

SUMMARY
June 12, 2020 Meeting
Indiana State Advisory Council (SAC)
on the Education of Children with Disabilities
Central Indiana Education Service Center
Indianapolis, IN

Present
(Yes/No)

Council Members:

Kim Dodson , The Arc of Indiana	N
Bethany Ecklor , Division of Mental Health & Addiction, Family & Social Services Admin.	N
Melaina Gant , Department of Child Services	Y
Dennis Heathfield , Cummins, Inc.	Y
Dr. Nancy Holsapple , Office of Special Education, Department of Education	Y
Kylee Hope , Division of Disability & Rehabilitation Services, Indiana FSSA	Y
Funmi Ige-Wright , parent representative	Y
Donald Koors , Indiana School for the Blind and Visually Impaired	Y
Lisa Kovacs , Hands & Voices International and parent representative	Y
Tom Lindenman , parent representative	Y
Mary McCoy , Archdiocese of Indianapolis	Y
Danielle Molter , parent representative	N
John Nally , Department of Correction	Y
Dr. Leah Nellis , Indiana University-Kokomo	N
Danny O’Neill , parent representative	Y
Lesa Paddack , IN*Source	Y
Shirley Payne , Children’s Special Health Care Services, State Department of Health	N
Aura Roblero , Family Voices Indiana	Y
Linda Schroeder , Old National Trail Special Services	Y
Dr. Sharon Johnson Shirley , Lake Ridge New Tech Schools	N
Kristi Tesmer , parent representative	Y
Dr. George Van Horn , SAC Chair, Special Education Director, Bartholomew Consolidated School Corporation	Y
Lucy Witte , Indiana School for the Deaf	Y

Also Present:

Tracy Brunner, Department of Education; Hannah Carlock, The Arc of Indiana

Call to Order

Chair Dr. George Van Horn called the meeting to order at 9:30 a. m. Seventeen of twenty-three members were present.

The Chair welcomed the newest Council member, noted the virtual meeting format as permitted by Executive Order 20-09 in response to the current pandemic, and asked everyone present to introduce themselves. Attendees stated their names and roles on the Council.

Action Items

Melaina Gant moved to **approve** the November 2019 meeting summary. Lisa Kovacs seconded. The motion passed.

Tom Lindenman moved for and Dennis Heathfield seconded approval of proposed 2021 Council meeting dates.

Information Items

1. Indiana Department of Education (IDOE) Updates

Dr. Nancy Holsapple summarized the increases and decreases in 2019 Special Education eligibility category data and total student count reported by Indiana school corporations on December 1, as required by law. She noted the dates that the State's IDEA Part B grant application was posted for public comment and advised that Indiana currently awaits notification of federal approval of that application for funds to administer special education programs at the state and local levels next year.

Nancy briefly described the State's special education compliance monitoring staff's work to review local educational agency compliance with federal Part B requirements and to monitor student outcomes. She explained the tiered technical assistance options for local agencies and adjustments that are in progress as a result of flexibilities permitted under waivers due to the unprecedented conditions under which local schools are operating during the COVID-19 pandemic. She also noted that the State's operations are changing due to pandemic-related budget shortfalls and spending cuts; and reported that a state employee hiring freeze precludes filling the Office of Special Education's current Least Restrictive Environment Specialist vacancy.

In a brief 2020 Legislative update, Nancy presented a high level overview of special education-related legislation passed during the session and noted that the Arc of Indiana, Indiana Council of Administrators of Special Education, and the Office of Special Education are working together with other interested stakeholders as required by a 2019 bill (House Enrolled Act 1341) that requires the State Advisory Council to develop and submit to the General Assembly by October 1, 2020, a plan to inform certain former students of available resources and opportunities.

Following up on Council members' input as well as information provided at previous SAC meetings, Nancy shared brief details about free online special education paraprofessional training modules now available to all Indiana school staff. These are offered by a variety of organizations and agencies involved in supporting special educators.

