SUMMARY
November 17, 2017 Meeting
Indiana State Advisory Council (SAC)
on the Education of Children with Disabilities
Central Indiana Education Service Center
Indianapolis, IN

Council Members:	Present (**Y**es/**N**o)
Sirilla Blackmon, Division of Mental Health & Addiction, Indiana FSSA	Y
Rich Burden, Council Chair, IN*SOURCE and parent representative	N
Steven Cook, INARF	Y
Michael Dalrymple, Indiana School for the Blind and Visually Impaired	N
Kim Dodson, ARC of Indiana	Y
Gina Fleming, Archdiocese of Indianapolis	Y
Melaina Gant, Indiana Department of Child Services	N
Kylee Hope, Division of Disability & Rehabilitation Services, Indiana FSSA	N
Jodi Ichikawa, disability community representative	N
Funmi Ige-Wright, parent representative	Y
Latha Joseph, Indianapolis Public Schools	Y
Lisa Kovacs, Hands & Voices International and parent representative	Y
Tom Lindenman, parent representative	Y
Danielle Molter, parent representative	N
John Nally, Indiana Department of Correction	Y
Dr. Leah Nellis, Indiana University-Kokomo	N
Danny O'Neill, parent representative	N
Shirley Payne, Children's Special Health Care Services, Indiana State Department of Health	Y
Dr. Sharon Johnson-Shirley, Lake Ridge New Tech Schools	N
Kristi Tesmer, parent representative	Y
Dr. George Van Horn, Bartholomew Consolidated School Corporation	Y
Lucy Witte, Indiana School for the Deaf	Y
Dr. Pam Wright, Office of Special Education, Indiana Department of Education	N

Also Present:
Tracy Brunner and Nancy Zemaitis, Indiana Department of Education

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Call to Order
Standing in for Rich Burden, Chair Pro Tem Dr. George Van Horn called the meeting to order at 9:38 a. m. Thirteen of twenty-three members were present.

Action Items
Kristi Tesmer moved and Lucy Witte seconded to approve the summary of the June 2017 meeting. The motion passed.

Kristi Tesmer moved and Kim Dodson seconded to approve the summary of the September 2017 meeting. The motion passed.

Information Items
1. Indiana Department of Education (IDOE) Updates
   IDOE Office of Special Education (OSE) Assistant Director Nancy Zemaitis updated the council regarding the responsibilities of that Office. She described the components of federally required Special Education

"general supervision" that the State Education Agency must perform, as well as the roles of Office of Special Education staff members in carrying out the OSE's responsibilities. She explained that both the federal and state education agencies have shifted their focus toward results driven accountability while maintaining compliance with federal requirements. Nancy detailed some of the Department's efforts to increase communication and collaboration across program areas, especially when working with Local Educational Agencies (LEAs) on compliance, data accuracy, funding, assessment, accountability, etc., outlining the types and levels of state staff's engagement with LEAs in providing supports to help schools improve results. She also (1) shared the Indiana Office of Special Education's "Equity + Access = Outcomes" graphic illustrating the multi-tiered systems of support necessary to achieve the goals of the federal Every Student Succeeds Act (ESSA), and (2) discussed implications for schools of the ESSA focus on holding all students, including those with disabilities, to high expectations that they can achieve when provided with appropriate supports.

Nancy reminded the council of Indiana's decision to target early education and reading proficiency in selecting the State-Identified Measurable Result to be included in its State Systemic Improvement Plan. She then discussed the current intra-departmental initiative to examine data collections and outcomes measurements for preschool-age children. Nancy responded to comments, and there was brief general discussion about the lack of sufficient preschool options (both public and private) in all areas of the State and how that affects public schools' ability to provide special education and related services to 3 year olds with disabilities in a natural educational environment with their peers. The OSE's work to measure and improve post-school outcomes was also highlighted, and Nancy alerted members about the opportunity to submit public comments regarding Indiana's education pathways policy currently under the State Board of Education's consideration for adoption. Nancy touched on the Office's "Diploma First" initiative and the recent Certificate of Completion redesign and rollout to the field, including parents, educators, the State Board of Education and all appropriate IDOE subject matter experts. She concluded by mentioning the new Indiana School Mental Health Initiative and displayed a list of the Office of Special Education's top 20 initiatives, followed by the logos of all the Indiana Resource Network centers that serve special educators in all LEAs across the State.

Chair Pro Tem Dr. George Van Horn referred council members to materials that were emailed prior to the meeting regarding paraprofessional training, technical assistance and professional development opportunities. General discussion followed regarding the need to ensure that paraprofessionals are equipped to provide quality services and supports to students in general and special education classrooms throughout the State. One member pointed out that, because of the demonstrated connection between paraprofessional training and student outcomes, Indiana may want to consider adopting a paraprofessional competency credential similar to the one required in Pennsylvania. George also noted that council members had received a summary of Complaints, Mediations and Appeals data from the OSE Due Process Team and volunteered to relay questions to the team for review and response because they were involved in an all-day training that day. Council members requested that someone from the team provide an overview, at an upcoming council meeting, to help them make sense of the data provided.

2. Council Member Reports
   SAC Legislative Committee Chair Kim Dodson referred to the report of the Legislature's Interim Study Committee on Education, which she had shared via email prior to the meeting and encouraged interested members to submit public comments regarding the graduation pathway recommendations. Brief discussion ensued regarding how proposed changes may impact students with disabilities, and that there may be alternative solutions to concerns the Pathways committee is attempting to address that would not be as problematic for students with disabilities.

Discussion Items

There was no discussion under the standing agenda item t pertaining to the Council's statutory responsibilities per IC 20-35-3-1.

Public Comments
The Chair Pro Tem invited the two guests present at the meeting to introduce themselves and share with council members their interest in attending the meeting today. Each identified herself as a reporter for Chalkbeat magazine and indicated their interest in expanding their publication's reporting on Special Education in Indiana.

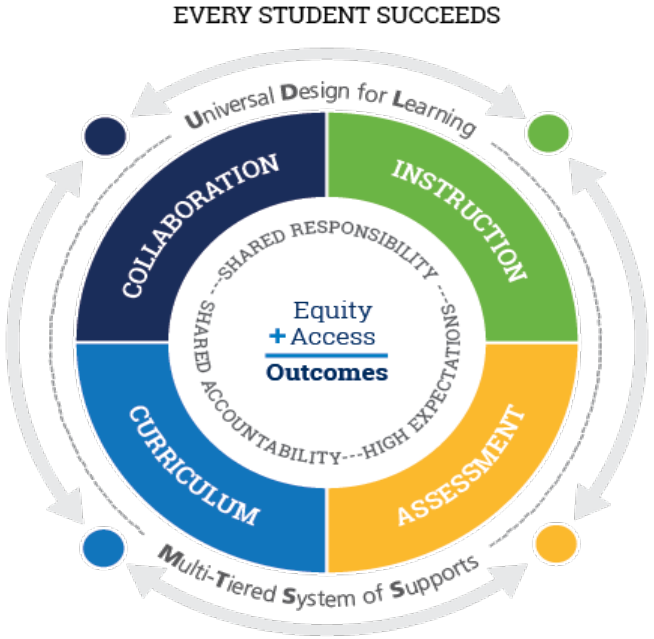
Next SAC Meeting Date
The Chair noted that the advisory council's next meeting is scheduled for March 9, 2018.

Adjournment
The meeting adjourned at 11:30 a.m.

