

October 5, 2018

FROM THE DIRECTOR

INDIANA OFFICE OF SPECIAL EDUCATION UPDATES

Dear Colleagues,

In light of recent State Board of Accounts findings impacting many districts, one recurring issue kept coming to light—internal controls. I wanted to touch on this subject from my experience as a local director of an Inter-Local. I had to make sure that we had internal controls in place for when the State Board of Accounts would conduct their audits.

Internal Control Policy and Required Certification

IC 5-11-1-27(g), which went into effect June 30, 2016, provides that the legislative body of each political subdivision must adopt the minimum internal control standards as defined by SBOA. Additionally, the legislative body must ensure that personnel receive training concerning the internal control standards and procedures adopted by the political subdivision. www.in.gov/sboa. The State Board of Accounts shall define the acceptable minimum level of internal control standards for internal control systems of political subdivisions, including the following: (1) Control Environment (2) Risk Assessment. (3) Control Activities. (4) Information and Communication. (5) Monitoring. IC5-11-1-24

Best practices allows schools to be good stewards of money and makes for easy accountability!

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

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OSE NEWS YOU CAN USE**Preschool LRE Spread the Word**

The public agency responsible for providing Free Appropriate Public Education (FAPE) to a preschool child with a disability must ensure that FAPE is provided in the Least Restrictive Environment (LRE) where the child's unique needs as described in the child's Individualized Education Plan (IEP) can be met, regardless of whether or not the Local Educating Agency (LEA) operates public preschool programs for children without disabilities. An LEA may provide special education and related services to a preschool child with a disability in a variety of settings, including a regular kindergarten class, public or private preschool program, community-based child care facility, or in the child's home. For more information please check out our latest [Spread the Word on Preschool LRE](#).

Revised eLearning Guidance Used as Model for Other States

The Indiana Department of Education (IDOE) document formerly known as *eLearning Day Program Guidance for Students with Significant Disabilities* has been revised to be applicable when planning for all students with disabilities. The revised [eLearning Day Program Guidance for Students with Disabilities](#) was recently featured in LRP Publications' Special Ed Connection's e-Connections as model virtual learning guidance for other states. Make sure you share this revised document with staff.

Phase II of the DOE TR Now Open

Records for students that were unable to be submitted during Phase I due to state assessment scores being unavailable, or for any other reason can now be submitted. Phase II will close this Friday, October 5, at 4:00 EDT. For questions regarding submission please contact Susan Day at sday@doe.in.gov or (317) 234-6525. For substantive questions please contact Brandon Myers at bmyers@doe.in.gov or (317) 232-9144.

INTERNAL CONTROL STANDARDS:**Guidance for ALL Staff Who Come into Contact with Money**

[Indiana Code 5-11-1-27](#) outlines compliance guidelines that local administrative bodies—including schools— must follow with regards to annual financial reporting, training for individuals, and local maintenance of training certification forms. Any staff member who interacts with or collects money (including such acts as collecting and submitting field trip funds) needs to complete a training and complete a certification. For more information, including links to training modules and forms, visit the [State Board of Accounts / Internal Control Standards](#) webpage.



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 use of an interim alternative educational setting (IAES).**

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: Schools need to take threats seriously; however, removing a student to an interim alternative educational setting (IAES) in response to a threat of harm would not be in compliance with the Individuals with Disabilities Education Act (IDEA) or Article 7. There are actually two issues in this question:

- (1) When is the use of an IAES appropriate; and
- (2) How to respond to threats or threat-like comments.

This is a "hot topic" on which the OSE frequently receives calls and emails—both from parents and from schools. This week's edition of our newsletter will address the appropriate use of an IAES. Our next October edition will address developing a plan for responding to threats.

Three Appropriate Situations in Which a School May Use an IAES

Summary: A school may unilaterally remove a student to an IAES for up to 45 instructional days without first conducting a manifestation determination, only if a student: possesses a **weapon** at school or on school premises; possesses, uses, or sells **illicit drugs*** at school or on school premises; or actually **inflicts serious bodily injury** upon another person at school or on school premises. 511 IAC 7-44-6(a). *Threat of serious bodily injury is NOT enough to warrant use of the IAES.*

*Alcohol does not constitute an illicit drug.

