

Welcome Back !

Dr. Nancy J. Holsapple
Director
Office of Special Education

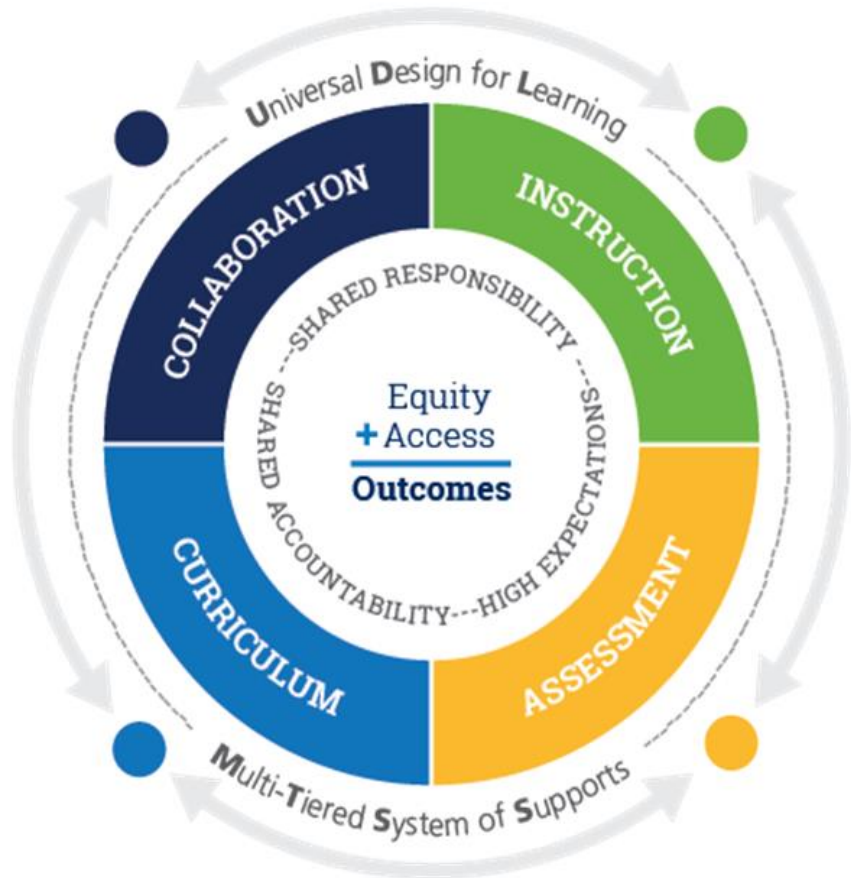


Indiana
DEPARTMENT OF
EDUCATION

Working Together for Student Success

Office of Special Education (OSE) Proactive Priorities

EVERY STUDENT SUCCEEDS



Active Engagement:
To involve Local Education Agencies (LEA) and stakeholders in the work rather than just the Indiana Department of Education (IDOE), not state doing something to an LEA.



OSE Proactive Priorities

Indiana Resource Network

www.doe.in.gov/specialed/indiana-resource-network



Root Cause Analysis:
To understand the problem represented in the data.



OSE Proactive Priorities

Compliance vs Results Driven Accountability (RDA)



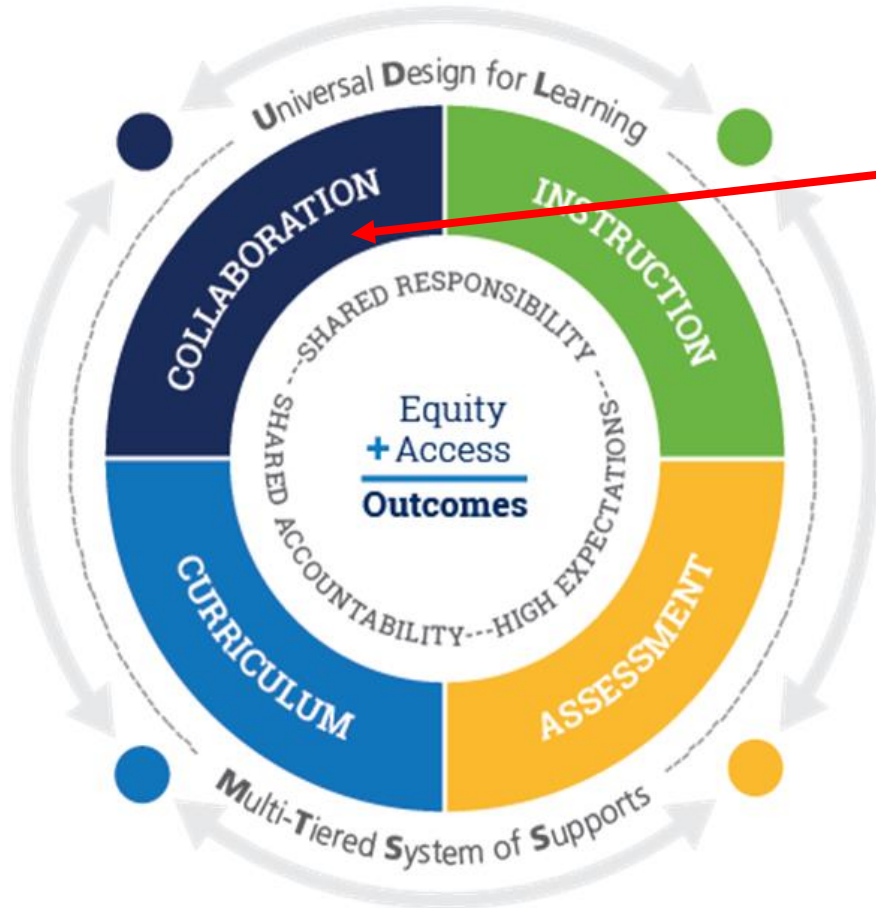
OSEP Shifts
Focus
from
COMPLIANCE
to
RESULTS