SAC UPDATE

Office of Special Education Vision Statement:

All students, including those with disabilities, are held to high expectations and have equitable access to educational opportunities that enrich their lives and prepare them for future success.



www.doe.in.gov/specialed

November 17, 2017

Indiana DEPARTMENT OF EDUCATION

Working Together for Student Success

Today’s Focus

Update on OSE Responsibilities

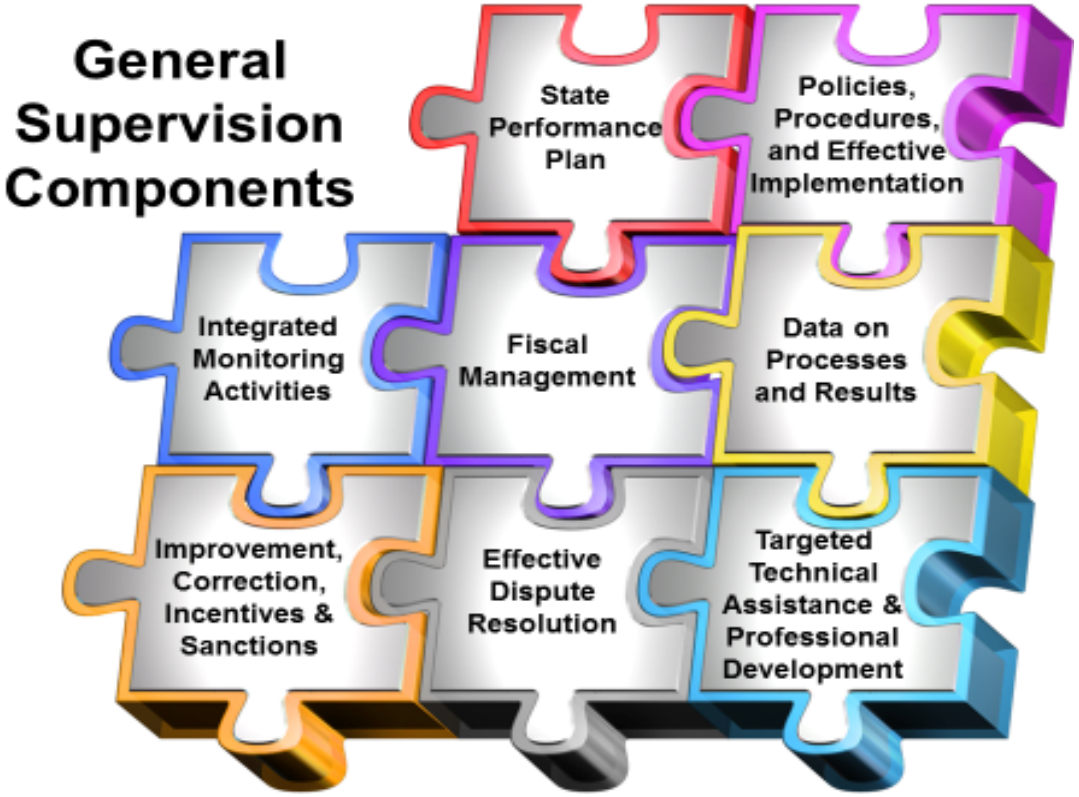
- Results Driven Accountability (RDA)

Implications of ESSA

OSE Initiatives

Mission: Office of Special Education

To ensure a free appropriate public education is provided to each and every student with a disability in Indiana.



www.doe.in.gov/specialed

Office of Special Education Team

Dr. Pamela Wright, Director

Program Monitoring Team

Nancy Zemaitis, Ass't. Dir.
Kristan Sievers-Coffer
Steve Yockey
Kristy Wright
Brandon Meyers,
Sarah Larrison

Fiscal Team

Jennifer Thompson
Tracy Brunner
Robin Parker
Susan Reimlinger
Sarah Fields
Trennie Waddell
Leslie Sharp

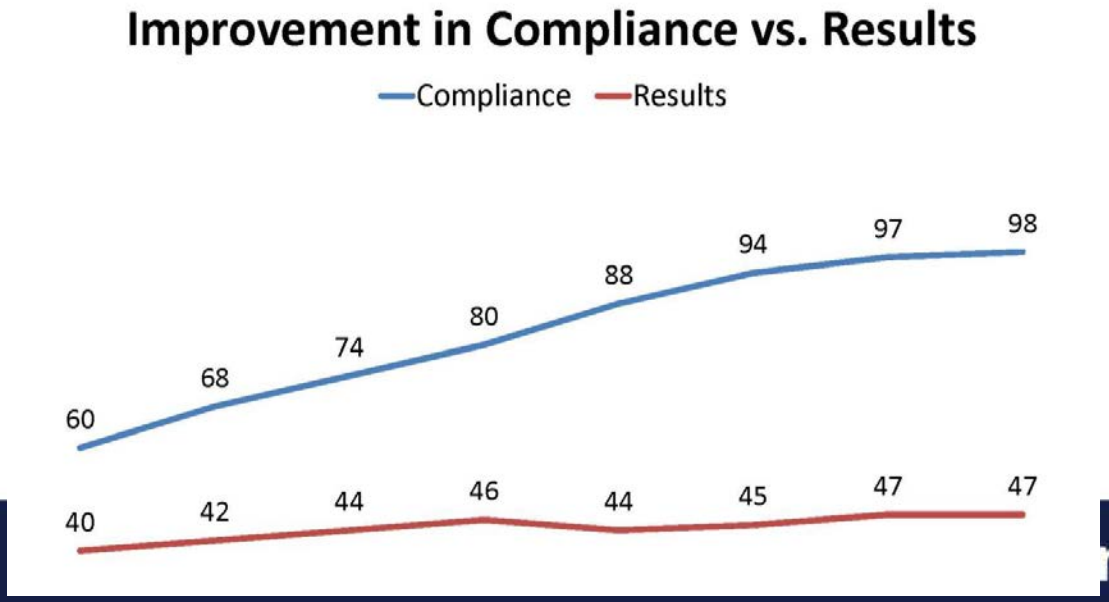
Due Process Team

Dana Long, Supervisor
Traci Tetrick
Kacie Symes
Stephanie Slone
Kim Payton

Results Driven Accountability

- Over the last decade, nationally, state compliance with IDEA has increased to nearly 100%, yet the actual achievement outcomes for students with disabilities has not improved in kind

- Also of note, from 2009 to 2013, proficiency levels decreased for students with disabilities while they increased for non-disabled students, making the gap in proficiency even larger between the two groups



OSEP High Expectations

New Accountability Framework

- On June 24, 2014, the U.S. Department of Education announced a major shift in the way it oversees the effectiveness of states' special education programs in an effort to improve the educational outcomes of America's 6.5 million youth with disabilities.

Changing Expectations

- The Office of Special Education Programs (OSEP) changed its accountability system in order to **shift the balance from a system focused primarily on compliance to one that puts more emphasis on results.**

Results Driven Accountability

- For the first time, OSEP used both compliance and results data, giving each equal weight in making each state's determination.

- Results-Driven Accountability (RDA) brings into focus the educational results and functional outcomes for children with disabilities while balancing those results with the compliance requirements of IDEA, such as,
  - **Equality of opportunity**
  - **Full participation**
  - **Independent living**
  - **Economic self-sufficiency for students with disabilities**

Indiana RDA Vision

IDOE/OSE's vision for Results Driven Accountability is that all components will be aligned in a manner that best supports districts in improving education results for infants, toddlers, children and youth with disabilities, and their families

