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INDIANA

SCHOOL
MENTAL
HEALTH
INITIATIVE

Indiana School Mental Health Initiative

Indiana Institute on Disability & Community, Indiana University Bloomington
1905 North Range Road | Bloomington, IN 47408-9801 | Phone: (812) 855-6508

SCHOOL CITY OF EAST CHICAGO



SCHOOL HOURS

LEVEL	Bus Pick Up	START	END
Elementary Schools K – 6th	7:45 a.m.*	8:00 a.m.*	3:00p.m.*
Middle Schools 7th – 8th	7:40 a.m.*	8:15 a.m.*	3:15 p.m.*
High School 9th – 12th	6:50 a.m.	7:40 a.m.	2:40 p.m.*

*Denotes a new time

Late START WEDNESDAYS

Our school district is dedicated to increasing student achievement as evidenced by our mission, Learning for All....Whatever It Takes! We will continue working diligently to create a collaborative, supportive environment where teachers work together to positively impact the lives of our students. Our School Board of Trustees has once again approved “Late Start Wednesdays” for every school in our district to give teachers an opportunity to plan together and receive weekly professional development in various topics. Below you will find the start times and bus pick up times for Wednesdays throughout the school year.

Level	Bus Pick Up Times	Wednesday Late Start Times
Elementary Schools K – 6th	8:45 a.m.*	9:00 a.m.*
Middle Schools 7th – 8th	8:40 a.m.*	9:15 a.m.*
High School 9th – 12th	7:50 a.m.	8:40 a.m.

*Denotes a new time

SCHOOL CITY OF EAST CHICAGO

2020-2021 SCHOOL YEAR CALENDAR

HOME OF THE CARDINALS

August 2020						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

-  Holidays (no teachers / no students)
-  Progress Reports
-  End of Grading Period

-  Teacher Professional Development Day (no school for students)
-  E Learning Day (no students)
-  First and Last Day of School

- Aug. 10-11 New Staff Orientation
- Aug. 12-14 All Staff PD
- Aug. 17 First Day of School
- Sept. 7 Labor Day No School
- Sept. 11 Progress Reports
- Sept. 30 Teacher PD (No Students)
- Oct. 15 Grading Period 1 Ends
- Oct. 15 E Learning Day (No Students)
- Oct. 16 Fall Break No School
- Nov. 3 E Learning Day (No Students)
- Nov. 11 Veterans Day No School
- Nov. 13 Progress Reports
- Nov. 25-27 Thanksgiving Break No School
- Dec. 18 Grading Period 2 Ends

- Dec. 21-31 Winter Break No School
- Jan. 1 Winter Break Cont'd No School
- Jan. 18 Martin Luther King Day No School
- Feb. 12 Progress Reports
- Feb. 15 President's Day No School
- Mar. 10 Teacher PD (No Students)
- Mar. 26 Grading Period 3 Ends
- Mar. 29-31 Spring Break No School
- Apr. 1-2 Spring Break Cont'd No School
- Apr. 30 Progress Reports
- May 11 E Learning Day (No Students)
- May 28 Last Day of School
- May 28 Grading Period 4 Ends





School City of East Chicago

Dee Etta Wright, Superintendent

Office Holidays for 2020-2021 School Year

July	6	(M)	4 th of July Observance
September	7	(M)	Labor Day
November	11	(W)	Veteran's Day
November	26-27	(R-F)	Thanksgiving Recess
*December	24-25	(R-F)	Christmas Eve/Christmas Day
*December	31	(R)	New Year's Eve
*January	1	(F)	New Year's Day
January	18	(M)	Martin Luther King's Birthday
February	15	(M)	Presidents' Day
*April	2	(F)	Good Friday
May	31	(M)	Memorial Day

NOTES:

- **Winter Recess** (December 21, 2020 through January 1, 2021) and **Spring Break** (March 29, 2021 through April 2, 2021) will effect **ONLY certified administrators and clerks**. All other staff are expected to work during the Winter Recess and Spring Break.
- *Denotes dates that **Local #73, Crafts & Teamsters employees** are given time off due to their contract.

