs
February 16	Regional locations	PASS/ PATINS Understanding Prosody
February 19	Indianapolis	IEPRC Integration of Standards Aligned Goals & SDI
February 20	Merrillville	IEPRC Integration of Standards Aligned Goals & SDI
February 21-22	Bloomington	IRCA Autism Team Training
February 27-28	Bloomington	ISMHI SEL/School Mental Health Summit
February 28	Indianapolis	IEPRC SDI: Tips, Tools, & Technology that Assist Educators in Design & Delivery

MARCH

March 11-12	Indianapolis	IEPRC Focus on Inclusion Conference
March 20-22	Indianapolis	HANDS Intensive 3-Day Programming and Workshop

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