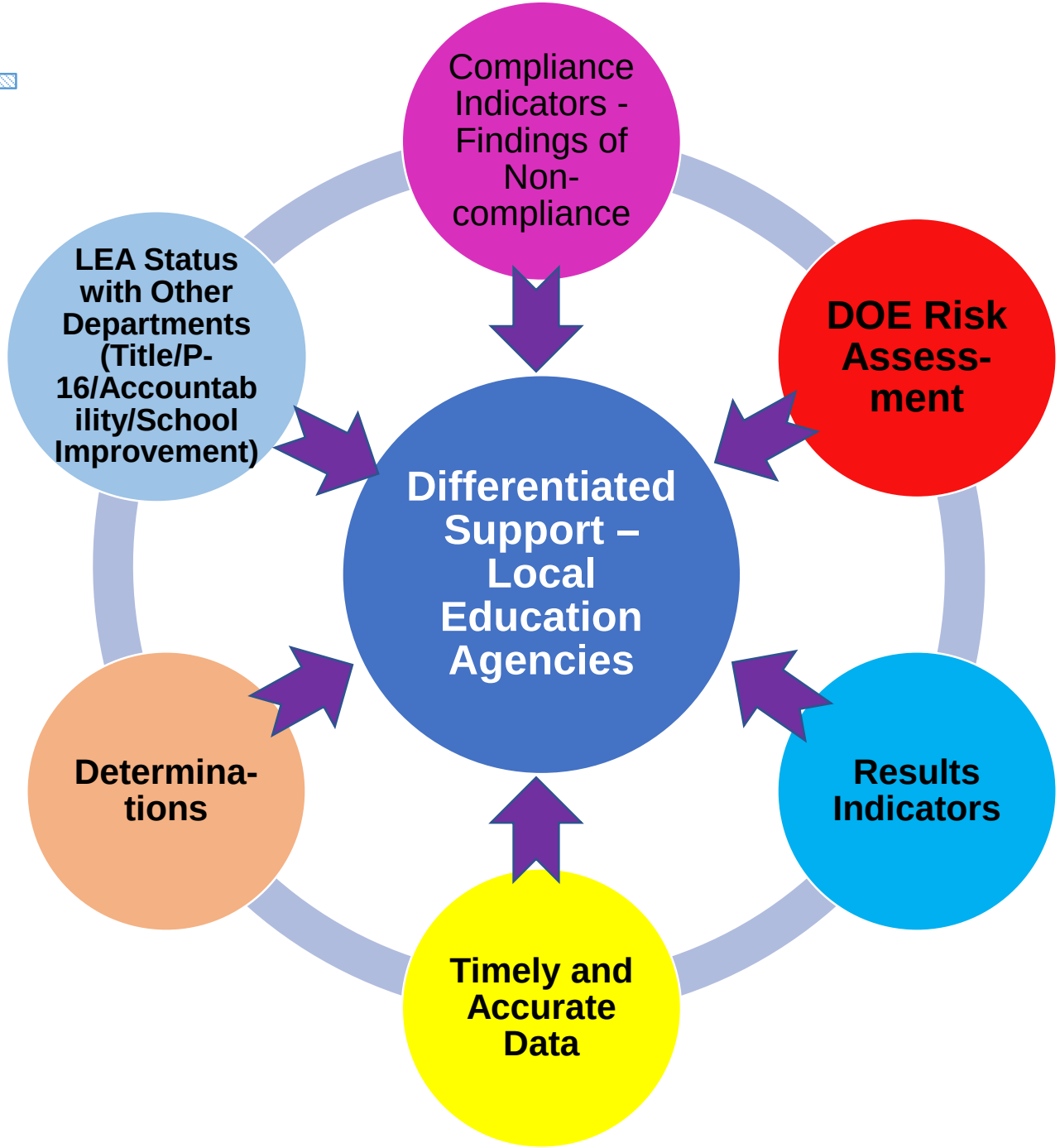
- The RDA system drives improved outcomes for all children and youth with disabilities regardless of their age, disability, race/ethnicity, language, gender, socioeconomic status, or location

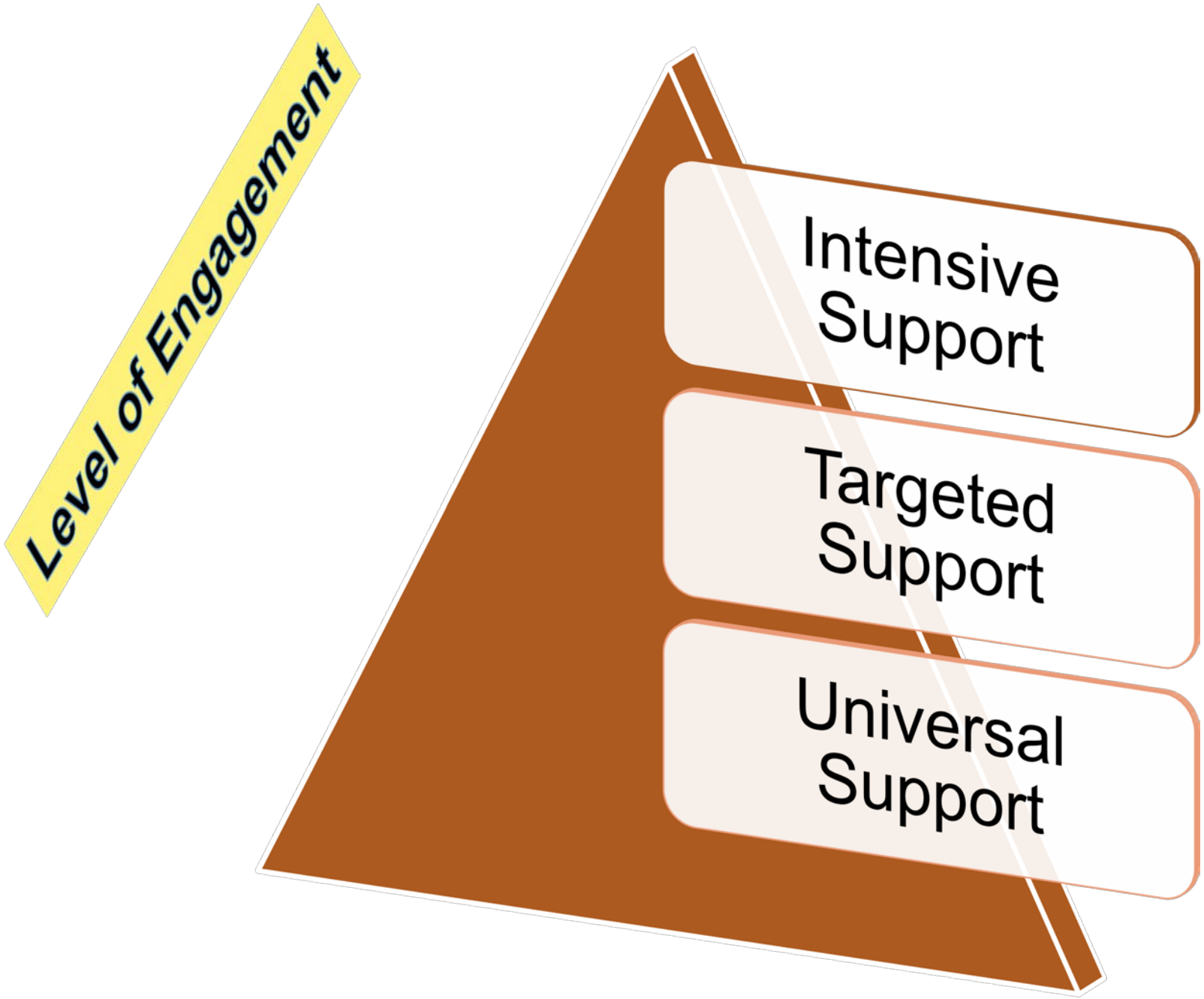
- The RDA system provides differentiated incentives, supports, and interventions based on each state's unique strengths, progress, challenges, and needs

- The RDA system encourages states to direct their resources to where they can have the greatest positive impact on outcomes and the protection of individual rights for all children and youth with disabilities, and minimizes state burden and duplication of effort

"ABC's of RDA" www.excent.com

DRAFT


Compliance Indicators - Findings of Non-compliance
DOE Risk Assess-ment
Results Indicators
Timely and Accurate Data
Determina-tions
LEA Status with Other Departments (Title/P-16/Accountability/School Improvement)
Differentiated Support – Local Education Agencies


Level of Engagement
Intensive Support
Targeted Support
Universal Support

EVERY STUDENT SUCCEEDS

ESSA Implication for Schools

1) Curriculum must be aligned with challenging Academic Standards

2) Same curriculum must be accessible to ALL public school students; need for implementing effective inclusive practices

3) Alternate achievement standards must align with grade level standards and must guide instruction for students with significant cognitive disabilities

Implications for Schools

4) Instruction must be designed to allow ALL students to access the general education curriculum

- Assistive Technology
- Universal Design for Learning
- Evidence Based Practices

5) A multi-tiered system of support needs to be implemented to provide for a fluid system of supports for academic, social emotional and behavior needs.

6) Because students with significant cognitive disabilities are assessed on alternate achievement standards they need to be taught academic content.

Implication for Schools

7)Because assessments must implement principles of Universal Design for Learning (UDL), schools will need to become knowledgeable of and adopt UDL philosophy.

8)Schools must go slow to go fast: must embrace implementation strategies that sustain systemic change.

.

So Where Do We Begin??

