

# FROM THE DIRECTOR

March 19, 2019

## INDIANA OFFICE OF SPECIAL EDUCATION UPDATES



**Dr. Nancy Holsapple**

*Director of the Office of Special Education, IDOE*

### Inside this Issue:

|  |     |
|--|-----|
| OSE News   | 2-3 |
| Assessment Update  | 4-5 |
| What's the Buzz: Is video footage an educational record? | 6   |
| Upcoming Dates & Deadlines                               | 7   |

Dear Colleagues,

March is Disability Awareness Month. The Indiana Governor's Council for People with Disabilities focuses on advocacy and leadership training and has empowered tens of thousands of Hoosiers with disabilities to create positive changes throughout the state. For more information, visit [www.in.gov/gpcpd](http://www.in.gov/gpcpd). The goal of Disability Awareness Month is to increase awareness and promote independence, integration and inclusion of all people with disabilities. Each year the council decides on a theme and promotes the theme through free posters, bookmarks and stickers. This year, the theme is BE COOL WE ARE.

Even though these sorts of materials are available to increase awareness, many people remain impacted by the adversity that still exists for people with disabilities on a daily basis. Universal inclusion and integration starts with full inclusion in our schools, acceptance in society, and the elimination of prejudice toward people with a disability.

My daughter attends a state university and is a member of their Best Buddies chapter. Her club held a function for their buddies and made posters to place around the university. One of the posters is shown here.



Best,

Dr. Nancy Holsapple



### 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.*

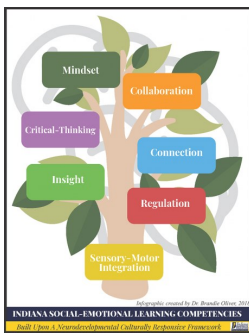
## FROM THE DIRECTOR

### OSE NEWS YOU CAN USE

#### Indiana Inclusive Communication Matters: He doesn't have cause and effect skills! Now what?

For students who do not appear to have an understanding of how to intentionally make something happen, it can be difficult to figure out how to start. Two suggestions:

1. Gather as many people and resources as possible related to the student's hearing, vision, communication and motor skills. Obtain input from these different perspectives on how the student communicates. Having the accurate information and ideas from the start will help you provide authentic opportunities to practice cause and effect skills.
2. Use a tool like the [Communication Matrix](#) to help discover what skills have been mastered and what skills to build upon. The Communication Matrix is a free assessment tool to help families and professionals easily understand the communication status, progress, and unique needs of anyone functioning at the early stages of communication or using forms of communication other than speaking or writing.



#### New Social-Emotional Resources Added to the IDOE Website: [Social-Emotional Learning Resources](#)

#### Early Learning Guidance on Mathematics and English Language Arts

The Indiana Department of Education (IDOE) is pleased to announce the release of early learning guidance on Mathematics and English Language Arts via IDOE's [Early Learning website](#). This guidance is intended to be a resource for early educators to support daily practice and enhance children's learning and development while using the Foundations, Indiana's Early Learning Development Framework. Subsequent guidance on other content areas will be released throughout 2019.

Direct Links:

[English Language Arts Guidance](#)

[Mathematics Guidance](#)

Please feel free to share these resources with your networks and reach out with any questions.



**FROM THE DIRECTOR**

**OSE NEWS YOU CAN USE**

**Special Education Fiscal Roadshow**

Indiana Department of Education (IDOE) Office of Special Education is excited to announce the 2019 Special Education Fiscal Roadshow workshops. Each workshop is designed to prepare local education agencies (LEAs) for the upcoming fiscal year with information related to Part B grants, Special Education Excess Costs (SEEC), and Medicaid. Information will be provided on allowable costs, application processes, data verification/reporting, maintenance of effort, proportionate share, changes to procedures, monitoring reports, reimbursement requests, invoices, and much more.

There will be six trainings held at locations across the state in April in order to accommodate as many people as possible. **LEAs are encouraged to bring all staff members with a role in the fiscal processes for Part B, SEEC, or Medicaid, including: Special Education Directors, Special Education Assistant Directors, Business Officers, Treasurers, Superintendents, Administrative Assistants, etc.** Each participant will need to register separately [here](#). There is no cost to attend.

