

October 19, 2018

FROM THE DIRECTOR

INDIANA OFFICE OF SPECIAL EDUCATION UPDATES

Dear Colleagues,

As I sit in Boston, Massachusetts, attending a national conference addressing the identification of students who are to be assessed by the alternative assessment, I've learned several things. The first is that many states surpass the 1% allowance per the federal government. The consensus across the states are the same factors that impede Indiana as well. Many of the states have large pockets of students concentrated in small districts, in addition to the pervasive over-identification of students assessed on the alternative assessment.

What I considered a take-away is that we—the educators within the state of Indiana—will continue to work hard to develop guidelines and provide support to districts to ensure only students who are truly identified as having a significant cognitive disability are included.

Indiana will continue to provide the best services to all our students, including those with significant cognitive disabilities. As a state we must have high expectations for all students!

The office of special education and office of assessment will continue to provide updates and guidance.

"The greater danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it." Michelangelo

Respectfully,

Nancy J. 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

Office of Special Education Communication Short Share TIPS video

In this [video](#), the Office of Special Education, in collaboration with the PATINS Project resource center, discuss an Augmentative & Alternative Communication Assessment List that can be utilized to provide equitable education for all students. This list was developed by a Communication Community of Practice consisting of Indiana educators. The Office of Special Education has created many short videos on a variety of topics that can be found on our [website](#) or on this [playlist](#).

OSE Welcomes Three New Staff Members

Please join the OSE in welcoming the following new staff this fall:

- Jessica Tomasino is a new Education Specialist and will have a concentration on Early Learning.
- Michelle Oja is a new Education Specialist and will have a concentration on Transition.
- Reva Weiss is a new Complaint Investigator and also serves as the IIEP Specialist.

[High Achievement Requires High Expectations: My Family's Story](#)

The United States Department of Education, Office of Special Education and Rehabilitative Services shared this [story](#) that showcases the importance of creating strength-based IEPs. A mother of two sons—ten years apart in age—shares her family's journey of seeking educational supports and services for her sons with ADHD, the vastly different experiences they had, and how focusing on strengths can make a huge difference in helping students reach their full potential.

October is Learning Disabilities / Dyslexia /
Attention Deficit Hyperactivity Disorder (ADHD) Awareness Month



FROM THE DIRECTOR

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| OSE NEWS YOU CAN USE: QUARTERLY REPORTING |
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Proportionate Share and CEIS QUARTERLY REPORTING Reminder

This is a friendly reminder that Proportionate Share and CEIS Quarterly Reports for Quarter 1, Quarter 5 and Quarter 9 are due on October 31, 2018, by the close of business.

If you were not awarded any proportionate share or do not have CEIS, there is no need to send us a report!

| Quarter | Reporting Expenses From: | Due: |
|-------------------|--------------------------|------------|
| Quarters 1, 5 & 9 | July 1- September 30 | October 31 |

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

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

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.*

- ◆ **Important:** *Submit Prop Share and CEIS reports in SEPARATE EMAILs for each quarter and year. 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.*
- ◆ 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 whom have already submitted reports.



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 responding to student threats.**

Editor's Note: This is the second of a two-part response to the following question. In the October 5 issue, we addressed the appropriate use of an IAES; in this issue we address developing a plan to respond to threats made by students with disabilities.

Q: My team and I have a serious concern about a student in our high school. As the director, I want to ensure that we are abiding by the appropriate guidelines, so I am reaching out to someone at the Department of Education to see if you can give me some guidance. The student that we have some major concerns about is a sophomore. She has been threatening to injure or kill the same few students on more than one occasion. Because inappropriate social comments and repeated use of threat-like language which she hears in the media have been identified as behaviors of concern and because no actual follow-up aggressive behaviors occurred in the past, these were previously not taken as true threats.

This year, the student has gotten very verbally aggressive toward peers and staff when these situations occur and many of these individuals are scared to be around or interact with her. The team that works with this particular student is concerned that she could truly attempt to try and hurt one of these students. We are pretty sure that since there is a concern that she may cause significant physical harm to a student that we can place her in an interim alternate educational setting, but I wanted to check with you first to be sure that this is the case.