Dr. Holsapple answered questions regarding special education eligibility category trends and state agency tracking of quantitative paraprofessional training data. Several Council members commended the Office of Special Education's responsiveness to their concerns regarding the need for special education paraprofessional training and thanked Nancy for her work to address this. The Council Chair asked Nancy to share brief highlights of the Indiana Department of Education's IN-Class guidance on local planning for the 2020-2021 school while the U.S. continues to experience COVID-19 pandemic-related public health and economic challenges. Nancy also responded to questions and comments on accommodations for and evaluations of students with disabilities despite variances in students' ability to access and participate in online instruction. There was additional discussion about flexibilities built into district-specific COVID-19 Continuous Learning Plans as well as the variety of e-learning and other remote learning options and related guidance available for school personnel. This was followed by general discussion of possibilities for sharing district-specific information with parents.

Discussion Items

1. Council Member Reports and Concerns

The Chair explained the Council's charge, under House Enrolled Act 1341, to develop a proposed plan for sharing information on current post-secondary education and employment opportunities available for former students with disabilities who left secondary school without a high school diploma. Chair Dr. George Van Horn reminded those present that a committee of volunteers, chaired by Kim Dodson, is meeting and gathering stakeholder input to prepare a report on behalf of the full State Advisory Council on the Education of Children with Disabilities. After noting that Kim was unable to attend the June SAC meeting, George introduced Hannah Carlock, from the Arc of Indiana, who presented a brief update on the work of HEA 1341 Committee. A copy of the Committee Update follows this meeting summary.

In response to Hannah Carlock's invitation for Council members to ask questions or share comments following the HEA 1341 Committee Update, Melaina Gant recommended additional organization representatives whose input will be valuable to this committee.

Public Comments

Next SAC Meeting Date

The Chair noted the Council's next meeting will be on September 11, 2020.

Adjournment

The meeting adjourned at 10:57 a.m.