Revised 5/15/20

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DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

2020-2021 Indiana Assessment Windows

Updated July 2020

Name of Assessment	Window Begins	Window Ends
Indiana Learning Evaluation Assessment Readiness Network Grades 3-8		
ILEARN Biology End-of-Course Assessment (ECA) December ¹	November 30, 2020	December 17, 2020
ILEARN Biology ECA February ²	February 8, 2021	February 25, 2021
ILEARN Grades 3-8	April 19, 2021	May 14, 2021
ILEARN Biology ECA ³ and Optional U.S. Government ECA	April 19, 2021	May 21, 2021
Indiana Statewide Testing of Educational Progress Plus (ISTEP+) Grade 10		
Summer Retest	Canceled	Canceled
Winter Retest	November 9, 2020	December 11, 2020
Spring Retest	February 2, 2021	February 26, 2021
Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)		
PSAT/NMSQT Primary Testing Day	October 14, 2020	
PSAT/NMSQT Alternate Testing Day	October 28, 2020	
Indiana Reading And Evaluation Determination-3 (IREAD-3)		
Spring Administration	March 8, 2021	March 19, 2021
Summer Administration	May 25, 2021	July 16, 2021
Indiana's Alternate Measure (I AM)		
I AM	April 5, 2021	May 14, 2021
World-Class Instructional Design and Assessments (WIDA) for English Learners		
WIDA ACCESS Annual Assessments	January 11, 2021	February 26, 2021
National Assessment of Educational Progress (NAEP)		
NAEP 2021	January 25, 2021	March 5, 2021

Indiana Student Performance Readiness and Observation of Understand Tool (ISPROUT) is administered to students with an Individualized Education Program (IEP) upon the student's entrance into the preschool program, annually near their birthday or yearly review, and the exit of the program (typically the spring prior to going to kindergarten).

¹ The December Biology window is designed for students completing the course during the first trimester or semester.

² The February Biology window is designed for students completing the course during the second trimester.

³ The May Biology and U.S. Government window is designed for students completing the course at the completion of the second semester or third trimester.

ILEARN resources support educators in the classroom.

- ILEARN includes new detailed blueprints for each assessment and item specifications that help educators better understand the structure and format of the assessment.
- Item specifications are a new resource for Indiana and include evidence statements, Depth of Knowledge (DOK) content limits, and item types used for each reporting category and content standard.
- Educators can use the detailed blueprints to prioritize instructional content, and they can use the item specifications to guide class assignments and discussions.
- Additional resources can also be found on the ILEARN webpage:
<https://www.doe.in.gov/assessment/ilearn>

Know what to expect in spring and summer 2019.

We expect to work closely with Indiana educators throughout the next year to build an effective assessment system that benefits our students and drives educational improvement. We encourage Indiana educators to participate in the future development milestones of ILEARN including:

Upcoming Meetings Requiring Educator Participation

Data Review (summer 2019)	Educators will review statistical data from field-test items to determine if the items can be used operationally.
Hand-scoring (summer 2019)	Educators will hand-score open-ended items that appear on field tests and operational assessments.
Standard setting (summer 2019)	Educators will determine cut score thresholds for each proficiency category.



To access the Released Items Repository, go to <https://inpt.tds.airast.org/student>

For more information, visit the Indiana Portal at

<http://indiana.portal.airast.org>, email INassessments@doe.in.gov, or call 317-232-9050.

Indiana Assessment Help Desk

Toll-Free Phone: 1-866-298-4256
Email: airindianahelpdesk@air.org



Indiana's ILEARN Assessments: Information for Educators



ILEARN is a new assessment system that has been shaped by educators at each step of the development process.

Indiana's new summative assessment, ILEARN, measures student achievement and growth according to Indiana Academic Standards.

ILEARN assessments will be administered beginning in the spring 2018–2019 school year during a single testing window.

