

SUMMARY
November 13, 2015 Meeting
Indiana State Advisory Council (SAC)
on the Education of Children with Disabilities
Central Indiana Education Service Center
Indianapolis, IN

<u>Council Members:</u>	<u>Present</u> <u>(Yes/No)</u>
Tiffany Ball , parent representative	N
Sirilla Blackmon , Division of Mental Health & Addiction, FSSA	N
Rich Burden , Council Chair, IN*SOURCE and parent representative	Y
Michael Dalrymple , Indiana School for the Blind and Visually Impaired	N
Kim Dodson , ARC of Indiana	N
Gina Fleming , Archdiocese of Indianapolis	Y
Melaina Gant , Department of Child Services	Y
Carol Guess , parent representative	N
James Hammond III , Indiana Assoc of Rehabilitation Facilities/INARF	Y
Kylee Hope , Division of Disability & Rehabilitation Services, FSSA	N
Jan Huffman , parent representative	Y
Latha Joseph , Indianapolis Public Schools	Y
Lisa Kovacs , Hands & Voices International and parent representative	N
Jodi Logman , community representative	N
John Nally , Indiana Department of Corrections	Y
Danny O’Neill , parent representative	N
Shirley Payne , Indiana State Department of Health	Y
Patty Reed , About Special Kids and parent representative	N
Dr. Sharon Johnson-Shirley , Lake Ridge Schools	Y
Kristi Tesmer , parent representative	Y
Dr. George Van Horn , Bartholomew Consolidated School Corporation	Y
Lucy Witte , Indiana School for the Deaf Board	Y
Dr. Pam Wright , Indiana Department of Education	Y

Also Present:

Kristan Sievers-Coffer and **Nancy Zemaitis**, IDOE
Shaina Cavazos, Chalkbeat Indiana magazine

Call to Order

Chair Rich Burden called the meeting to order at 9:40 a. m. Thirteen of twenty-three members were present.

Action Items

Kristi Tesmer moved and Gina Fleming seconded to approve the summary of the September meeting. The motion passed.

Information Items

1. DOE Updates

Kristan Sievers-Coffer, IDOE Special Education Specialist, shared an overview of plans for federal Special Education funding that Indiana received through a 2015 State Personnel Development Grant (“SPDG”). The money will fund the new Indiana Center for Teacher Quality, which will be part of the Indiana Resource Network that provides special education-related technical assistance to schools throughout the state. Kristan shared a

handout outlining the goals, core components and implementation strategy for this project to be co-directed by state university experts with technical assistance from the federal regional education service center.

Nancy Zemaitis, IDOE Office of Special Education Assistant Director, presented a Special Education monitoring update, including a summary of progress since last year's council gave input on compliance indicator targets that became part of the State Performance Plan developed for the next 5 years. Nancy explained and responded to questions about the State's methodology for monitoring, reporting findings and determining local district results for the specific "look back" periods reviewed per the applicable federal requirements. She noted the latest outcomes, which were: 295 Local Educational Agencies (LEAs) met requirements; 46 Need Assistance; 4 Need Intervention. Nancy reported that, for 7 LEAs, there was insufficient data to make determinations; and she cited examples of reasons for insufficient data. Some council members noted recent improvements in this process and offered suggestions for future consideration to help it better serve children.

State Director of Special Education Dr. Pam Wright briefly summarized her office's latest professional development activities for state staff and those who work in the field.

2. Council Member Reports

SAC Legislative Committee Chair Kim Dodson emailed a committee report update to council members prior to the November meeting because she was unable to attend.

Council Chair Rich Burden referred everyone to a list of INSOURCE trainings offered to parents, which was included with November meeting materials and welcomed input or questions from council members.

Discussion Items

Under the standing item to discuss issues pertaining to the Council's statutory responsibilities per IC 20-35-3-1, council members shared the following information:

- Advise SPI & SBOE on rules pertaining to children with disabilities in Indiana
Pam Wright advised that the General Assembly is considering legislation to move toward aligning Indiana's criteria with federal criteria for identifying children with developmental disabilities. Various members discussed their perspectives on the rationale, benefits and drawbacks of the proposed changes.
- Advise IDOE of unmet needs in the education of children with disabilities in Indiana
Prior to the meeting, the Chair was asked to add the State's new diploma options as a discussion topic at the November meeting. Upon clarification that members were interested to learn more about the criteria and selection process for the advisory work group that the State Superintendent of Public Instruction is charged to create for purposes of informing development of these options, this item was tabled pending availability of any further details from the SPI or legislature.
- Provide public comment on rules proposed by SBOE
No discussion
- Advise IDOE in developing evaluations/reporting data to U.S. DOE
No discussion
- Advise IDOE in developing corrective action plans to address findings in federal monitoring reports
No discussion

- Advise IDOE in developing and implementing policies related to coordination of services for children with disabilities

No discussion

Public Comments

There were none.

