

January 25, 2019

# FROM THE DIRECTOR

## INDIANA OFFICE OF SPECIAL EDUCATION UPDATES

Dear Colleagues,

*Happy Retirement!*

Karen Stein will be retiring at the end of January and the Office of Special Education would like to recognize and thank her for her years of service to students with disabilities.

Karen began her career in Warren Township as a self-contained elementary special education teacher. She later worked at the following areas: Catholic school-inclusion Pre-K, Hamilton-Boone-Madison Cooperative (Tri-County) as a self-contained special education teacher, Indiana Department of Education (IDOE) / Purdue writing the first alternate assessment (IASEP), Hamilton-Boone-Madison Cooperative as a self-contained teacher (Frankton-Lapel) and ending her career at IDOE helping develop the alternate assessments (NCSC, ISTAR 2.0 and most recently I AM) and accommodations for all assessments.

Karen enjoys spending time with her five children and five grandchildren as well as traveling and watching cooking shows! She has enjoyed her working relationships with the departments of special education, English Learners, and accountability.

We would like to thank Karen for her years of service and end with her quote, “met a lot of great special education directors and teachers that are dedicated to working with students with disabilities.”

Best,

Dr. Nancy Holsapple




**Dr. Nancy Holsapple**

*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

### OSE NEWS YOU CAN USE

#### **The Communication Community of Practice (CoP) Gets a New Name**

The Communication Community of Practice convened in mid-January and left with a brand new name - Indiana Inclusive Communication Matters (IICM). IICM began in 2015 as a project between the Offices of Special Education and Student Assessment at IDOE, the PATINS Project, Project SUCCESS, and passionate educators around the state in an effort to increase access to communication for all students.

Keep your eye out for the new logo above in addition to a dedicated section in our newsletter titled, "This Week in IICM" for tips, tricks, resources, and more related to supporting students with No Mode of Communication in our state.

To learn more about this growing community and how you can get involved, please join the [Facebook Group](#), or find us on Twitter [@IICMatters](#). Please note that current regional Facebook groups will be consolidated into one group (the Central region) in the coming weeks.



#### **Year 2 Short Share Video PGP**

##### **opportunity**

If you'd like to get PGPs for watching the Year 2 Short Share videos please go to <https://moodle.doe.in.gov/> and create an account (which is fast). Once you've done that you can search for the 'Short Share TIPS Videos Year 2'. After completing all steps in Moodle you will be able to download a PGP certificate.

#### Year 2 Short Shares TIPS:

- Short Shares TIPS - [Year 2 Introduction video](#)
- Short Share TIPS - [Implicit Bias video](#)
  - [Implicit Bias Short Share TIPS](#)
  - <http://www.implicitbiascleanse.com/>
- Short Share TIPS-UDL Lesson Plan - [UDL Lesson Plan video](#)
  - [Short Share UDL Lesson Plan](#)
- Short Share TIPS' Classroom Level Data [video](#)
  - [Classroom Level Data Short Share TIPS](#)
- Short Share TIPS' Goal Development Checklist [video](#)
  - [Goals Development Checklist](#)
  - [Goals Criteria Checklist](#)
- Short Share TIPS - [The SHAPE System video](#)
  - [The SHAPE System](#)
- Short Share TIPS - [Specially Designed Instruction \(SDI\)](#)
  - [Specially Designed Instruction \(SDI\)](#)
- Short Share TIPS - [Year 2 In Review video](#)

On Friday January 18, an email went out only to superintendents, CTCs, Special Education directors of districts that had participation rates over 1% on the alternate assessment for SY 2017-2018. In this email data was shared as to the district's participation rate for ELA, math and/or science as well as any applicable areas of disproportionality (race, EL, FRL, gender) that exceeded a risk ratio of 2.0 (similar to the Indicator 4, 9, and 10 threshold). Follow up instructions were included in the email. If your district did NOT receive an email then your participation rate was not over 1% and no further action is needed. Please contact Kristan Sievers-Coffer if you have any questions, [ksievers@doe.in.gov](mailto:ksievers@doe.in.gov).