ILEARN Assessments

Subject	Grade(s)	Test Type
ILEARN English/ Language Arts	Grades 3–8	Computer-Adaptive Test
ILEARN Mathematics	Grades 3–8	Computer-Adaptive Test
ILEARN Science	Grades 4 and 6	Fixed-Form (2019) Computer-Adaptive Test (future)
ILEARN Social Studies	Grade 5	Fixed-Form Test
ILEARN ECA Biology	High School	Fixed-Form (2019) Computer-Adaptive Test (future)
ILEARN ECA U.S. Government (optional)	High School	Fixed-Form Test

Indiana is committed to making ILEARN more accessible to Indiana students.

Indiana recognizes that the validity of assessment results depends on the test being accessible to each and every student. ILEARN includes a number of new accessibility supports, such as:

- Rich Text Tools
- Spell Check (item-specific)
- Dictionaries
- Thesaurus
- Glossaries
- Spanish translations (Mathematics, Science, Social Studies)
- American Sign Language (ASL)

To preview the testing tools and supports, you can visit the Released Items Repository at <http://indiana.portal.airast.org>.

What is a computer-adaptive assessment, and how will it benefit Indiana students?

In a computer-adaptive assessment, every time a student answers an item, his or her response helps determine the next item the student must answer. The difficulty of the assessment will adjust to each student's skills, providing a much better measure of what each student knows and can do. Some additional information about computer-adaptive assessments:

- Although students see different items, computer-adaptive assessments measure the same grade-level content for all students based upon the blueprint for each assessment.
- All students taking the assessment in a specific grade and subject will receive the same number of items.

The new online test delivery system is easy to use.

- Students can take advantage of the items in the Released Items Repository, which is available on the Indiana portal. Visit <http://indiana.portal.airast.org> to try some of the testing features, such as:

- Zoom in or out on text and graphics
- Strike out answer options for multiple-choice items
- Mark items for review
- Access text-to-speech capabilities
- Students can also practice answering different item types using the Released Items Repository for each content area and grade level.

- The testing engine that supports the Released Items Repository is the same engine that supports the operational tests. Students interact with released items in the Released Items Repository in exactly the same way they interact with items while taking the operational assessments.

Students will encounter a variety of item types on ILEARN.

ILEARN assessments include new, technology-enhanced items that assess higher-order skills and support a more precise measurement. Students will create graphs, interact with science simulations, and write and respond in multiple ways. Examples of item types include:

- Hot Text items that allow students to select, drag, and rearrange groups of words.
- Performance tasks require students to integrate knowledge and skills across multiple standards to address complex, real-world scenarios. For example, in ELA, students may need to review and analyze information about a topic from multiple sources to write an informative essay about training exotic animals to be service animals.

To preview the item types, testing tools, and supports, you can visit the Released Items Repository at <http://indiana.portal.airast.org>.

Indiana educators, students and families can look forward to rapid reporting of results.

- Spring 2019 test results will be delayed to allow for the required standard setting process that will take place in the summer. Results for spring 2019 testing will be available in Summer 2019.
- Starting in 2020, ILEARN assessments will provide rapid results for students.
- Results will be available to authorized users through a secure online system. Educators, schools, and districts will have immediate access to the data.
- Shorter reporting timelines will allow educators to identify more quickly their class strengths and weaknesses by standard and pinpoint areas for further instruction.



SCHOOL CITY OF EAST CHICAGO

Agreement to amend IEP without an IEP Meeting Form

Student's name: _____

Grade: _____

Date of existing IEP

____/____/____

Parent name: _____

Second parent's name: _____

In making changes to a child's IEP after the annual IEP team meeting for a school year, a parent and school district can agree not to convene an IEP team meeting for the purposes of making those changes and instead may develop a written document to amend or modify the IEP. 34 CFR 300.324 (a)(4).

The parent/s _____ (print full name/s) and school district agreed on _____ (month/day/year) to make the following amendment(s) to the above student's IEP without convening an IEP team meeting.

IEP section	Amendment

Reasons for the amendments:

Reasons for not convening an IEP meeting (if applicable):

I agree to make the above amendments to my child's IEP without convening an IEP meeting.