Proposed 2021 SAC Meeting Dates

March 12, 2021

June 11, 2021

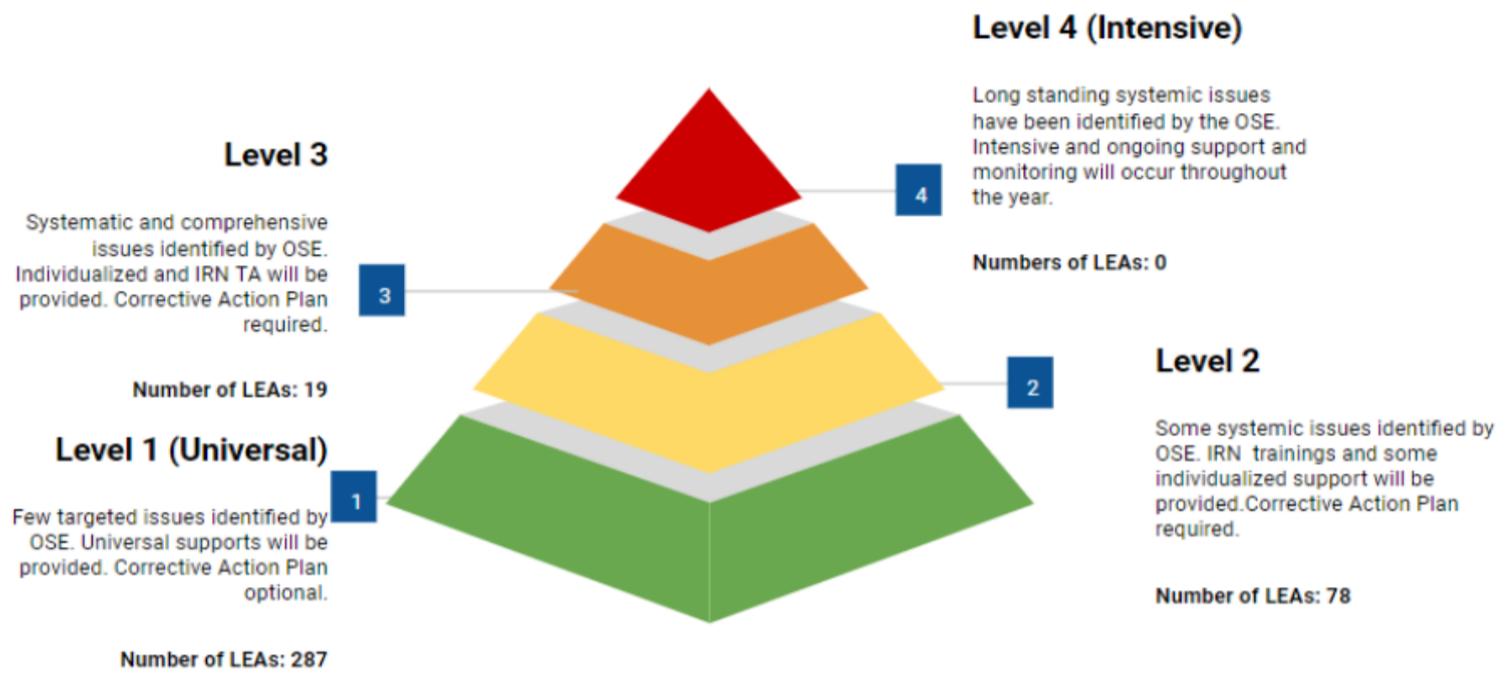
September 10, 2021

November 12, 2021

	4B - Disproportionality - Discipline	9 - Disproportionality Identification	10 - Disproportionality Specific Category	11 - Child Find	12 - First Steps Transition	13 - Secondary Transitions
Finding	3	1	13	126	7	99
Compliant	7	354	319	237	246	17
Special Conditions	1	0	1	0	0	0
N-size too small	354	17	39	0	0	0
Not 3 consecutive years of data	29	22	22	0	0	0
No Students	0	0	0	0	0	14
No Evaluations	0	0	0	38	148	0
No Records	7	7	7	0	0	3
Not in Rotation	0	0	0	0	0	268

		Over Identification	Least Restrictive Environment (LRE)	Discipline
	FY21 Significant Disproportionality (May 2020)	Data years: 2017-2018; 2018-2019; 2019-2020	Data years: 2017-2018; 2018-2019; 2019-2020	Data years: 2016-2017; 2017-2018; 2018-2019
CEIS 15% FY 21 Grant				
	7 LEAs-CEIS			
				Total Disciplinary Removals (TDR) African American African American Out of School Suspension (OSS) 10 days or less
		African American Specific Learning Disability (SLD)		
				Total Disciplinary Removals (TDR) (African American) African American In School Suspension (ISS) 10 days or less
		White Language and Speech Impairment (LSI)		
				Total Disciplinary Removals (TDR) (African American)
				Total Disciplinary Removals (TDR) (African American)
				African American Out of School Suspension (OSS) more than 10 days
Appeals				
	10 LEAS-Appeal due to first year of applying an alternate risk ratio			
		White Emotional Disability		
				Alternate Risk Ratio-Total Disciplinary Removals (TDR) (African American) Alternate Risk Ratio-African American Out of School Suspension (OSS) 10 days or less
				Alternate Risk Ratio-Out of school 10 days or less (African American)
				Alternate Risk Ratio-Total Disciplinary Removals (TDR) (African American) Alternate Risk Ratio-Out of school 10 days or less (African American)
				Alternate Risk Ratio-Total Disciplinary Removals (TDR) (African American)
				Alternate Risk Ratio-Out of school 10 days or less (African American)
				Alternate Risk Ratio-Total Disciplinary Removals (TDR) (African American) Alternate Risk Ratio-Out of school 10 days or less (African American)
		White Specific Learning Disability (SLD)		
				Alternate Risk Ratio-Total Disciplinary Removals (TDR) (African American) Alternate Risk Ratio-Out of school 10 days or less (African American)
		White Other Health Impairment (OHI)		
REASONABLE PROGRESS				
	2 LEAs	African American Intellectual/Cognitive Disability (ID/CD)		
				Total Disciplinary Removals (TDR) (African American)

Results Levels





DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Indiana Department of Education Launches New Innovative School Information and Data Portal

INDIANAPOLIS – The Indiana Department of Education (IDOE) today formally launched Indiana’s new modernized data portal, INview. Replacing Indiana’s current information portal Compass, and designed to fulfill federal accountability requirements for transparency under the Every Student Succeeds Act (ESSA), INview provides a robust view of districts and schools for both state and federal accountability measures, while sharing the performance and progress of Indiana schools.

“Hoosiers deserve transparency surrounding the academic performance and fiscal solvency of all Indiana schools,” said State Superintendent Dr. Jennifer McCormick. “INview is designed to provide this transparency to the extent identified by statute. INview is an outward-facing ESSA report card allowing Hoosiers to monitor, celebrate, and select the state’s K-12 education options and to better understand taxpayer investments.”