Take a listen to this quick National Public Radio piece highlighting a preschool teacher's success in 'unlocking' the learning potential of a preschooler who was nonverbal - inspiring! Click or paste this link into your computer's web browser to hear the segment:

<https://www.wbur.org/hereandnow/2019/01/16/teacher-struggling-student-preschool>



**FROM THE DIRECTOR**

**FEDERAL GUIDANCE**



**U.S. Department of Education Announces Initiative to Address Inappropriate Use of Restraint and Seclusion to Protect Children with Disabilities, Ensure Compliance with Federal Laws**

***IDOE, Office of Special Education received the following press release, dated January 17, 2019:***

**Contact:** Press Release, (202) 401-1576, [press@ed.gov](mailto:press@ed.gov)

WASHINGTON – U.S. Secretary of Education Betsy DeVos announced today that the U.S. Department of Education will launch an initiative to address the possible inappropriate use of restraint and seclusion in our nation’s schools. The Office for Civil Rights (OCR), in partnership with the Office of Special Education and Rehabilitative Services (OSERS), will oversee this proactive approach which will protect students with disabilities by providing technical assistance and support to schools, districts, and state education agencies, and strengthen enforcement activities.

“This initiative will not only allow us to support children with disabilities, but will also provide technical assistance to help meet the professional learning needs of those within the system serving students,” Secretary DeVos said. “The only way to ensure the success of *all* children with disabilities is to meet the needs of *each* child with a disability. This initiative furthers that important mission.”

The Department’s Initiative to Address the Inappropriate Use of Restraint and Seclusion will not only include components that help schools and districts understand how federal law applies to the use of restraint and seclusion, but the Department will also support schools seeking resources and information on the appropriate use of interventions and supports to address the behavioral needs of students with disabilities.

The Department’s initiative will include the following three components:

**Compliance Reviews**

- OCR’s 12 regional offices will conduct compliance reviews on recipients’ use of restraint and seclusion on children with disabilities.
- Compliance reviews will focus on the possible inappropriate use of restraint and seclusion, and the effect of such practices on the school’s obligation to provide a free appropriate public education (FAPE) for all children with disabilities.
- OCR will conduct compliance reviews and work with public schools to correct noncompliance.

*Continued on next page...*



**FROM THE DIRECTOR****FEDERAL GUIDANCE*****United States Department of Education Initiative Addressing Use of Restraint and Seclusion, Continued from page 3*****CRDC Data Collection**

- OCR will conduct data quality reviews and work directly with school districts to review and improve restraint and seclusion data submitted as a part of the Civil Rights Data Collection (CRDC).
- OCR will provide technical assistance to schools on data quality, to ensure that they are collecting and reporting accurate data relating to the use of restraint and seclusion.

**Support for Recipients**

- OCR will provide technical assistance to public schools on the legal requirements of Section 504 of the Rehabilitation Act relating to the use of restraint and seclusion on children with disabilities.
- OCR will partner with OSERS to provide joint technical assistance to support recipients in understanding how Section 504, Title II, and the Individuals with Disabilities Education Act (IDEA) informs the development and implementation of policies governing the use of restraint and seclusion.
- OSERS will support recipients identified by OCR through compliance reviews or through the complaint resolution process to ensure they have access to appropriate technical assistance and support.
- OSERS will support schools to ensure they have access to technical assistance and available resources as they establish or enhance environments where the implementation of interventions and supports reduces the need for reliance on less effective and potentially dangerous practices.
- OSERS will consider how current investments may be utilized to provide support and training to schools, districts, and states.
- OSERS and OCR will jointly plan and conduct webinars for interested parties related to the use of appropriate interventions and supports for all students.

“In collaboration with OSERS, we will work to ensure that recipients are aware of their legal obligation under Section 504 and Title II, and that we have accurate information and data on the use of restraint and seclusion,” said Assistant Secretary for Civil Rights Kenneth L. Marcus. “Working directly with schools and districts provides an excellent opportunity to help recipients and support their efforts toward compliance to ensure that all children have an opportunity to succeed in the classroom.”

“OSERS has long focused on improving results and outcomes for children with disabilities,” said Assistant Secretary for Special Education and Rehabilitative Services Johnny W. Collett. “Rethinking special education and challenging the status quo includes examining systems that keep us from making the kind of improvement we know is necessary. This initiative furthers our ongoing efforts to examine any practice that limits opportunities for children with disabilities.”



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## FROM THE DIRECTOR

# Assessment Update

### **ISTEP+ ECA Winter**

ISTEP+ ECA Winter 2018 results are now available in Pearson Access Next. ISTEP+ ECA Winter 2018 Parent Portal results will deploy on Wednesday, January 23. Please reach out to your Corporation Test Coordinator (CTC) for more details.