Registration will begin at 8:30a.m. on the morning of the scheduled event, followed by a general session beginning at 9:00a.m. that will last until lunchtime. Lunch will be on your own for each location except for Lebanon (Lebanon is providing lunch!). After the lunch break, participants will attend three small group sessions to receive more in-depth information on each of the three funding streams managed by the Office of Special Education. Participants will earn five PGP points for attending the entire day.

Materials will be available online the week of April 8. Please bring a laptop/iPad on the day of the training.

Note: These workshops include minimal information on APC dollars for Special Education, as these are managed by the Office of School Finance.

We look forward to seeing everyone there!

**INTELLIGENT LIVES Film**

On March 24<sup>th</sup> there will be a public screening of Dan Habib’s new documentary, [Intelligent Lives](#) at the Central Library in downtown Indianapolis from 2:30 – 5:00 p.m. It will be free and open to the public, and there will be a panel discussion following the film.

**About the Film**

From award-winning filmmaker Dan Habib comes INTELLIGENT LIVES, a catalyst to transform the label of intellectual disability from a life sentence of isolation into a life of possibility for the most systematically segregated people in America.

INTELLIGENT LIVES stars three pioneering young American adults with intellectual disabilities – Micah, Naieer, and Naomie – who challenge perceptions of intelligence as they navigate high school, college, and the workforce. Academy Award-winning actor and narrator Chris Cooper contextualizes the lives of these central characters through the emotional personal story of his son Jesse, as the film unpacks the shameful and ongoing track record of intelligence testing in the U.S.

INTELLIGENT LIVES challenges what it means to be intelligent, and points to a future in which people of all abilities can fully participate in higher education, meaningful employment, and intimate relationships.



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**FROM THE DIRECTOR**

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| <h2>Assessment Update</h2> |
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**Formative (Interim) Assessment Update**

**2018-2019 Final Reporting and Fiscal Responsibility**

All corporations which received funds from the 2018-2019 Formative Assessment Grant are required to submit a Final Report to the Indiana Department of Education (IDOE) verifying their use of funds. Corporations must:

Review this guidance regarding final reporting and fiscal responsibility.

Complete the [Final Report Form](#) by 11:00 pm (Eastern) April 15, 2019.

Return any unspent/unencumbered funds to the Department by April 22, 2019 using the directions provided in the Final Reporting and Fiscal Responsibility document.

**I AM Assessment Update**

**Update I AM Test Administrator Training and Certification – Live Stream Session**

The Indiana Department of Education (IDOE) sent email instructions on Monday, February 11 to those educators who will access the I AM Test Administrator Training via the live stream session on February 25 from 9-12 ET. If TAs expect to receive training via the live stream session, but did not receive an email from Stephanie Thompson on Monday, February 11, please contact Stephanie at [sthompson2@doe.in.gov](mailto:sthompson2@doe.in.gov).

Any questions regarding registration for the live trainings should be communicated to AIR via the Help Desk at [airindianahelpdesk@air.org](mailto:airindianahelpdesk@air.org).

**NEW! Alternate Assessment ESSA 1% Cap Data Webinar**

All interested stakeholders are invited to attend an upcoming webinar on Wednesday, April 10 from 12:30-1:30 EST. The Office of Special Education, Office of Student Assessment, and the Project SUCCESS Resource Center will be hosting a webinar to discuss data related to the 1% cap on participation on the Alternate Assessment required by ESSA. We will discuss ways to disaggregate LEA and building level data related to the 1%. To register, complete the survey [here](#).

**ILEARN Assessment Update**

**NEW! English/Language Arts Constructed Response Resource**

Watch [this video](#) to learn more about English/Language Arts constructed-response items and scoring for ILEARN.