Signature of parent/guardian/adult student: _____ Date

Signature of second parent/guardian/adult student: _____ Date

Printed name and title of school district representative: _____ Date

Signature of school district representative: _____ Date

NOTE TO PARENT: A copy of the amendment or amended IEP is attached. Please note that parents of students with disabilities have protections under the IDEA's procedural safeguards. Please contact the district if do not already have a copy of the safeguards.

Calculator Policy

Updated February 2020

ILEARN

The charts below delineate calculators that may be used on the ILEARN assessments.

Mathematics Assessment	General Education Students	Students with IEPs, Section 504 Plans, Service Plans, and/or CSEPs
Grades 3-5*	No calculator allowed.	No calculator allowed. Students may use a hundreds chart and/or 9 x 9 multiplication table on all items if listed as an accommodation.
Grade 6	Online Desmos Four Function calculator during calculator segments and performance tasks only.	Online Desmos Four Function calculator during calculator segments only. Students may use a hundreds chart or 9 x 9 multiplication table if listed as an accommodation for all items. Students may use a handheld/adaptive calculator** if listed as an accommodation for calculator segments and performance tasks only.
Grades 7-8	Online Desmos Scientific calculator during calculator segments and performance tasks only.	Online Desmos Scientific calculator during calculator segments only. Students may use a hundreds chart or 9 x 9 multiplication table if listed as an accommodation for all items. Students may use a handheld/adaptive calculator if listed as an accommodation for calculator segments and performance tasks only.

*The Indiana Department of Education (IDOE) revisited the use of the calculator in grades 3-5 as an accommodation to ensure reporting reflects the construct being assessed. After receiving feedback from educators regarding accessibility, IDOE will no longer allow calculators as an accommodation in grades 3-5 as most of these foundational mathematical skills include computation.

**IDOE understands Four Function calculators may be difficult to procure, and those available for purchase may have additional features, such as percentage, positive/negative, or memory functions. Handheld/adaptive basic calculators used as a grade 6 accommodation may include these additional functions, which are not expected to provide an advantage for the student. Please contact IDOE directly if you have additional questions regarding appropriate calculators for the assessment.

Science Assessment	General Education Students	Students with IEPs, Section 504 Plans, Service Plans, and/or Choice Special Education Plans (CSEPs)
Grades 4, 6, Biology	No calculator allowed.	Students may use a handheld/adaptive calculator, hundreds chart and/or 9 x 9 multiplication table on all items if listed as an accommodation.

NOTE: Paper assessment mode is only provided in cases where a corporation's technology is not able to support online testing or as an accommodation for a student with an IEP or Section 504 Plan that clearly indicates the reason that the computer-based test is not currently accessible or appropriate. Paper assessments are not computer-adaptive. Accommodations for the paper assessment mode at each grade level are the same as above. **An equivalent handheld calculator may only be used in grades 6-8 during calculator segments for students testing on paper.**

I AM

An online [Desmos Four Function](#) calculator is allowed for all students.

Students may use a [hundreds chart](#), [9 x 9 multiplication table](#), or handheld or special calculator if listed as an accommodation in the student's IEP. Handheld or special calculators may not exceed the functionality of a four-function calculator.

ISTEP+ Grade 10 Mathematics

For online test sessions that allow calculator use, students may use the [online Desmos graphing calculator](#) or a handheld calculator¹. For paper test sessions that allow calculator use, student may use a handheld calculator¹.

The functionality of the handheld calculator:

- does not exceed that of a graphing calculator; and
- does not meet or exceed the following criteria:
 - Calculators with QWERTY keypads
 - Calculators with a computer algebra system (CAS) or dynamic algebra system
 - Calculators with infrared communication functionality
 - Calculators with paper tapes
 - Calculators that require an electrical outlet
 - Calculators that make noise or “talk”
 - Restriction does not apply to students with visual impairments.