### **ISTEP+ Grade 10 Winter Results Release**

ISTEP+ Grade 10 Winter Retest results were released in PearsonAccess<sup>next</sup> (PAN) via On Demand Reports and in the ISTEP+ Parent Portal on January 16. Please reach out to your CTC for more details.

### **Spring 2019 ISTEP+ Grade 10 FTA, Grade 10 Retest, and ECAs Timing Guidance**

The Office of Student Assessment offers additional clarification in the ISTEP+ Timing Guidance memo <https://media.doe.in.gov/specialed/2019/01-23/2019-istep-timing-guidance-011419update.pdf>. Please refer to this updated 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.

### **ILEARN - Indiana IEP Accommodations in TIDE**

The Indiana Department of Education (IDOE) is incorporating accommodations data from Indiana IEP into the nightly data feed to TIDE to begin QC and confirmation. Some corporations and schools may notice this data in TIDE as part of IDOE's QC process. An official announcement will be made via listserv once IDOE confirms that accommodations data are populating as expected and the Indiana IEP accommodations rollout to TIDE is complete.

### **WIDA**

#### **The WIDA Assessment window is open January 14 – March 1**

Grades 1-3 Writing Booklets - Corporation/Schools do not have to wait until the end of the test window to return paper materials to DRC. Returning writing test booklets as soon as possible ensure that score reports are not delayed.

Scale Score to Proficiency Tables - ACCESS for ELLs and Alternate ACCESS for ELLs Scale Score to Proficiency Level lookup tables are now posted in the [Download Library](#) for ACCESS for ELLs.

### **IREAD-3**

Timing Guidance - IREAD-3 remains a timed assessment. Please see the IREAD-3 2019 Scheduling and Timing Guidance for additional details <https://media.doe.in.gov/specialed/2019/01-23/iread-3-sp-sum-2019-scheduling-and-timing-guidance-final.pdf>.

### **I AM**

Update! Additional I AM Trainings Added to the I AM Portal - American Institutes for Research (AIR) has added two additional training opportunities for the onsite I AM Regional Trainings. These will be offered on March 4 in Indianapolis from 1-4 p.m. ET and March 18 in Crown Point from 1-4 p.m. CT. To register for one of these events, TAs should visit the [I AM Portal](#).

### **Assessment Literacy**

Share with Parents and Educators! Assessment Videos - Our office is developing several short videos to share with parents and educators about assessment systems and transitions to support assessment literacy. Please use via newsletters or parent messages to share these valuable resources.

- How is Indiana considering building a [system of assessments](#)?
- How is Indiana integrating technology with assessment? Watch this [3-minute video](#) to find out more about Assessing with Technology!

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

**Yearlong Statewide & Virtual**     [PATINS](#) SY 2018-19 training calendar

**JANUARY**

- January 28     Noblesville     [Project SUCCESS](#) [Certificate of Completion trainings](#)
- January 30     Indianapolis     [Project SUCCESS](#) CEC-High Expectations and Presumed Competence: Implementing Grade-Level Standards for Students with Significant Disabilities
- January 30     Indianapolis     [IEPRC](#) CEC Convention Workshop - Building a Solid Foundation for Inclusive Practices: Improving Outcomes for All Students
- January 31     Indianapolis     [Project SUCCESS](#) CEC-Formative Assessment for Students with Significant Disabilities
- January 31     Online     [Project SUCCESS](#) Launch of Paraprofessional courses and are FREE to anyone who would like to participate. In order to enroll, instructional assistants and paras will need to first fill out this form: <https://goo.gl/forms/4W8rBcxncFXZsFjB3> . (course description is attached)

**FEBRUARY**

- February 2     Indianapolis     IRN panel CEC-Indiana Resource Network: A Unique Approach to Providing Statewide PD and Technical Assistance (Panel Discussion)
- February 2     Indianapolis     [Project SUCCESS](#) CEC-Designing Academic Instruction for Students with Significant Disabilities (Networking Roundtable)
- February 7     Avon     ISMHI [Desautels: Implementing Brain-Aligned School Climates](#)
- February 12     Indianapolis     [IEPRC](#) Understanding Students with Mental Health Needs
- February 16     Regional     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](mailto:specialeducation@doe.in.gov)