Improvement Planning:
To improve the results - not just
about correction of
noncompliance.



OSE Proactive Priorities

EVERY STUDENT SUCCEEDS



Cross-Division Work:

To engage in monitoring, sharing protocols, staff, timing with other federal or accountability systems within IDOE- no longer silos



OSE Proactive Priorities

Front Loading Technical Assistance:

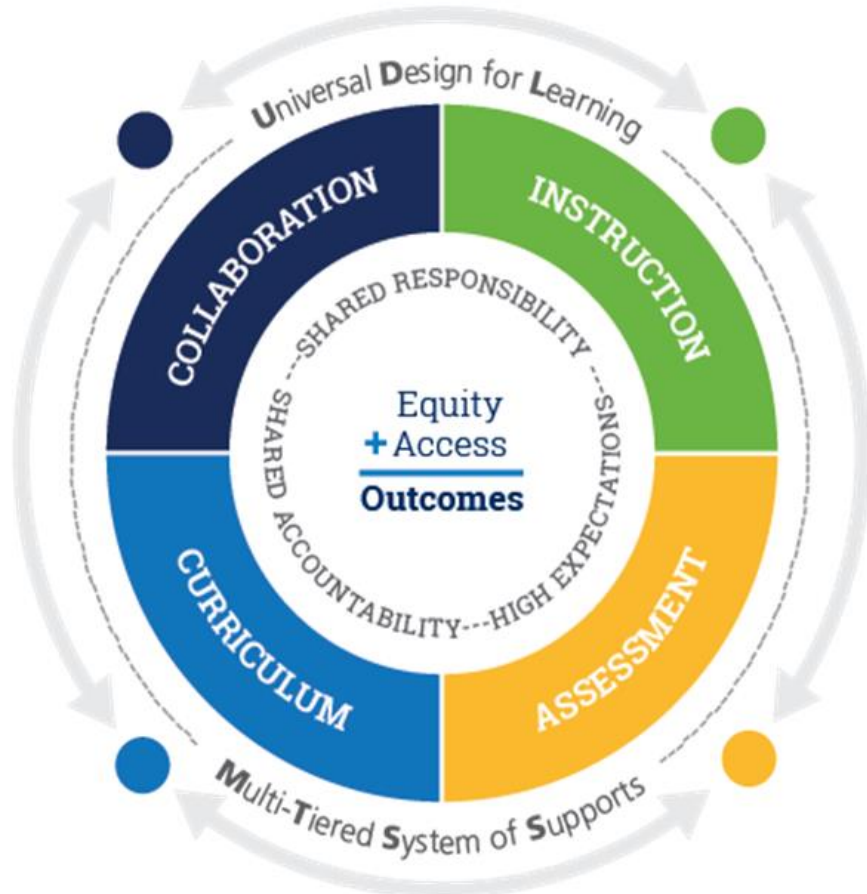
To provide LEAs with upfront training and skills prior to monitoring to allow for impact on results.

Questions	Postsecondary Goals								
	Training		Education		Employment		Independent Living skills		
1. Is there an appropriate measurable postsecondary goal or goals in this area?	Y	N	Y	N	Y	N	Y	N	NA
Can the goal(s) be counted? Will the goal(s) occur <i>after</i> the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? • If <i>yes</i> to all three guiding questions above, then choose Y OR if a postsecondary goal(s) is (are) <i>not</i> stated, choose N									
2. Is (are) the postsecondary goal(s) updated annually?	Y	N	Y	N	Y	N	Y	N	NA
Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? • If <i>yes</i> , then choose Y OR If the postsecondary goal(s) was (were) <i>not</i> updated with the current IEP, choose N									
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?	Y	N	Y	N	Y	N	Y	N	
Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? • If <i>yes</i> , then choose Y OR if <i>no</i> , then choose N									
4. Are there transition services in the IEP that will reasonably	Y	N	Y	N	Y	N	Y	N	



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Building Capacity of State Staff:

To develop skill sets needed by state staff for results driven accountability.



Contact Information

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Please feel free to contact us at any time.