Next SAC Meeting Date

The Chair noted the advisory council's next meeting is scheduled for March 10, 2016 and that details would be forthcoming regarding the location (anticipated to be the same location as this years' meetings).

Adjournment

The meeting adjourned at 11:23 a.m.



SPDG 2015

SPDG Goals

- Goal 1: To increase the percentage of high quality teachers serving students with disabilities.
- Goal 2: To increase the number of students with disabilities who have access to a high quality teacher.
- Goal 3: To improve school transitions and post-school outcomes for students with disabilities through partnerships and collaborations among schools, community agencies, higher education and families in a lifespan system of support.

Goals and Objectives

Grounded in the concept of educational equity in four areas:

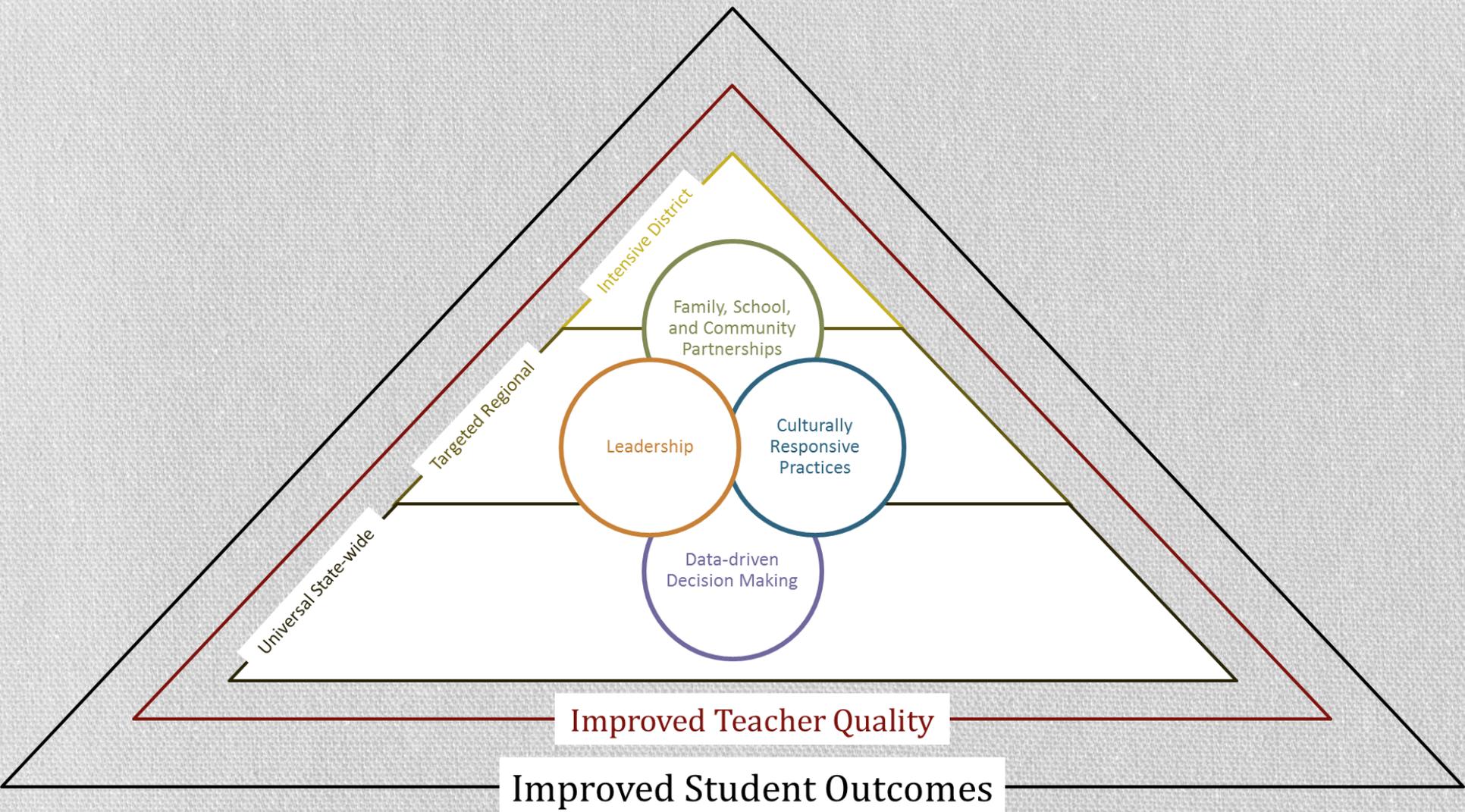
- Programmatic equity: Programs that result in equitable outcomes
- Staffing equity: High need schools are able to hire, support and retain high quality educators and provide tailored professional growth opportunities
- Instructional equity: Culturally responsive practices are in place in all classrooms that insure that all students benefit from the instructional delivery
- Assessment equity: A wide variety of methods are used to evaluate, measure and document the academic learning of students P-K through adulthood