1) Improve Early Learning Outcomes

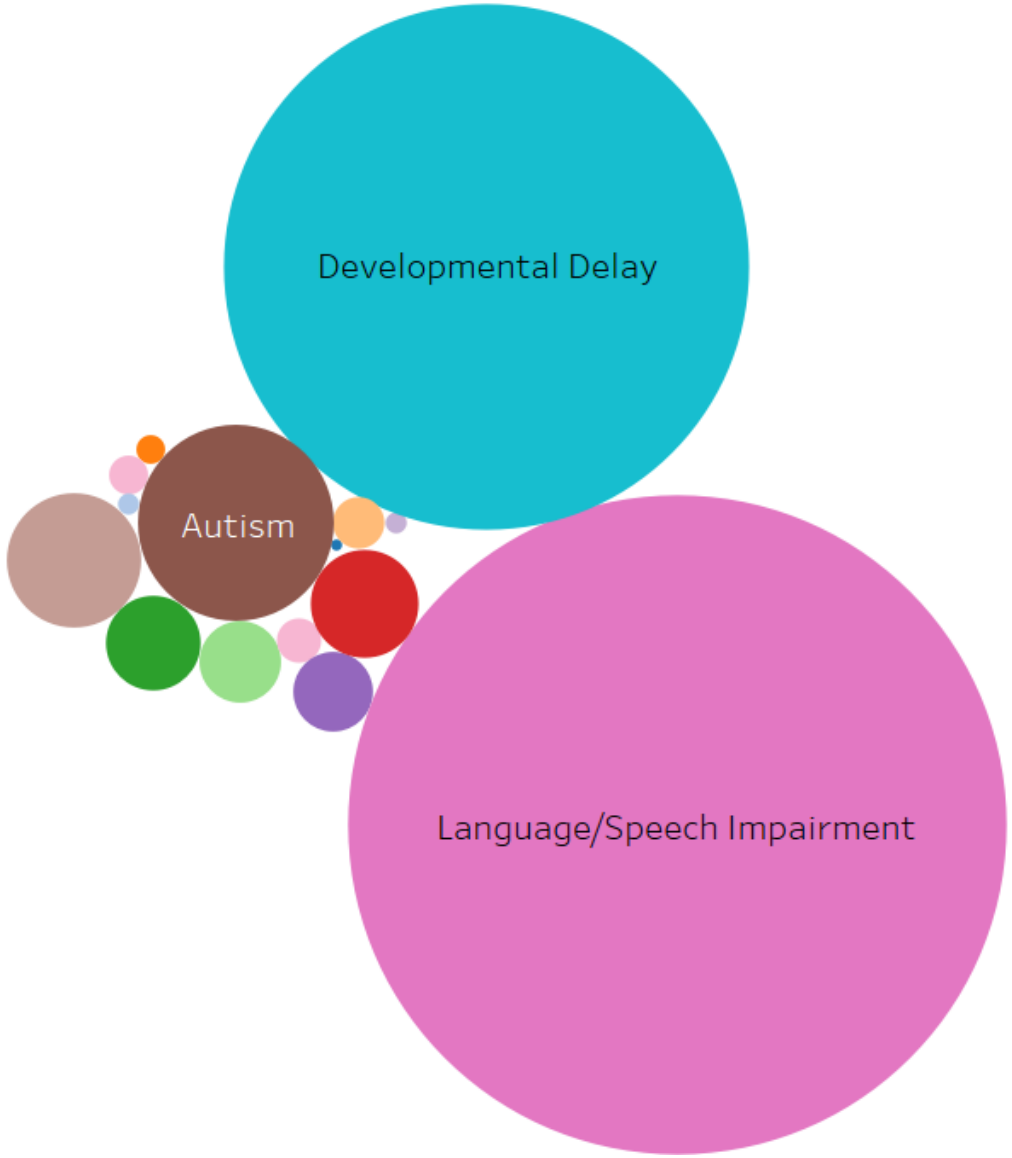
PRESCHOOL CHILD COUNT COMPARISONS DECEMBER 1, 2015 AND DECEMBER 1, 2016

SOURCE: DOE-SE

AGES 3-5A

	12-1-15 Count	12-1-16 Count	Difference
Multiple Disability	128	105	-23
Orthopedic Impairment	155	141	-14
Blind or Low Vision	48	42	-6
Deaf or Hard of Hearing	204	183	-21
Emotional Disability – FT	4	4	0
Emotional Disability - All Other	6	3	-3
Specific Learning Disability	15	24	9
Developmental Delay	4,241	4,349	108
Language/Speech Impairment	6,746	6,837	91
Mild Cognitive Disability	112	100	-12
Moderate Cognitive Disability	47	31	-16
Severe Cognitive Disability	9	7	-2
Deaf Blind	1	2	1
Autism Spectrum Disorder	632	605	-27
Traumatic Brain Injury	13	13	0
Other Health Impairment	297	284	-13
Total Preschool Count	**12,658**	**12,730**	**72 (+0.57%)**

Preschool-Aged Students by Disability



Primary Exceptionality

- Autism Spectrum Disorder
- Blind or Low Vision
- Deaf Blind
- Deaf or Hard of Hearing
- Developmental Delay
- Emotional Disability
- Language/Speech Impairment
- Mild Cognitive Disability
- Moderate Cognitive Disability
- Multiple Disability
- Orthopedic Impairment
- Other Health Impairment
- Severe Cognitive Disability
- Specific Learning Disability
- Traumatic Brain Injury

Early Learning Outcomes

IIDC Early Childhood Center Data

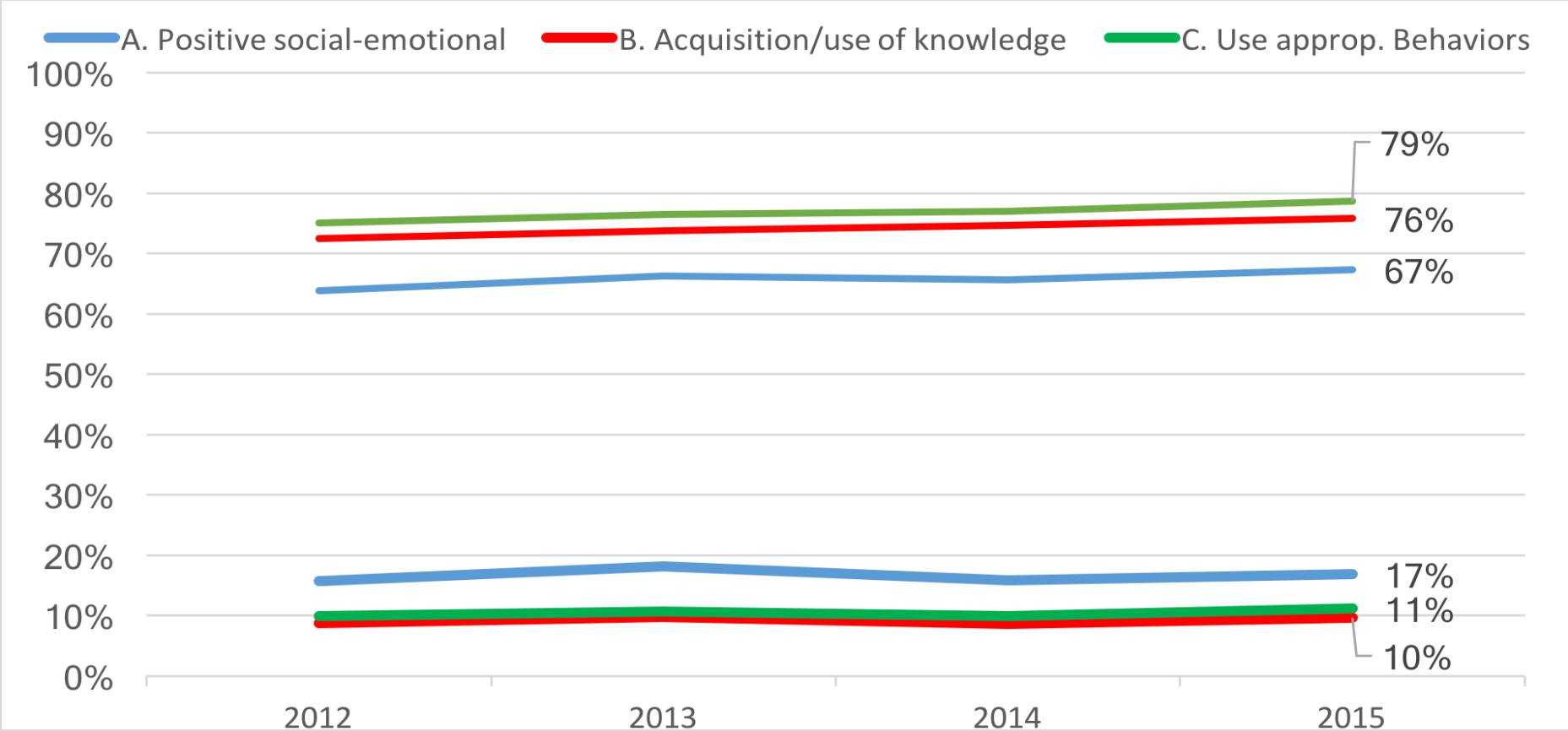


Figure 6. Percentage of children showing improvement from 2012-2015.