For students with IEPs, Section 504 Plans, Service Plans, Nonpublic Schools Section 504 Accommodation Plan and/or CSEP, the student may use a calculator (either online or handheld) during sessions identified as non-calculator sessions only if a calculator accommodation is noted in the plan.

Additional Guidance:

- Pocket organizers, handheld computers, laptop computers, electronic writing pads, cellular phones, smart watches, and digital music players are prohibited for use as a calculator on any part of the ISTEP+ assessment.
- The memory, stored programs, and applications in each personal calculator should be cleared before and after testing. Students should be told prior to the test day to store all software and data they wish to save on a computer or calculator not being used for the test.
- Sharing of calculators during a test session is prohibited.
- Students and educators may learn more about the functionality of the Desmos Graphing Calculator at this location: <http://learn.desmos.com/graphing>

¹ TAs must oversee the use of the handheld calculator to ensure use only during appropriate test segments. Misuse of a calculator may result in a test invalidation for an assessment needed by a student to fulfill graduation requirements.



Indiana's Alternate Measure (I AM) FAQ

Question	Answer
What is I AM?	I AM is Indiana's Alternate Measure replacing ISTAR beginning with the 2018-2019 school year.
Who will take I AM?	I AM is the summative accountability assessment for students with significant cognitive disabilities in grades 3-8 and 10.
Has the vendor for I AM been identified?	Yes. The American Institute for Research, or AIR, will be the vendor for I AM. This is the same vendor that will be used for ILEARN ensuring a cohesive system.
What standards will I AM measure?	I AM assesses Indiana Alternate Academic Standards, also known as Content Connectors.
How will I AM be delivered?	I AM is a stage-adaptive test for all content areas, similar to ISTAR. A stage adaptive test means the assessment will be delivered in two segments. In Segment 1, all students take the same test form that consists of items from a range of complexities. Performance on Segment 1 determines placement into one of three tiered forms for Segment 2. Each tiered form contains a mixture of items from adjacent levels. Performance on items from both segments are combined for the final summative student score.
What item types can students expect to encounter on I AM?	All content areas (Mathematics, ELA, Science, and Social Studies) will be assessed using multiple-choice and technology enhanced items.
How will I AM data be communicated?	I AM data will be provided at the student, classroom, school, and corporation levels. IDOE will collaborate with educators to refine reporting categories.

Will I AM be a timed test?	Similar to ISTAR, I AM will be an untimed assessment delivered in a one-on-one setting with the classroom teacher.
Will I AM be completely online?	The primary mode is online. Paper, Large Print, and Braille materials will be available for students as an accommodation.
What is different about I AM?	Key differences include: <ul style="list-style-type: none"> • Additional accommodations and student supports • Single test window
What resources will be offered for use by teachers and schools related to the transition to I AM?	As we transition to I AM, the IDOE will provide blueprints and item specifications for each grade level and content area. Each set of item specifications will include sample item stems, sample items, cognitive complexity levels, content constraints and evidence statements for each Content Connector.
How can educators become involved in the I AM development process?	Indiana educators will be needed to assist with many components of the I AM test development, including: <ul style="list-style-type: none"> • Test blueprint development • Item specification development • Item reviews (including item stimuli) for content and bias/sensitivity issues
Whom can we contact with questions about I AM?	Please direct any questions to inassessments@doe.in.gov . We will also update this FAQ periodically.

Alternate Assessment Participation Decision Flowchart

For students with a current IEP
and enrolled in grades 3-8 or 10

Consider These:

Results of Individual Cognitive Ability Test, Adaptive Behavior Skills Assessment, individual/group - administered achievement tests, and district-wide alternate assessments, and English language learner (ELL) language assessments, if applicable

Data from scientific research-based interventions, progress monitoring data, results of informal assessments, teacher collected data and checklists

Examples of curriculum, instructional objectives, and materials, work samples from school- or community-based instruction

Present levels of academic and functional performance, goals, and objectives, and post-school outcomes from the IEP and the Transition Plan, if applicable

1. Do the student's records indicate a disability that significantly impacts intellectual functioning and adaptive behavior?*

*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.