Created with parents in mind, INview serves as IDOE’s new public-facing portal for school-level data. INview brings a new mobile-ready experience to school performance data in a user-friendly question and answer format. As such, INview includes new data points not previously available on Compass. These include student-level spending for every Indiana public school, school environment data (including suspensions and expulsions), school-specific teaching level experience and demographics, and state and national awards and recognitions received. In addition, INview provides data for a variety of demographics, such as students in foster care, students who are homeless, students from military-connected families, students identified as high ability, and more.

INview also provides a variety of options to compare districts and schools. One such new option, titled “schools like me,” allows schools to be compared to other schools with similar demographics. Additionally, INview introduces a new level of school groupings called Networks. Networks are groups of schools aligned for a particular purpose outside of the traditional school/district arrangement. Examples include such groupings as all charter schools authorized by a particular charter school authorizer, all schools of a chosen Archdiocese, and all schools associated with a certain education service center. Any networks to which a school belongs are clearly identified on the profile page of each school.

One notable new feature of INview is the ability for schools to customize their page with graphics and text highlighting key programs and features specific to their schools.

To view Indiana’s new data and information portal INview, please visit: inview.doe.in.gov. For more information on Indiana’s ESSA plan, please visit: www.doe.in.gov/essa.

Media Contact: Adam Baker, Press Secretary

(317) 232-0550, abaker@doe.in.gov

During the past year, more than 1,000 individuals have accessed the free online courses for paraprofessionals developed by Project SUCCESS in partnership with the Indiana Department of Education (IDOE). The first three courses (Overview of Special Education; Instruction and Standards; and Formative Assessment) provide an introduction to supporting students with the most significant disabilities. This winter, the following three new modules are also available:

Culturally Responsive Strategies - designed to help paraprofessionals understand the role of culture and bias in the classroom and to provide insight into best practices for including culture as a tool for promoting student success.

Effective Communication - aims to improve paraprofessionals' use of communication strategies with students and teachers in the classroom.

Assistive Technology and Accessible Materials - provides insight into how technology and making instructional materials and tools accessible for students with significant cognitive disabilities expands pathways for learning and growth.

For details click [here](#) to visit the Project Success web site.

Paraprofessional Webinar Series to Replace Project SUCCESS Courses!

by [Mary Baker Boudissa](#) - Thursday, June 25, 2020, 2:10 PM

Beginning July 1, 2020, the Indiana Department of Education (IDOE) will be offering free professional development modules through the IRIS Center.

With the IDOE's transition to the IRIS modules, the [Project SUCCESS](#) Paraprofessional Courses will no longer be available for NEW requests, beginning Wednesday, July 1. In alignment with the IDOE, we encourage you to use the IRIS modules to support your paraprofessionals' learning, and to contact the Office of Special Education for support. You can reach them via email at specialeducation@doe.in.gov or by phone at (317) 232-0570.

[Project SUCCESS](#) will offer a series of webinars this fall and spring to equip paraprofessionals in their work to support teachers and students. [Register here](#) to have access to the following webinars:

- August 26 (Understanding Culture & Bias)
- September 2 (Effective Paraeducator-Teacher Communication & Collaboration)
- September 16 (High Expectations)
- October 14 (Assessment & Instruction, Formative Assessment)
- November 4 (Classroom Management)

Please contact Mary Baker-Boudissa at mbakerboudissa@pcgus.com with any questions.

Second Regular Session of the 121st General Assembly (2020)

PRINTING CODE. Amendments: Whenever an existing statute (or a section of the Indiana Constitution) is being amended, the text of the existing provision will appear in this style type, additions will appear in **this style type**, and deletions will appear in ~~this style type~~.

Additions: Whenever a new statutory provision is being enacted (or a new constitutional provision adopted), the text of the new provision will appear in **this style type**. Also, the word **NEW** will appear in that style type in the introductory clause of each SECTION that adds a new provision to the Indiana Code or the Indiana Constitution.

Conflict reconciliation: Text in a statute in *this style type* or ~~this style type~~ reconciles conflicts between statutes enacted by the 2019 Regular Session of the General Assembly.

HOUSE ENROLLED ACT No. 1341

AN ACT concerning education.