**ILEARN Biology ECA: 2<sup>nd</sup> Trimester Window Continues – Reporting Data Changes**

The Department continues to extract new updates from applicable data sources (DOE-RT/EM, DOE-TL, and Indiana IEP) in a nightly file for AIR. As updates are reported to IDOE, please confirm all changes appear correctly in TIDE the following business day. Contact the STN Application Center (<https://help.doe.in.gov> / 800-527-4931) for assistance with either DOE collection, the AIR Help Desk ([airindianahelpdesk@air.org](mailto:airindianahelpdesk@air.org) / 866-298-4256) regarding any technical issues, or [our office](#) with policy or programmatic questions.

**Students utilizing a screen reader for reading comprehension questions**

At this time, IDOE does not currently allow for students to have access to a screen reader for reading comprehension items because it modifies the construct that is being assessed. For other constructs on the English/Language Arts assessment (writing, media literacy) the read aloud accommodation is allowed because it does not interfere with the construct. Likewise, the read aloud option is available for mathematics, social studies, and science items as well. It is vital that the validity of the testing systems and what they intend to measure in order to make valid inferences about what students know and are able to do through IDOE's reporting systems be maintained. For more information please contact [inassessments@doe.in.gov](mailto:inassessments@doe.in.gov).

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**FROM THE DIRECTOR****Assessment Update**

Continued from page 4

**Reminder: Chromebook and iPad Speech-to-Text (STT) Guidance for ILEARN Assessments**

Please share this [memo](#) with staff if they have students who will use a Chromebook or iPad for Speech-to-Text (STT) for ILEARN assessments.

**Reminder: Indiana Educators Needed to [Score ILEARN Assessment Items](#) – Share with Educators!**

The Department encourages **current** Indiana educators to apply to score open-ended items appearing on ILEARN assessments through March 15. Compensation for current Indiana educators is now \$16.00/hour for this opportunity. Interested educators should complete [this application](#) after carefully reviewing the entire job posting. Please share this updated flyer with educators and [contact AIR](#) with any questions.

**IREAD-3 Assessment Update****IREAD-3 Parent Letter**

A [parent letter](#) is available to provide information for families regarding the purpose of IREAD-3 and actions tied to student achievement.

**WIDA Assessment Update**

| <b>Question or Concern</b>   | <b>Contact</b>   |
|--|--|
| WIDA Secure Portal Accounts<br>ACCESS for ELLs 2.0 Certification and Training Courses<br>Test Administration Procedures  | WIDA Client Services<br><a href="mailto:help@wida.us">help@wida.us</a><br><br>866-276-7735   |
| All WIDA AMS Functionality<br>INSIGHT and TSM Installation and Troubleshooting<br>User Administration (Adding and Editing Users in AMS)<br>Adding and editing students<br>Adding and editing test sessions<br>Printing test tickets<br>Additional Materials Ordering<br>Materials Receipt, Inventory, and Return<br>Labeling of test booklets (Pre ID, District-School, and Do Not Process labels)<br>Handling damaged materials | DRC Customer Service<br><a href="mailto:WIDA@datarecognitioncorp.com">WIDA@datarecognitioncorp.com</a><br><br>855-787-9615                 |
| State-specific policies and procedures<br>Administration schedule<br>Accommodations<br>Testing Irregularities/ Breaches of Administration  | Office of Student Assessment<br><a href="mailto:inassessments@doe.in.gov">inassessments@doe.in.gov</a><br><br>888-544-7837<br>317-233-2196 |

**High School Assessment Update**

The Office of Student Assessment will be conducting unannounced onsite monitoring visits during the ISTEP+ Grade 10 First Time Administration testing window. Please ensure that school administrators and staff are aware that these onsite visits will be conducted. [Click here](#) for more details.

**ISTEP + Grade 10 FTA, Part 1 Window Opening Monday, February 25**

The 2019 Spring ISTEP + Grade 10 First Time Administration Part 1 window will be open Monday, February 25, through Friday, March 22. Please ensure that all students have participated in the Practice Test: Part 1. Results from this assessment will be available mid-June. As a reminder, the ISTEP+ Timeline of Important Events and materials checklists are available [here](#).