Yes ↓

2. Would the student be appropriately challenged by goals and instruction linked to the enrolled grade-level Indiana Content Connectors and address knowledge and skills that are appropriate and challenging?

Yes ↓

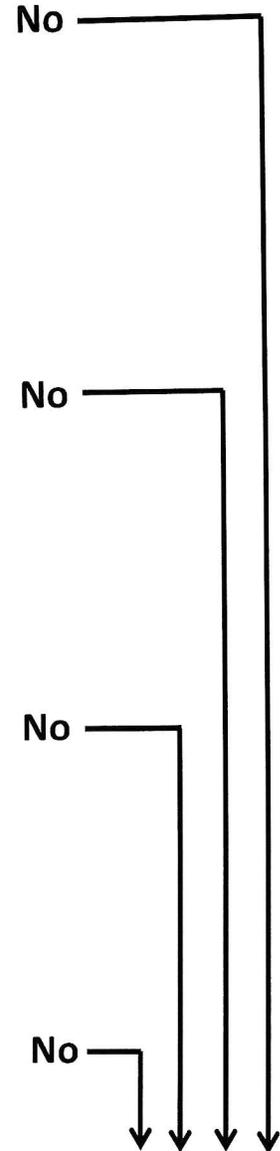
3a. Does the student require extensive, repeated, individualized instruction and support that is not of a temporary or transient nature?

Yes ↓

3b. Does the student use substantially adapted materials with individualized methods of accessing information in alternate ways to acquire, maintain, generalize, demonstrate, and transfer skills across academic content?

Yes ↓

Student may participate in the Indiana Alternate Assessment



Student must participate in the Indiana General State Assessment with or without accommodations.

Criteria for Determining Participation in the Alternate Assessment in Lieu of the General Education Assessment (Participation Guidelines)

The SEA must establish and ensure implementation of clear and appropriate guidelines for Case Conference Committees to apply in determining when a child's significant cognitive disability justifies assessment based on alternate achievement standards 34 CFR 200.6 (a)(2)(iii)(A)(1)

The Case Conference Committee (CCC) determines, based on the criteria provided and the student's individual and unique needs, whether a student with disabilities will participate in general education assessments with or without testing accommodations, or in the alternate assessment with or without accommodations. The alternate assessment is based on alternate achievement standards/content connectors. The CCC must be informed that the decision to participate in an alternate assessment means the student will have limited or modified exposure to the grade level standards that may have a significant impact on the student's academic outcomes and post-secondary opportunities.

When the CCC concurs that all four of the criteria below accurately characterize a student's current educational situation, the CCC is indicating that the student has a significant cognitive disability, therefore, the student is ELIGIBLE to participate in the Alternate Assessment in lieu of the General Education Assessment.

Participation Criterion
1. Review of student record indicates a disability that significantly impacts intellectual functioning and adaptive behavior. Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.
2. The student requires extensive, repeated, individualized instruction and support that is not of a temporary nature.
3. The student uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.
4. Goals listed in the Individual Education Plan (IEP) for this student are linked to the enrolled grade level Alternate Achievement Standards (Indiana Content Connectors).

Decisions for determining participation in the alternate assessment **must not** be based solely on any of the following:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. A disability category or label 2. Poor attendance or extended absences 3. Native language/social/cultural or economic difference 4. Expected poor performance on the general education assessment 5. Academic and other services student receives 6. Educational environment or instructional setting 7. Percent of time receiving special education 8. English Language Learner (ELL) status | <ol style="list-style-type: none"> 9. Low reading level/achievement level 10. Anticipated student's disruptive behavior 11. Impact of student scores on accountability system 12. Administrator decision 13. Anticipated emotional distress 14. Need for accommodations (e.g., assistive technology/Augmentative and Alternative Communication) to participate in assessment process |
|---|--|

In a given year, a student must participate in either all general education assessments or all alternate assessments, not parts of both.