Be it enacted by the General Assembly of the State of Indiana:

SECTION 1. [EFFECTIVE UPON PASSAGE] **(a) The definitions in IC 20 apply throughout this SECTION.**

(b) The state advisory council on the education of children with disabilities established under IC 20-35-3-1 shall develop a plan to inform:

(1) former students who received a certificate of completion or another nondiploma certificate of recognition after December 31, 2003; and

(2) former students who:

(A) had:

(i) an individualized education program;

(ii) a plan developed under Section 504 of the federal Rehabilitation Act, 29 U.S.C. 794;

(iii) a service plan developed under 511 IAC 7-34; or

(iv) a choice scholarship education plan developed under 511 IAC 7-49; and

(B) withdrew from school after December 31, 2003, and who were at least sixteen (16) years of age on the date of withdrawal;

of the opportunities and resources described in subsection (c).

(c) The plan developed under subsection (b) must include the following:

HEA 1341 — Concur



(1) A description of the following:

(A) How to contact former students described in subsection (b).

(B) The opportunities that former students described in subsection (b) have to earn a diploma, including an alternative diploma described in IC 20-32-4-14 or an Indiana high school equivalency diploma.

(2) A list of the following:

(A) Resources available to former students described in subsection (b) regarding employment services.

(B) Vocational training opportunities for former students described in subsection (b).

(d) The state advisory council shall submit a copy of the plan developed under subsection (b) to the general assembly, in an electronic format under IC 5-14-6, before October 1, 2020.

(e) This SECTION expires January 1, 2022.

SECTION 2. An emergency is declared for this act.



Speaker of the House of Representatives

President of the Senate

President Pro Tempore

Governor of the State of Indiana

Date: _____ Time: _____



SAC HEA 1341 Summary – May 27

Members Present: Lucy, Nancy, Brandon, Leah, Linda

The Arc: Kim and Hannah

Guests: State Representative Tonya Pfaff (author of HEA 1341); Theresa Kolazar, VR

AGENDA:

Welcome and Overview

Subcommittee Responsibilities and Timeline

Discussion

Next Steps

Kim welcomes everyone to the virtual meeting and thanked everyone for volunteering to participate on the sub-committee. Kim provided a brief update on the passing of the legislation and the role of the sub-committee.

Representative Pfaff shared her background and why she introduced the legislation. He shared her frustration over the years of too many students leaving high school without diplomas and having limited options post high school.

Kim shared the sub-committee's responsibilities:

1. Develop a plan to identify former students who have left high school without a diploma (2003)
2. Create a list of resources to (1) complete diploma requirements or (2) gain job/vocational skills.

Kim and Hannah shared that they have made contact with the Indiana Institute on Disability and Community (IIDC) who over several years has done many projects around post secondary education and transition from high school to adult life. IIDC currently has a grant with DOE for a post-secondary survey for students who left in the 2018-2019 school year. We think getting access to prior years' surveys will help us reach out to former students. Some local schools may have data (recent 7 years) and we need to see if DOE has access to prior years as well.

A special thank you to Brandon and Dr. Holsapple from DOE who volunteered to research records to see what may be helpful.

The subcommittee discussed barriers including: students who move around a lot, female students who may have gotten married, etc. but everyone agreed making our best effort to capture as many former students as possible was a worthy cause.

Theresa Kolazar from VR talked about the information collected with a person goes to sign up for Vocational Rehabilitation services. She believes that they collect the most recent education completed information. Brandon did think we could find a way to cross check the VR software with DOE software to

find names. We also discussed crossing names with the Bureau of Developmental Disabilities as well as Dept. of Correction to collect names and perhaps contact information.

Lucy mentioned the importance on involving schools, the directors of special education as there was a time that departments collected information and that may be useful. Linda mentioned that schools shred information after a period of 7 years so there may be limits to the information we can collect from schools.

The sub-committee put forth the following contacts to make to help with the development of a plan to contact former students: ICASE, Indiana IEP, Centers for Independent Living, VR, BDDS and Dept. of Correction.

As the sub-committee discussed resources available to former students to earn a high school diploma or gain vocation/job training, it was clear that resources differ from county-to-county. We need to try to capture as many resources state-wide as possible.

The Sub-committee plans to meet virtually each month throughout the summer so that we can have recommendations back to the General Assembly no later than Oct. 1st.