* Substantial improvement (top thin lines) and Age-appropriate functioning (bottom thick lines)

Preschool LRE Data

42% of preschool students with disabilities are in a general ed setting for some part of their day.

Only 31% are in a gen ed setting for 10 hours or more per week.

58% of preschool students with disabilities are not enrolled in any general preschool program

Early Childhood Initiative

- Contracting with the Early Childhood Center, Indiana Institute on Disability and Community
- Providing training for staff on ISTAR-KR and data collection
- Early Childhood Specialist certified to use the Inclusive Classroom Profile
- DOE Early Learning and OSE providing collaborative support to corporations implementing inclusive classrooms

So Where Do We Begin??

1) Improve Early Learning Outcomes/Pre-school LRE
2) Improve K-12 Outcomes

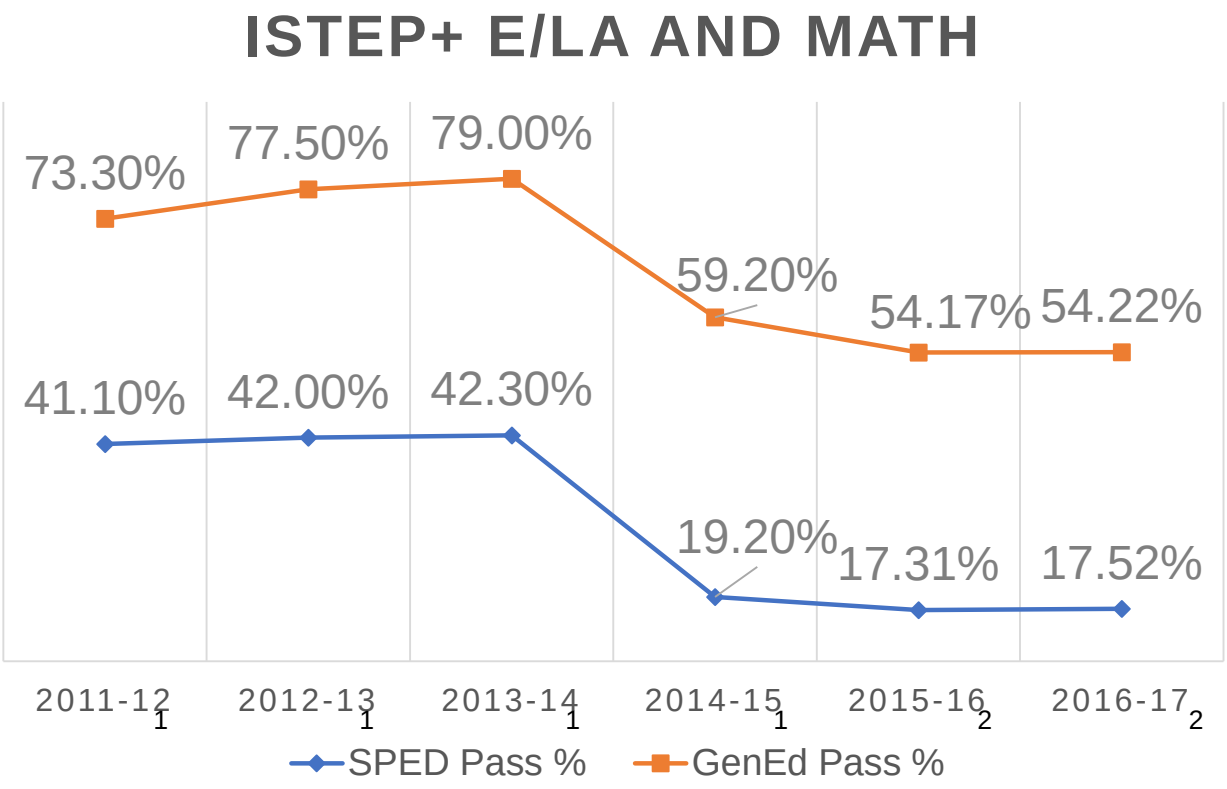
CHILD COUNT COMPARISONS (DECEMBER 1, 2015 AND DECEMBER 1, 2016 SOURCE: DOE-SE AND DOE-SV AGES 5B-22			
UNDUPLICATED STATE TOTALS (AGES 5B-22) DEC 1 DOE-SE and DOE-SV CHILD COUNTS			
Exceptionality Category	**12-1-15 Count**	**12-1-16 Count**	**Increase/Decrease**
Multiple Disability	2,098	2,092	-6
Orthopedic Impairment	1,466	1,463	-3
Blind or Low Vision	980	944	-36
Deaf or Hard of Hearing	2,193	2,224	31
Emotional Disability – FT	6,488	6,487	-1
Emotional Disability - All Other	6,237	6,318	81
Specific Learning Disability	54,739	54,874	135
Language/Speech Impairment	34,217	34,055	-162
Mild Cognitive Disability	10,361	10,224	-137
Moderate Cognitive Disability	3,701	3,654	-47
Severe Cognitive Disability	417	389	-28
Deaf Blind	26	28	2
Autism Spectrum Disorder	14,706	15,210	504
Traumatic Brain Injury	453	469	16
Other Health Impairment	21,119	22,705	1,586
Total Unduplicated Count	**159,201**	**161,136**	**1,935 (+1.22%)**

School-Aged Students by Disability

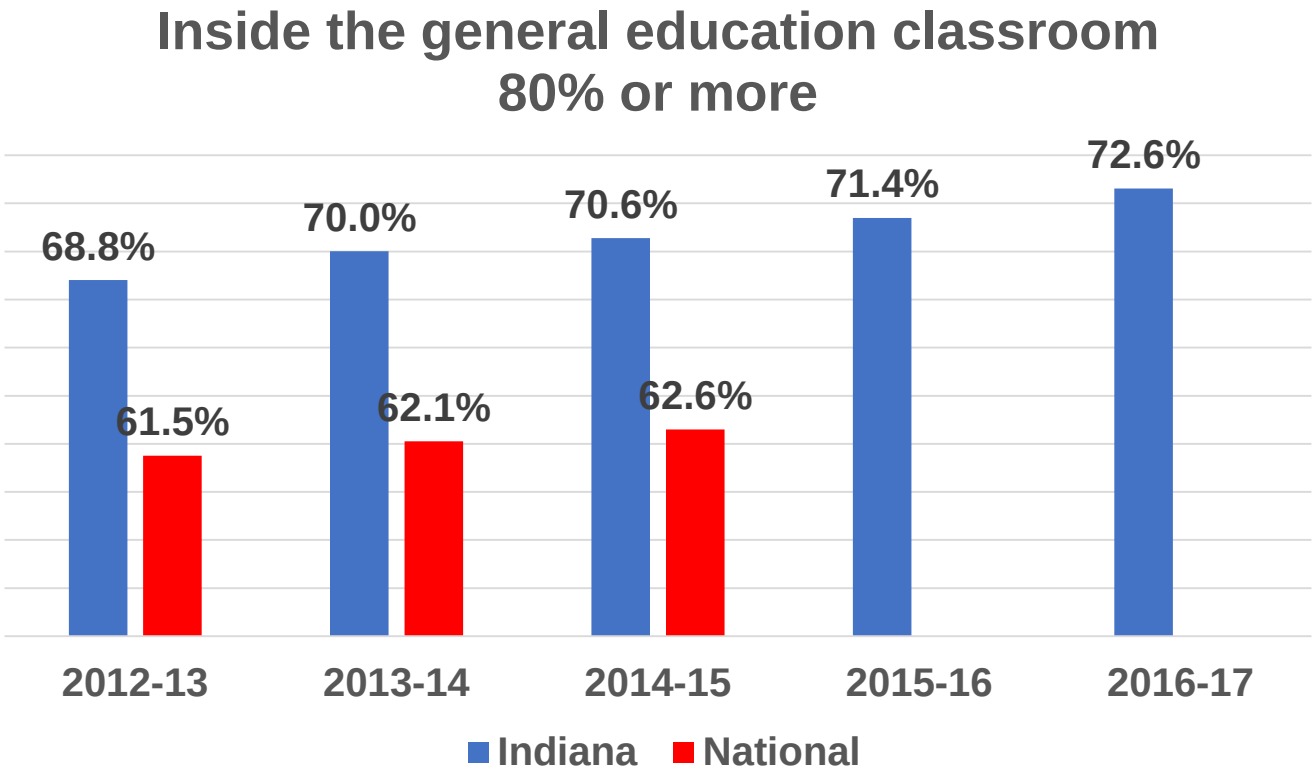
Primary Exceptionality

- Autism Spectrum Disorder
- Blind or Low Vision
- Deaf Blind
- Deaf or Hard of Hearing
- Developmental Delay
- Emotional Disability
- Language/Speech Impairment
- Mild Cognitive Disability
- Moderate Cognitive Disability
- Multiple Disability
- Orthopedic Impairment
- Other Health Impairment
- Severe Cognitive Disability
- Specific Learning Disability
- Traumatic Brain Injury