Practice Pointers: While the school may place a student in an IAES for up to 45 instructional days for conduct involving weapons, drugs, or serious bodily injury, the following are additional Article 7 requirements:

- The school must notify the student's parent about the IAES placement and provide the parent with the notice of procedural safeguards (NOPS);
- A manifestation determination must be conducted within 10 instructional days of removing the student to the IAES
Note: The student may remain in the IAES for up to 45 instructional days, even if the conduct is a manifestation of the student's disability; and
- The CCC must determine the IAES location and appropriate services.
See 511 IAC 7-44-6(d) for more information on IAES service provision requirements.

FROM THE DIRECTOR**Assessment Update****ILEARN****More ILEARN Resources Available!**

Visit the [ILEARN website](#) for new/updated resources and guidance documents:

Resource	Description
Final Test Blueprints (all content areas, 3-8)	Identifies the content priorities for each grade level and content area.
ELA Passage Specifications	Informs key characteristics of passages selected for operational use on ILEARN.
Range Performance Level Descriptors (all content areas, 3-8)	Defines content expectations by standard and proficiency level for ILEARN.
Scheduling & Timing Guidance	Defines timing guidance for the Spring 2019 administration, including operational and field test items.
Updated ILEARN FAQ	Highlights common questions and associated responses for the ILEARN program.

Updated General Assessment Guidance Now Available!

These updated resources are posted on the main assessment home page (in the same area as the 2018-2019 *Indiana Assessment Policies, Administration and Security Manual*):

- Ancillary Guidance
- Practice Test Guidance
- Test Invalidation Guidance
- Testing Students at Alternate Sites Guidance

Contact the Office of Assessment with any questions (INassessments@doe.in.gov).

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



FROM THE DIRECTOR**ASSESSMENT UPDATE**

(continued from page 4)

I AM**Additional I AM Resources Available!**

The Office of Student Assessment released additional I AM resources on Monday, October 1. The I AM Released Items Repository (RIR) was posted to the [Indiana Assessment Portal](#), and the I AM Item Specifications was posted to the [I AM Website](#).

Understanding and Using Test Blueprints Moodle

Want to know more about test blueprints and how they can be used in the classroom? Complete the *Understanding and Using Test Blueprints Moodle* found [here](#). Educators can earn PGPs upon completion.

I AM Performance Level Descriptor Development Video

Watch this [video](#) to learn more about the test development process for I AM. This tour provides brief testimonials from educators who recently participated in the I AM Performance Level Descriptor meetings.

ISTEP+**ISTEP+ ECA Paper Reports**

Paper reports for the ISTEP+ ECA Summer Week 1 & 2 will begin arriving in corporations on October 5. Please use this [Parent Letter](#) to make families aware of the rescore window that opens on October 15.

ISTEP+ 2018 Grades 4 and 6 Science Rescore Report

The ISTEP+ Spring 2018 Rescore Report (available in PearsonAccess^{Next} under Published Reports) provided inaccurate information in the "Final Score" field for four items, impacting the Grades 4 and 6 Science Rescore Report (two items for each of these grades). Pearson confirmed the error only impacts the final scores for these four items on the Rescore Report, and no other data files or reports are affected. Rescore Reports have been updated and are available in PearsonAccess^{Next}.

WIDA**Educators Needed! Bias & Sensitivity and Content Reviews**

WIDA is now recruiting for virtual Bias & Sensitivity and Content Reviews of the Writing test, which will happen online in November. We need a diverse set of educators to participate in these events. This [Assessment Recruitment flyer](#) has been updated to link directly to the survey. Educators in your corporation can complete the survey to be considered for participation in these events.



FROM THE DIRECTOR

Upcoming Dates & Deadlines

- Yearlong.....[Statewide and Virtual Trainings](#) (PATINS)
- Oct. 6.....How Do I Interpret Math Class? (PASS/PATINS)
- Oct. 11.....[WEBINAR: Collaborative Regional Transition Training](#) (INSTRC)
- Oct. 11.....[Northeast DHH Roundtable](#) @ Fort Wayne (CDHHE)
- Oct. 11.....[Desautels: Implementing Brain-Aligned School Climates](#) @ Indianapolis (ISMHI)
- Oct. 12.....[Desautels: Implementing Brain-Aligned School Climates](#) @ Westfield (ISMHI)
- Oct. 17.....Advanced Reporting: Basics @ Indianapolis (IEPRC)
- Oct. 17.....Advanced Reporting: Problem Solving & Tools @ Indianapolis (IEPRC)
- 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](#))

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