Core Components

- Leadership
- Family, School Community Partnerships
- Culturally Responsive Practices
- Data Driven Decision-making

Levels of Impact

- **Universal:** Activities at the universal level are designed to ensure that all educators in the state of Indiana will have an opportunity for accessible materials and resources related to our four core components.
 - On-line Training Modules and Tutorials
 - Webinars
- **Targeted:** Activities are designed to provide regional support to educators across the state, integrating training materials that focus on the project's four core components
 - Regional trainings
 - National Board Certification teachers network
- **Intensive:** The intensive focus of this grant will be on developing Model Implementation Districts (MID). The project will select 2-3 districts in Indiana during years 2-4 of the grant, for a maximum number of sites not to exceed 9. These districts will include high need urban and rural districts.
 - Using Fixen's Implementation Science Framework and Tools



Goal 1

- Goal one is achieved when the number of teachers serving students with disabilities who are high quality is increased.
 - About supporting teachers' professional growth and development, regardless of the where they teach
 - Focus is on teachers having equitable access to high quality professional development and support.
- Objectives:
 - Objective 1:1 Develop Model Implementation Districts as demonstration sites for scale-up across the state.
 - Objective 1:2 Increase teacher efficacy and effectiveness around supporting the academic and social success of all students
 - Objective 1:3 Integrate special educators and related service providers into high quality, effective teacher evaluation and compensation systems.
 - Objective 1:4 Provide training and technical assistance to increase teacher's knowledge and skills to provide culturally responsive instruction.
 - Objective 1:5 Provide training and technical assistance to increase the knowledge and skills necessary to provide culturally responsive district, school and classroom behavior management practices.

Goal 2

- Goal two relates to an equity issue for students and this goal is achieved when there is an equitable representation of high quality teachers across the continuum of services.
- Objectives:
 - Objective 2:1 Develop recruitment and retention practices and policies that address teacher turnover.
 - Objective 2:2: Increase the capacity of general education teachers to support students with disabilities in a unified system of supports
 - Objective 2.3 To increase the knowledge and skills of para-educators

Goal 3

- Goal 3 is intended to bring together the systems of schools, community agencies, higher education and families.
 - Objective 3:1 Use established networks throughout the state to ensure the products of the INSPDG are widely available to all audiences
 - Objective 3:2 Improved alignment across transition points of the lifespan
 - Objective 3:3 Partner with IHE's to inform and influence pre-service preparation.