Academic Achievement: Statewide Assessment

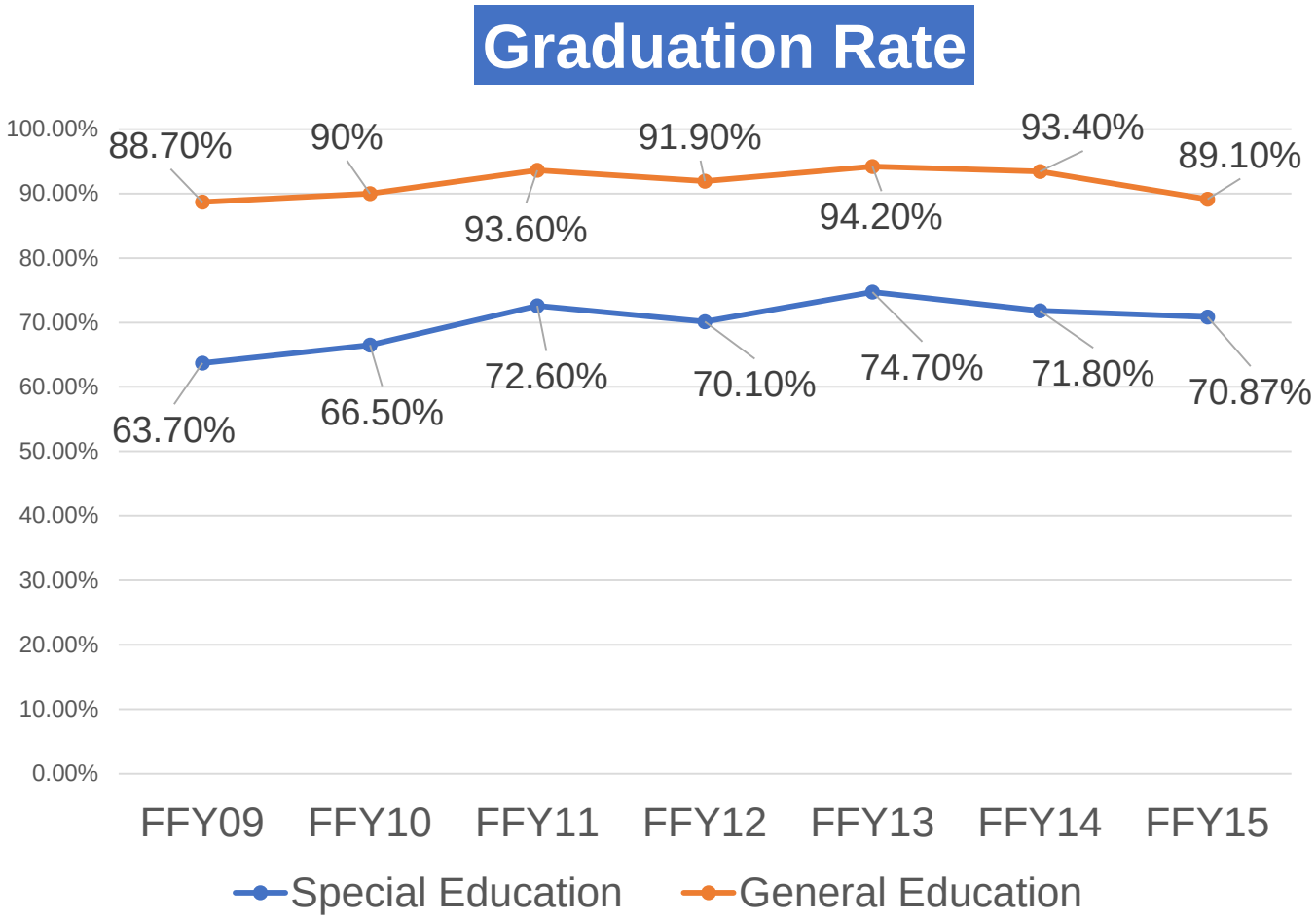


Improving Access: Education Environments [ages 6-21]



So Where Do We Begin??

1) Improve Early Learning Outcomes/Pre-school LRE
2) Improve K-12 Outcomes
3) Improve Post School Outcomes


Graduation Rate
100.00%
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
88.70%
90%
93.60%
91.90%
94.20%
93.40%
89.10%
63.70%
66.50%
72.60%
70.10%
74.70%
71.80%
70.87%
FFY09
FFY10
FFY11
FFY12
FFY13
FFY14
FFY15
Special Education
General Education

Post School Outcomes

POST SCHOOL OUTCOMES	2014 (n=199)	2015 (n=454	2016 (n=70)
Youth who enrolled in higher education within one year of exiting HS	35.68%	30.00%	30.00%
Youth who were competitively employed within one year of exiting HS	27.14%	25.00%	35.71%
Youth who were enrolled in some other postsecondary ed or training program	13.57%	12.00%	17.14%
Youth who are in some other employment	7.54%	3.00%	4.29%
Unemployed and not in school	16.08%	30.00%	12.86%

POSITION STATEMENT: Diploma First

The majority of students with disabilities are capable of earning a high school diploma if given appropriate instruction, supports and services.

Students who have been removed from the diploma track by the case conference committee must be presented with and follow a course of study that raises expectations, is aligned with grade level standards and/or alternate standards, and provides opportunities to gain employability skills.

Certificate of Completion

- Students who are on a Certificate of Completion track are often removed from academic classes or have limited access to pathways that lead to successful employment.

- Students with disabilities who have had appropriate academic and vocational instruction-and who leave high school without a diploma, are capable and willing to work; however, the existing Certificate of Completion is not recognized as a meaningful document by the employment community.

- Currently, a Certificate of Completion is not defined in statute; little guidance has been provided to schools other than it is awarded to a student with a disability who does not meet the requirements for a HS diploma but has remained in school and has aged out or met IEP goals.

- Certificate of Completion does not require any level of academic exposure or achievement and holds little value for the student, employer or adult agency provider.

So Where Do We Begin??

1) Improve Early Learning Outcomes/Pre-school LRE
2) Improve K-12 Outcomes
3) Improve Post School Outcomes
4) Support Teachers Who Teach Students With Disabilities

Teachers

Support and training for ALL teachers on meeting the diverse needs of each and every student.

Professional Development in collaboration with other departments; more than a one time event; peer mentors; coaches

Increase the number of high quality teachers

- Increasing access to high quality teachers
- Retaining good teachers

Address the shortages

INDIANA SCHOOL MENTAL HEALTH INITIATIVE

Indiana School Mental Health Initiative

Christy Gauss, Project Coordinator
Indiana School Mental Health Initiative

Dr. Cathy Pratt, BCBA-D
Director, Indiana Resource Center for Autism

Kristan Sievers-Coffer
Indiana Department of Education

Indiana School Mental Health Initiative: Activities

- Behavior Consultants Community of Practice
- System of Care Connection: Examples of Success
- Conferences: Ross Greene, Bruce Perry
- Videos
- Articles
- Regional Workshops
- Two-Day Intensive Workshop
- Demonstration Sites/Leadership Group: Using Model of Collective Impact
- Policy Work
- Social Networking
- Stigma Work

So Where Do We Begin??