Participation Decision for Indiana's Alternate Assessment Frequently Asked Questions

1. *Who decides that a student should participate in the Indiana Alternate Assessment?*

The Case Conference Committee (CCC) makes the determination of how a student will participate in statewide assessments. The CCC must follow the Indiana Participation Guidelines if they are to assign a student to participate in the Indiana Alternate Assessment. No one member of the CCC makes this decision. Parents, teachers, and administrators make the decision based on evidence and information to the Indiana *Criteria for Determining Participation in the Alternate Assessment in Lieu of the General Education Assessment*.

2. *How do we know that a student has a “significant cognitive disability”?*

Most students with significant cognitive disabilities have intellectual disabilities, multiple disabilities, or autism, but not all do. And, not all students with these disabilities are considered to have a “significant cognitive disability.” Students demonstrating academic deficits or difficulties due to learning disabilities, speech-language impairments, and emotional-behavioral disabilities do not qualify for participation in the Indiana Alternate Assessment. Performing 3-4 grade levels below peers without disabilities is not, by itself, evidence of a significant cognitive disability. Academic deficits or difficulties alone do not indicate that a student has a significant cognitive disability. Further, a significant cognitive disability will be far reaching and involving most academic and student learning across content areas and in social and community settings.

Students with autism or intellectual disabilities should be carefully considered for the Indiana Alternate Assessment, but they should not automatically be assigned to the alternate assessment based on their identified disability category from their IEP. Not all students with autism or intellectual disabilities have a significant cognitive disability. Many students eligible to receive special education and related services under these categorical labels are able to participate in general assessments, with accommodations.

Students receiving special education services who are identified as having orthopedic impairments, other health impairments, or traumatic brain injuries, do not necessarily have a significant cognitive disability. Determinations for student participation in statewide assessments must be evidence-centered and made individually for each student by the CCC.

Students demonstrating mild to moderate cognitive disabilities may be more appropriately placed in the general assessment system with accommodations. Anticipated or past low achievement on the general assessment does not mean the student should be taking the Indiana Alternate Assessment.

3. ***How do I know if the Indiana Alternate Assessment is appropriate for an ELL with an Individual Education Plan (IEP) whose language proficiency makes it difficult to assess content knowledge and skills?***

An ELL should be considered for the alternate assessment if (a) his/her intellectual functioning indicates a significant cognitive disability using assessments in his/her home language as appropriate, and (b) he/she meets the other participation guidelines for the Indiana Alternate Assessment. Assessments of adaptive behavior and communication should take into account linguistic and sociocultural factors for valid interpretation of these assessments, alongside the information on goals and instruction in the student's IEP used to determine what may or may not be a significant cognitive disability. If an ELL with an IEP does not meet the criteria for the alternate assessment, he/she should take the general assessment with accommodations as appropriate.

4. ***Why is it important to indicate that a student, participating in the Indiana Alternate Assessment, is receiving instruction on content linked to the Indiana Academic Standards (Content Connectors) and that his/her performance is measured against alternate achievement standards?***

The decision to align a student's academic program to the Content Connectors that are linked to the Indiana Academic Standards and participation in the Indiana Alternate Assessment limits a student's direct contact with their learning opportunities in the Indiana Academic Standards for the grade level in which he/she is enrolled. This limited or modified exposure to the grade level standards may have significant impact on academic outcomes and post-secondary opportunities.

5. ***What if it is not possible to assess a student because the student does not appear to have a mode of communication?***

All attempts should be made to find a route of communication with the student as soon as he or she is enrolled. If various approaches and technologies do not appear to demonstrate a route of communication, then consider that all behavior the student exhibits is a form of communication, and use this as the starting point. An important element in assessing all students is a focus on communicative competency as the base for student access to the Indiana Academic Standards. Best practice would indicate that students should enter Kindergarten with a communication system that allows them to demonstrate an understanding of academic concepts prior to entering the third grade. However, with or without a communication system, students must still participate in the Indiana Alternate Assessment.

6. ***If a student has been tested in the past on an alternate assessment, but the current CCC determines that the student does not meet the Indiana Participation Guidelines, can the student be assigned to the general assessment?***

Yes. The CCC must ensure that the student receives appropriate instruction on the Indiana Academic Standards and participates in the required general assessments for the student's current grade level with or without accommodations.