**State Advisory Council
Oral Update – Status of Monitoring
November 13, 2015**

BACKGROUND

- As the result of the SAC input a year ago, the Indiana State Performance Plan targets for the indicators were revised.
 - Compliance Indicators are 100% or 0%, dependent upon the Indicator
 - Results Indicators targets are set by the state – we used trend data
- Each February 1 the Annual Performance Report is due reflecting the data from two years prior
 - For example, on February 1, 2016 we will be reporting on findings that we made in November of 2014, based on data from the 11/12, 12/13, or 13/14 school year, dependent upon the indicator.
 - The Office of Special Education then makes a ‘Determination’ for the State of Indiana following a calculation.
- The LEAs are monitored on compliance indicators
 - Suspension and Expulsion Rates – disproportionality (special ed against the state and race against the LEA) [Done annually]
 - Disproportionality as far as identification for special education (race/category) [Done annually]
 - Timelines – does child have an IEP by 3rd birthday if in First Steps; 50 day state timeline
 - Transition IEP has all required components
 - The LEAs are on a 3 year rotation for the 2 timeline indicators and the transition IEP
- Two years of data is used for the suspension and expulsion and disproportionality rates – a common practice nationally to make sure there is not a ‘fluke’
 - If the numbers do not hit the target, further investigation is done to see if the reason that the target is not met is due to practices, procedures
- We use the LEA reports that are submitted to DOE to find out if timelines were met
- We have a subcontract with IU to do file reviews (sampling) of LEA transition IEPs
- Once all of the data is in (fall) we analyze that data and determine if the LEAs are in compliance with the indicators.
- The Office of Special Ed makes ‘finding of non-compliance’ and each LEA receives a letter with their particular status.
- If there is a finding, the LEA must conduct a root cause analysis to determine why they were out of compliance, and develop a corrective action plan to address the issue.
 - The LEA has a year to make the correction
 - Correction is ‘two pronged’.
 - First, the LEA must fix the individual finding, if possible, for example – address the compliance issues on the transition IEP
 - Second, the LEA must fix the ‘systemic’ issue that is causing the LEA’s noncompliance.
- After the LEA has had a year to correct, the OSE reviews whether the LEA has made all of the corrections.
 - At this time the LEA gets a ‘determination’ letter with a score of how well they are complying with the indicators.
 - Meets requirements
 - Needs assistance
 - Needs intervention
 - Needs significant intervention

CURRENT STATUS

Determinations

- The Determination letters to LEAs that had findings made in the 13/14 school year just went out.
 - 295 LEAs: Meets Requirements
 - 46 LEAs: Needs Assistance

- 4 LEAs: Needs Assistance
- 7 LEAs: Insufficient Data to make a determination (All charters – did not have 2 years worth of data for Indicators 4,9, 10, or other indicators are not applicable to them, i.e. operate K-6th grade, so transition IEP not applicable.
- We are going to change the timing of that letter – we always waited for the federal government to make the state determination, then we would use the same formula for the LEA determination, but the OSEP has changed the formula to include NAEP scores (50%) of the score.
 - Indiana, at least for right now is going to use the formula which includes just the compliance indicators
 - This means we can get the determinations out sooner.

Findings

- OSE staff are currently doing the last bit of data collection and analysis to see if there are any LEAs out of compliance for the 14/15 school year – once the letter goes out the RCA, CAP process will begin.

APR

- The information from the data analysis is starting to inform our Annual Performance Report that is due in February
 - We report on the findings that we make in November 15
 - We report on the findings that we made in November of 14, and whether the LEA made correction in a year.

SUMMER	FALL
<p>APR Started All Indicators Data Collection Data Analyzed</p> <p>'Determinations' Made Letter Sent to LEAs Findings From Previous Fall Posted on DOE Website</p> <p>Technical Assistance/Training</p>	<p>'Findings' Made LEA Compliance with Indicators Letter Sent to LEAs Posted on DOE Website Year of Correction Begins</p> <p>APR Data Clarification Period</p> <p>Technical Assistance/Training</p>
WINTER	SPRING
<p>APR Submitted to OSEP</p> <p>Finding Specific TA/Training LEA Complete Root Cause Analysis LEA Develop/Implement Corrective Action Plan</p> <p>Technical Assistance Training</p>	<p>Continue Corrective Action Plan Implementation</p> <p>Finding Specific TA/Training LEA Visits Congregate Training</p>

IN*SOURCE Training Menu

IN*SOURCE: A Parent Center

This workshop will provide information about IN*SOURCE and the services the organization provides to parents/families of children with special education needs and to professionals in the disability community.

Number of slides: 16 Suggested time: 30 min.

Skills for Effective Parent Advocates

This training is designed to help parents feel more comfortable in the role of advocating for their child at school. Participants will learn, what advocacy means; how to improve advocacy skills, using six skills for effective advocacy; and the importance of being organized and using clear, effective communication.

Number of slides: 28 Suggested time: 1 hr.

Special Education 101

This session provides a brief overview of the special education process with an emphasis on the parent's role in the process, dispute resolution options for parents, and the importance of building good relationships.

Number of slides: 32 Suggested time: 1 hr.

The Special Education Process: Understanding Article 7 (1.5 hrs.)