1) Improve Early Learning Outcomes/Pre-school LRE
2) Improve K-12 Outcomes
3) Improve Post School Outcomes
4) Support Teachers who teach students with disabilities
5) Support Districts Who Engage in Systematic and Sustainable Change

Systematic Sustainable Change

Build Multi-Tiered Systems of Support

Apply the Principles of Universal Design

Reorganize and Reallocate Resources

Encourage Collaboration

Embrace Inclusion as a Philosophy, a Culture, a Way of Life in your Schools

Go Slow/Start Small

Top 20 Initiatives

- ESSA/FAPE Initiative
- State Systemic Improvement Plan (SSIP)

  -Dyslexia Task Force
- Certificate of Completion Revisions
- Results Driven Accountability

  -First stakeholder meeting in December
- Fine Tuning Grant Management Procedures
- Fine Tuning SEEC Procedures
- Improving Early Learning Outcomes
- Improving Post School Outcomes
- Improving Data Management Systems
- Article 7 Revisions
- Legislative Guidance
- Virtual Learning Policy

Top 20 Initiatives

- Indiana School Mental Health Initiative
- Alternate Assessment Guidance
  - Sent request for waiver to USDOE for Indiana to exceed 1% participation
- No mode of Communication Community of Practice
- Improving Support for Parents
- Recruiting/Retaining High Quality Teachers and Support Staff
- Indiana IEP Updates – Translation feature

  -88 Districts completed at least one translation

  - Nearly 700 families received a completely translated document
- Medicaid Claiming Support
- Supporting Charter, Choice, and Distressed Schools

Indiana Resource Network

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

Complaints

- FY2018 (July 1 – October 24)
  - 36 Complaints
- FY2017
  - 124 Complaints
  - 52 CIRs
  - 19 CIRs with Violations
    - Rule 42 most prevalent (CCC, IEP, LRE)
- FY2016
  - 134 Complaints
  - 40 CIRs
  - 16 CIRs with Violations

Mediations

- FY2018 (July 1 – October 24)
  - 17 Mediations
- FY2017
  - 59 Mediations
  - 30 Full Agreement Reached
  - 8 Partial Agreement Reached
- FY2016
  - 72 Mediations
  - 36 Full Agreement Reached
  - 6 Partial Agreement Reached

Hearings

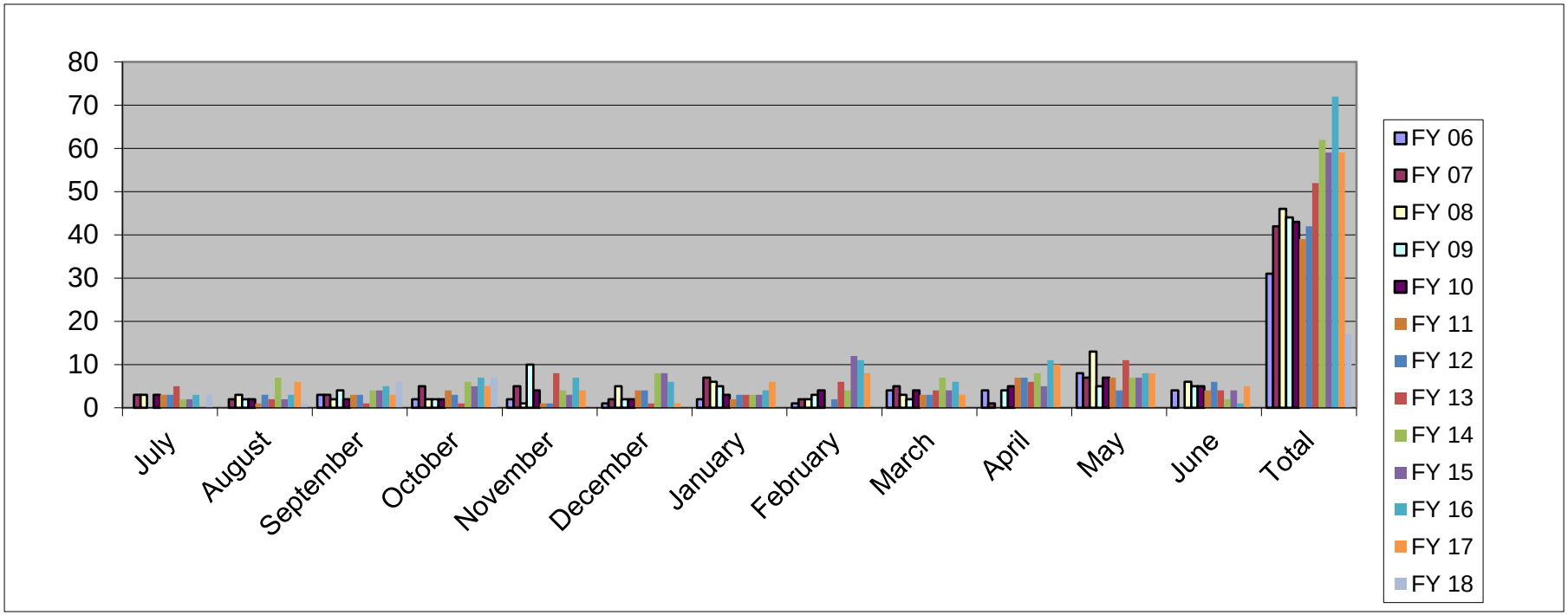
- FY2018 (July 1 – October 24)
  - 28 Hearing Requests
- FY2017
  - 74 Hearing Requests
  - 4 Hearing Decisions
- FY2016
  - 73 Hearing Requests
  - 4 Hearing Decisions

Hearing decisions are posted here:
https://doeonline.doe.in.gov/legalsearch/adjudications.aspx?search=Hearing

Complaint Investigation Reports are posted here:
https://www.doe.in.gov/specialed/special-education-complaint-investigation-reports