A: In addressing how to respond to threats, schools should have a set policy on what behavior constitutes a threat and the associated consequences. The policy should be known to staff, students, and parents alike and consulted once a threat has been made. For resources on creating a policy using a threat assessment model, please visit the [IDOE safety / threat assessment webpage](#).

Schools must maintain a safe and orderly school while appropriately serving students in the least restrictive environment. Therefore, there are special considerations to be made in considering disciplinary actions in the context of student violence where the student making the threat is eligible for special education services. 511 IAC 7-42-10.

School officials have the authority to take disciplinary action in the same manner as would be taken against students without disabilities for a total of 10 cumulative school days. A disciplinary change of placement exceeding 10 days can only occur if the outcome of the manifestation determination indicates that the behavior was NOT directly and substantially related to the disability.

When the manifestation determination finds that the behavior was directly and substantially related to the student's disability, the following steps should be taken:

- Conduct a functional behavioral assessment or re-evaluate the functional behavioral analysis that has already occurred;
- Develop a formalized behavior support plan or a behavior improvement plan to be included in the IEP;
- Convene the CCC to modify the IEP, including both academic and behavioral support and intervention services;
- Consider referring the student for counseling or appropriate mental health services;
- Document any type of threat, the threat assessment, and any intervention plan developed as a result;
- Track and monitor incidents over time to identify patterns; and
- Evaluate the appropriateness of the least restrictive environment in considering changes to placement determinations;

If the manifestation determination found that the behavior was not directly and substantially related to the student's disability, then the school may proceed forward with its established consequences pursuant to the code of conduct and district policies, but the student must continue to receive appropriate services. 511 IAC 7-44-5(f).

FROM THE DIRECTOR

Assessment Update

IDOE Legislative Priorities and Celebrations

Last week, Dr. McCormick formally announced the [2019 Legislative Priorities](#). These priorities reflect not only the needs of Indiana's students and educators but also the needs of Indiana's communities. Many of you have supported this difficult yet rewarding work. Over the course of the next several weeks, each legislative priority will be unpacked with supporting fact sheets to help inform and educate.

Part of the process in developing the legislative priorities included a review of the Indiana Department of Education's (IDOE) work since January 2017. The Office of Student Assessment cross-walked the Strategic Plan with the five pillars of the governor's [NextLevel agenda](#). With stakeholders, the IDOE has accomplished a great deal in just under two years. Indiana's educators are an integral part of Indiana's workforce development while purposefully elevating students' interests, talents, and abilities.

Auto-Generated Emails from AIR

Emails generated by the American Institutes for Research (AIR), the vendor for ILEARN, IREAD-3, and biology, have the domain "airast.org." It is strongly recommended that schools whitelist this domain. When a new user is created in the test information distribution engine (TIDE) (e.g., CTC, STC, CITC, TA), an email will be automatically generated and sent to the user:

From: AIRAST-DoNotReply@airast.org

- Subject: Your account has been created
- Content: Information for activating user account, including links

CTC user accounts were created in our TIDE on October 1. CTCs and CITCs are encouraged to alert staff when adding user accounts in TIDE so they do not mistake the email for spam.

- If a user does not receive the email, verify the user account in TIDE.

The user can request a new activation email from the [TIDE login screen](#) by selecting "Request a new one for this school year."

Login information will be used to access all secure AIR systems including TIDE, TA Interface, TA Certification Course, and Online Reporting System.

More ILEARN Resources in AIR's Indiana Assessment Portal Today!

Visit the ILEARN page of [Indiana Assessment Portal](#) to access these and other new resources:

Test Administrator Certification Course Module

Secure Online Practice Tests

Online Practice Test User Guide

Accessibility & Accommodations Online Module

Blank Online Practice Forms for Math & ELA (via the Released Items Repository and secure online Practice Tests)

Please contact the AIR Help Desk (airindianahelpdesk@air.org) with any questions.

Continued on next page

FROM THE DIRECTOR

ASSESSMENT UPDATE

(continued from page 5)

I AM:

I AM Practice Test Now Available

The I AM Practice Test is now available. The practice test is accessible from AIR's [Indiana Assessment Portal](#) along with a user guide.

I AM RIR Scoring Guides Available

Released Items Repository (RIR) Scoring Guides are now available on the [I AM Sample Items and Scoring](#) webpage.