This session covers basic information about Indiana's special education law and is designed to help parents understand the special education process, their role, and their right to participate in decision making. Additionally, this session helps parents understand Article 7 and apply it to their specific situation. Information covered includes referral and evaluation, the individualized education program, placement and dispute resolution.

Number of slides: 46 Suggested time: 1.5 hrs.

The Special Education Process: Understanding Article 7 (2.5 hrs.)

This session covers more in-depth information about Indiana's special education law and is designed to help parents understand and use Article 7 and learn how to apply it to their specific situation. Parents will understand the special education process, their role in the process, and their right to participate in decision making. They will also practice using Article 7 to find information. Information covered includes referral and evaluation, the individualized education program, placement, and dispute resolution.

Number of slides: 58 Suggested time: 2.5 hrs.

Discipline

This training will focus on school discipline. It can be used alone or to add an additional hour to Understanding Article 7. The discipline provisions of Article 7 are complex. When a student with a disability breaks school rules, the student may be disciplined the same as a student without a disability. However, a student with a disability has more protection in certain situations. The discipline provisions of Article 7 provide direction to both parents and schools on how to balance and access educational services while maintaining an orderly and safe learning environment.

Number of slides: 24 Suggested time: 1.5 hrs.

Preparing for Your Student's Special Education Case Conference (1 hr.)

Case conferences can be confusing and stressful for parents. This session helps parents identify issues of concern, organize documents, prepare information, and communicate effectively during the case conference. This class will help parents become their child's best advocate and build positive relationships with school personnel.

Number of slides: 24 Suggested time: 1 hr.

Preparing for Your Student's Special Education Case Conference (2 hr.)

Case conferences can be confusing and stressful for parents. This session reviews the Individuals with Disabilities in Education Act (IDEA), and how parents can use the Six Principles of IDEA to help them articulate concerns about their child's special education program. Basic information about the IEP and dispute resolution are included. This session also helps parents identify issues of concern, organize documents, prepare information, and communicate effectively during the case conference. This class will help parents become their child's best advocate and build positive relationships with school personnel.

Number of slides: 43 Suggested time: 2 hrs.

Educational Surrogate Parent Training

Foster parents, guardians, and others involved with parents of children with disabilities can learn the basics about special education law as well as special issues impacting foster children with disabilities and how to help advocate effectively for these students. Since lack of school success is a significant issue for foster children with disabilities, this class is an invaluable tool to help foster parents and others improve the educational experience for these children.

Number of slides: 67 Suggested time: 3 hrs.

Advocating for the Special Needs Foster Child

This training is for foster parents, case managers, CASAs, judges, teachers, and others who work with foster children. It provides information about risk factors for foster children with disabilities, the special education process and how to advocate for foster children.

Number of slides: 47 Suggested time: 2 hrs.

Section 504

Section 504 is part of the Rehabilitation Act of 1973, a civil rights statute that prohibits discrimination against individuals with disabilities. Students who might not qualify for special education services may be covered by Section 504. This module explains Section 504 as it applies to schools including referral, evaluation, eligibility, and accommodations.

Number of slides: 23 Suggested time: 1 hr.

Transition to Adult Life

(Look for this in the Parent Support Volunteer Training Folder)

Planning for a student's transition from school to adult life can be complex. It may include postsecondary education or **training and/or community employment, community living and leisure opportunities with family and friends**. This session provides information to help parents understand some of the issues that will be addressed in the transition planning process including the transition IEP and the student's and the family's role in the process. It will also cover accessing adult services and supports and the importance of the Rehabilitation Act to transition age students.

Number of slides: 31 Suggested time: 2 hrs.

Individualized Education Plans and 504 Plans

This session provides an overview of both the special education process and Section 504 of the Rehabilitation Act as it applies to schools. Similarities and differences in IEPs and 504 plans will be discussed.

Number of slides: 63 Suggested time 3 hrs.

Transition IEP – What Families Need to Know

This training focuses specifically on the transition IEP. It provides information about the requirements of the transition IEP so families can participate in the process of developing a good transition IEP. This presentation was developed by the Center on Community Living and Careers, Indiana Institute On Disability and Community, Indiana University.

Number of slides: 48 Suggested time: 3 hrs.

Bullying Prevention: Everyone's Responsibility-What Parents Can Do!

This workshop is designed for parents to explore the dynamics of bullying, and to learn what they can do to help children address this issue. The workshop focuses on students with disabilities, and includes a brief review of the applicable laws and available resources.

Number of slides: 39 Suggested time 2 hrs.