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 topic discusses parents' rights to review school surveillance videos.**

**Q: Does a parent have the right to review school video surveillance records that contain footage of his or her child? What about when other students can be seen on the same video footage?**

**A: Yes.** Video footage is an educational record, and parents have a right to inspect and review these records.

*Letter to Wachter* (Family Policy Compliance Office [FPCO], Dec. 17, 2017) addressed a parent's attempt to obtain a copy of a surveillance video of a hazing incident involving players on the football team. Eight students were directly involved: six perpetrators and two victims. The six perpetrators secured the victims and forced them into the wrestling room. Four perpetrators entered the wrestling room with the victims while two perpetrators served as "look-outs." The surveillance system is not managed by the school's law enforcement unit but rather by the school administration.

Questions specifically posed to the Family Policy Compliance Office:

Is the video an education record of each of the students who were disciplined?

If so, is the school permitted to release the video to an individual parent of an involved student or must the school receive consent of each parent of each involved student prior to release of the video?

Is the school is permitted to release the witness statements to a requesting parent of an involved student, or must the school receive the consent of each of the parents of the involved students prior to the release of the witness statements?

FPCO agreed with the school that the video and witness statements appear to be the education records of each of the students. Generally, a parent may inspect and review, or "be informed of" only the specific information about his or her own child. 20 USC §1232g(a)(1)(A) and 34 CFR §99.12(a). If the information can be segregated or redacted without destroying the information, then the school must do so, at no cost to the parent, to permit the parent to inspect and review the record. The school claimed it could not afford the software to blur the faces of students in the video. FPCO concluded: The video and witness statements appear to be education records of each student. The Family Educational Rights and Privacy Act (*FERPA*) (20 U.S.C. § 1232g; 34 CFR Part 99) requires schools to allow an individual parent to inspect and review his child's education records. In providing access to the video, the school must provide the parents with the opportunity to inspect and review the video so long as the video cannot be segregated and redacted without destroying its meaning.

As a result of *Letter to Wachter*, the FPCO developed [Frequently Asked Questions on Photos and Videos](#), (FPCO, April 19, 2018). Concerning videos, this FAQ clarifies the following key takeaways:

**A school may need to redact, without destroying the meaning of the record and at no cost to the parent, portions showing other students.**

**If a school cannot reasonably redact the video, or if redaction would destroy the meaning of the record, then the parents of each student to whom the video directly relates have the right to access the entire record.**



**FROM THE DIRECTOR****Upcoming Dates & Deadlines**

**Yearlong Statewide & Virtual** [PATINS](#) SY 2018-2019 training calendar

**APRIL**

April 6 Regional PASS/ PATINS The EIPA Report: A Tool for Professional Development  
 April 11 Lafayette [CDHHE North Central DHH Roundtable](#)  
 April 17 South Bend [ICTQ Culturally Sustaining Pedagogies \(CSP\) & UDL](#)

**MAY**

May 15-17 Indianapolis [HANDS Intensive 3-Day Programming and Workshop](#)

**JUNE**

June 17-21 Sunman Dearborn (Community Setting) [HANDS Intensive Weeklong Training For School Personnel & Community Service Providers working with preK-12 students with autism spectrum disorder \(ASD\) and related disabilities](#)

**JULY**

July 8-12 Indianapolis: Middle/High School [HANDS Intensive Weeklong Training For School Personnel & Community Service Providers working with preK-12 students with autism spectrum disorder \(ASD\) and related disabilities](#)  
 July 10 New Director Training ICASE More information coming soon—save the date!  
 July 22-26 Indianapolis: Elementary School [HANDS Intensive Weeklong Training For School Personnel & Community Service Providers working with preK-12 students with autism spectrum disorder \(ASD\) and related disabilities](#)

**FREE Paraprofessional Training**

Project SUCCESS has launched a series of online courses for paraprofessionals designed to provide overview of special education, support quality classroom instruction, and help maintain a positive learning environment for students. The courses offer practical, universal tips and strategies that can be immediately applied. There is no cost and participants can sign up by completing this [form](#). Additional information can be found [here](#).

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)