Test Administrator Device

Two devices are necessary to administer I AM to a student: the student device and the Test Administrator (TA) device. The student device will run the secure browser with the student's online assessment. The TA device will access the TA Interface, where the test session will be managed. The TA device can be any school-owned tablet, Chromebook, laptop, or desktop computer (smart phones are not permitted) with Internet access.

ISTEP+ Grade 10:

Summer ISTEP+ ECA Rescore Window Open Through October 26

The Summer Week 1 & 2 rescore window is open. Please work with your CTC to assist parents in properly initiating and submitting a rescore request, if needed.

Winter Retest Practice Test Window – Opens October 17

This window will be open for all schools testing online. All students who will take the operational test must first participate in the corresponding practice tests at least once per school year. Schools may use the practice tests instructionally and/or administer them to students more than once, as appropriate.

NEW CALCULATOR GUIDANCE

IDOE has developed and recently reviewed the new calculator guidance for ILEARN and I AM. The attached [memo](#) and [executive summary](#) highlight the considerations for these decisions. The final calculator guidance is posted on the [Office of Student Assessment homepage](#).



FROM THE DIRECTOR

Upcoming Training Dates

- Yearlong.....[Statewide and Virtual Trainings](#) (PATINS)
- Nov. 1..... [Communication is Where the Road to Literacy Begins](#) @ Indianapolis ([Indiana Deaf-Blind Services](#))
- Nov. 1-2.....[Autism Team Training](#) @ Bloomington (IRCA)
- Nov. 5-6.....Fall Institute—North @ Fort Wayne ([IEPRC](#))
- Nov. 5-6.....Indiana Vision Conference @ Plainfield (PASS)
- Nov. 7.....[North Central DHH Roundtable](#) @ Lafayette (CDHHE)
- Nov. 7.....SDI: Tips, Tools, & Technology that Assist Educators in Design & Delivery @ Indianapolis ([IEPRC](#))
- Nov. 9.....[Desautels: Implementing Brain-Aligned School Climates](#) @ Fishers ([IEPRC](#))
- Nov. 13.....Data Utilization: How to Use Data to Improve Student Outcomes @ Indianapolis ([IEPRC](#))
- Nov. 15.....SDI: Tips, Tools, & Technology that Assist Educators in Design & Delivery @ Merrillville ([IEPRC](#))
- Nov. 15.....[Ross Greene](#) @ New Albany (IRCA)
- Nov. 16.....[Ross Greene](#) @ Fort Wayne (IRCA)
- Nov. 28.....Developing Behavior Intervention Plans @ Indianapolis ([IEPRC](#))
- Nov. 28-29.....[Access to Education Conference](#) (PATINS)
- Dec. 1.....Developing Effective Interpreting Skills for Using Fingerspelling and Numbers—regional locations (PASS/PATINS)
- Dec. 4.....[Fall Indiana Training Institute](#) @ Greenwood ([PBIS](#))
- Dec. 4.....Avery: Recognizing the Signs & Supporting Students with Mental Health Diagnosis @ Evansville ([ISMHI](#))
- Dec. 5.....Avery: Recognizing the Signs & Supporting Students with Mental Health Diagnosis @ Avon ([ISMHI](#))
- Dec. 7.....Avery: Recognizing the Signs & Supporting Students with Mental Health Diagnosis @ Fort Wayne ([ISMHI](#))
- Dec. 11.....Avery: Recognizing the Signs & Supporting Students with Mental Health Diagnosis @ East Chicago ([ISMHI](#))
- Dec. 19.....[Desautels: Implementing Brain-Aligned School Climates](#) @ Avon ([ISMHI](#))
- Dec. 21.....[Desautels: Implementing Brain-Aligned School Climates](#) @ Indianapolis ([ISMHI](#))
- Jan. 8.....Addressing the Needs of All Students Using MTSS @ Indianapolis ([IEPRC](#))
- Jan. 10.....Indiana IEP for Administrators @ Indianapolis ([IEPRC](#))
- Jan. 8.....Developing Behavior Intervention Plans @ Indianapolis ([IEPRC](#))
- Jan. 8.....Advanced Reporting: Basics @ Indianapolis ([IEPRC](#))
- Jan. 8.....Advanced Reporting: Problem Solving & Tools @ Indianapolis ([IEPRC](#))

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