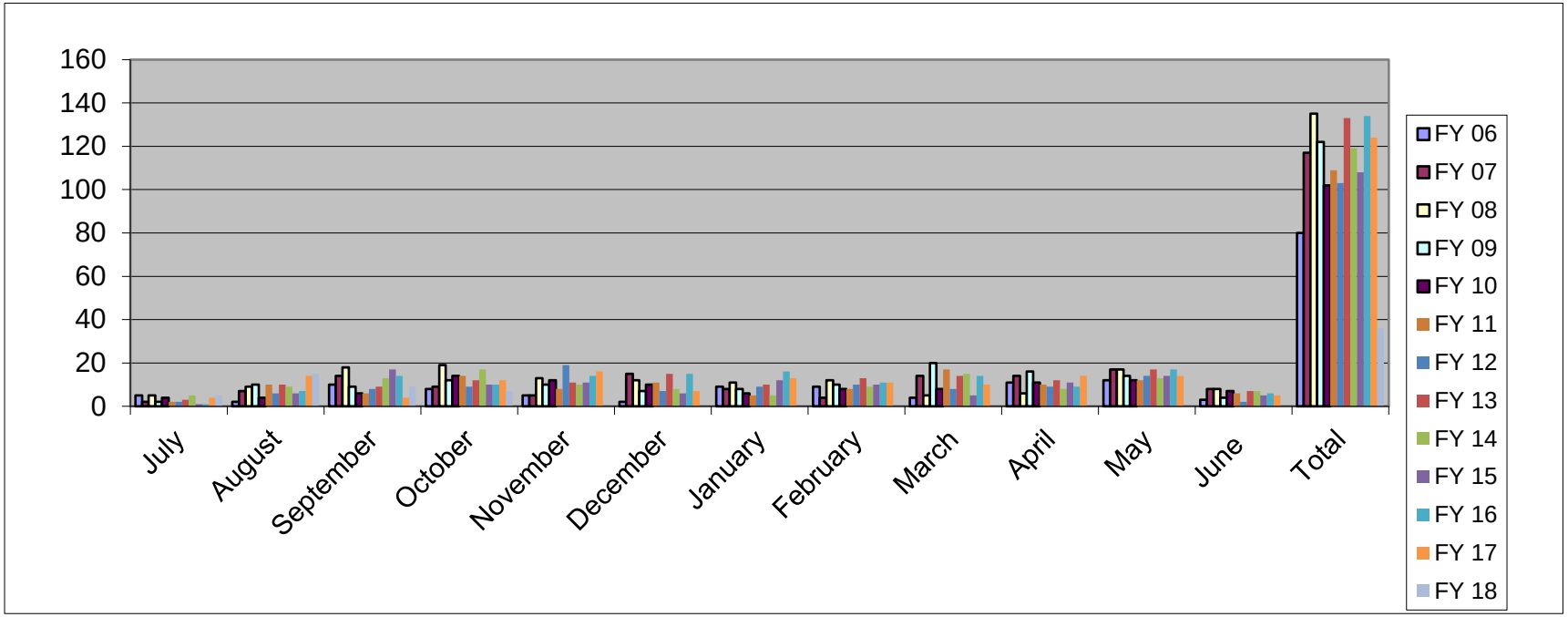
Mediation Requests

Month	FY 05	FY 06	FY 07	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
July	3	0	3	3	0	3	3	3	5	2	2	3	0	3
August	3	0	2	3	2	2	1	3	2	7	2	3	6	1
September	1	3	3	2	4	2	3	3	1	4	4	5	3	6
October	5	2	5	2	2	2	4	3	1	6	5	7	5	7
November	4	2	5	1	10	4	1	1	8	4	3	7	4	
December	4	1	2	5	2	2	4	4	1	8	8	6	1	
January	6	2	7	6	5	3	2	3	3	3	3	4	6	
February	4	1	2	2	3	4	0	2	6	4	12	11	8	
March	0	4	5	3	2	4	3	3	4	7	4	6	3	
April	5	4	1	0	4	5	7	7	6	8	5	11	10	
May	7	8	7	13	5	7	7	4	11	7	7	8	8	
June	3	4	0	6	5	5	4	6	4	2	4	1	5	
Total	**45**	**31**	**42**	**46**	**44**	**43**	**39**	**42**	**52**	**62**	**59**	**72**	**59**	**17**



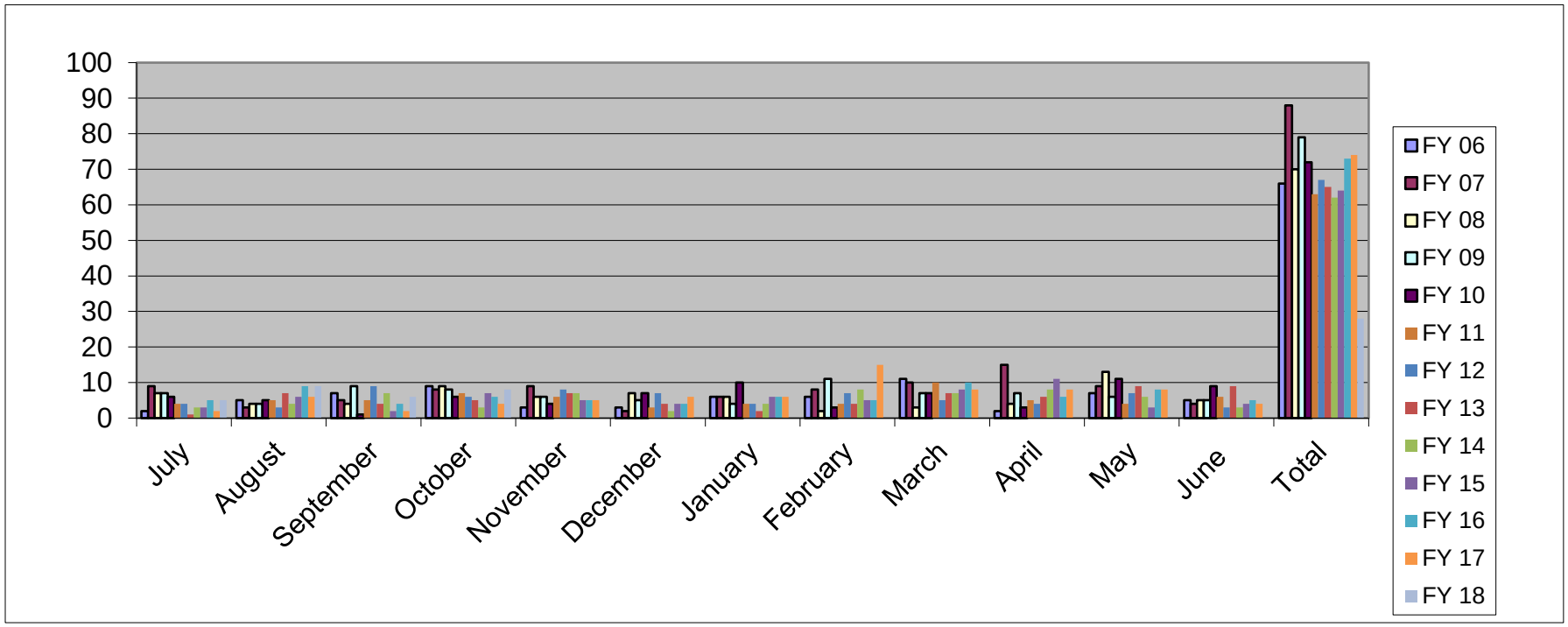
Filed Complaints

Month	FY 05	FY 06	FY 07	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
July	7	5	2	5	2	4	2	2	3	5	1	1	4	5
August	13	2	7	9	10	4	10	6	10	9	6	7	14	15
September	11	10	14	18	9	6	6	8	9	13	17	14	4	9
October	9	8	9	19	12	14	14	9	12	17	10	10	12	7
November	7	5	5	13	10	12	8	19	11	10	11	14	16	
December	5	2	15	12	7	10	11	7	15	8	6	15	7	
January	9	9	8	11	8	6	5	9	10	5	12	16	13	
February	17	9	4	12	10	8	8	10	13	9	10	11	11	
March	14	4	14	5	20	8	17	8	14	15	5	14	10	
April	9	11	14	6	16	11	10	9	12	8	11	9	14	
May	8	12	17	17	14	12	12	14	17	13	14	17	14	
June	5	3	8	8	4	7	6	2	7	7	5	6	5	
Total	**114**	**80**	**117**	**135**	**122**	**102**	**109**	**103**	**133**	**119**	**108**	**134**	**124**	**36**



Due Process Hearings Filed

Month	FY 05	FY 06	FY 07	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
July	8	2	9	7	7	6	4	4	1	3	3	5	2	5
August	7	5	3	4	4	5	5	3	7	4	6	9	6	9
September	7	7	5	4	9	1	5	9	4	7	2	4	2	6
October	7	9	8	9	8	6	7	6	5	3	7	6	4	8
November	8	3	9	6	6	4	6	8	7	7	5	5	5	
December	8	3	2	7	5	7	3	7	4	2	4	4	6	
January	6	6	6	6	4	10	4	4	2	4	6	6	6	
February	3	6	8	2	11	3	4	7	4	8	5	5	15	
March	8	11	10	3	7	7	10	5	7	7	8	10	8	
April	7	2	15	4	7	3	5	4	6	8	11	6	8	
May	12	7	9	13	6	11	4	7	9	6	3	8	8	
June	6	5	4	5	5	9	6	3	9	3	4	5	4	
Total	**87**	**66**	**88**	**70**	**79**	**72**	**63**	**67**	**65**	**62**	**64**	**73**	**74**	**28**



Paraprofessionals - general information

Any instructional paraprofessional employed after January 8, 2002, must either have completed two years of college, hold a two-year degree, or pass a state or local assessment. Under the Every Student Succeeds Act (ESSA), paraprofessionals must continue to meet the federal standards used under NCLB. Complete information can be found in the Non-Regulatory Guidance issued by the US Department of Education.
For instructional paraprofessionals in Indiana districts and schools receiving Title I funds, Indiana is adopting the ParaPro Assessment developed by the Educational Testing Service (ETS). Instructional Assistants with less than two years of college will be required to successfully complete this assessment. Additional information regarding the test, including registration materials, can be found on the ETS website.

Paraprofessionals - IRN supports

- INSOURCE developed a confidentiality training for paraprofessionals last year for Anderson. They would be happy to contribute that training toward this initiative.
- INSTRC has a lot of supports they could provide districts to implement a stronger orientation and retention program for paras.
- IRCA offers regional workshops for paras that are affordable. Registration has been low in the past.
- Project SUCCESS has done some paraprofessional training in the past, and would love to do more as it is a high priority seeing that paras often are providing the academic support to students.
- ICTQ universal modules and targeted training are offered to paras.
- IEP Resource Center offers paraprofessional training when requested by districts and has been getting a lot of requests over the last year.
- Indiana Deafblind Services Project provides information on Interveners and gives details on how individuals can request to utilize the training modules.

Additional options

From what we have heard, years ago some district or entity created a curriculum for paras. Do any current directors have information about this? If so please send it to Kristan Sievers-Coffer, ksievers@doe.in.gov.