7. *Is it possible that a decision to participate in an AA-AAS could change as a student gets older?*

Participating in the Indiana Alternate Assessment requires that the student has a significant cognitive impairment and interacts with content that has been significantly modified from that which is provided to the student's typically developing peers. Even though students with significant cognitive disabilities often are identified early, prior to starting school, they may be able to participate in the general assessment during their elementary grades. The CCC should be especially cautious about assigning students with disabilities to an alternate assessment in their early school years. When the level of support needed for the student to participate in the learning opportunities in the Indiana Academic Standards and the general assessment increases, the committee may determine that participation in the Indiana Alternate Assessment is appropriate.

Students with significant cognitive disabilities are likely to continue to need supports to live as independently as possible after high school and throughout their adult lives. Students who did not need early intervention services, or who are unlikely to need substantial daily supports in their adult lives, probably do not have a significant cognitive disability and would not be appropriately placed in the Indiana Alternate Assessment.

Available Website Resources:

Indiana Department of Education, Office of Student Assessment: www.doe.in.gov/assessment

Alternate Assessment: www.doe.in.gov/assessment/alternate-assessments

Indiana Department of Education, Office of Special Education: www.doe.in.gov/specialed

Project SUCCESS: www.projectsuccessindiana.com

PATINS: www.patinsproject.com

Comparative data to inform instructional decisions

To help provide context to MAP® Growth™ normative percentiles, this document includes multiple **College and Career Readiness (CCR)** benchmarks, including those from **ACT**®, **SAT**®, and **Smarter Balanced Assessment Consortium (Smarter Balanced)**.

When you're armed with MAP Growth interim assessment data, you're better prepared to meet your students when and where they need you most.

Use the comparative data in the tables below as one of your data points for instructional decision-making. While not intended for use as a single placement guide, these data can help inform a variety of programmatic and instructional decisions, including:

- + identifying and qualifying students for various instructional strategies
- + guiding teachers who do not regularly make decisions on instructional program choices for students
- + scheduling and grouping to meet students' learning needs
- + screening for special or alternative instruction
- + staffing and resourcing

About each chart

- + The grade designations represent beginning-of-year grade levels
- + The RIT scores defining each level are separated by ½ standard deviation, except for the highest level, which is set at the 95th percentile
- + At all levels, consider differentiated instruction, flexible grouping, or tiered instruction
- + As scores ascend, give more consideration to curriculum compacting, accelerated instructional pacing, and special programs
- + As scores descend, give more consideration to additional instructional time, one-on-one tutoring, use of short-cycle assessments, and special programs

The instructional suggestions in this document are intended to provide initial ideas, not to be an exhaustive list of options.



MATHEMATICS														
		K	1	2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
CCR (Smarter Balanced Level 3)	Spring				204	217	229	230	235	242				52-72
CCR (ACT ≥ 22)	Spring						226	232	238	243	246	249*		61-78
CCR (ACT ≥ 24)	Spring						230	237	243	248	252	255*		70-86
CCR (SAT ≥ 530)	Spring						225	232	237	241	243	244*		57-71
NWEA	Fall	165	184	199	212	225	236	243	250	256	260	262	266	95
NWEA	Fall	155	175	190	203	216	226	233	239	244	248	250	253	84
NWEA	Fall	148	169	183	197	209	219	225	231	235	239	240	243	69
NWEA Median	Fall	140	162	177	190	202	211	218	223	226	230	230	233	50
NWEA	Fall	133	156	170	184	195	204	210	214	217	221	220	233	31
NWEA	Fall	125	150	164	177	188	197	202	206	209	212	211	213	16
NWEA	Fall	118	143	157	171	182	190	195	198	200	204	201	204	7

A student score at or above the following scores on a 6+ Mathematics Survey with Goals test suggests student readiness for: 230 Introduction to Algebra; 235 Algebra; 245 Geometry

*CCR benchmarks are projections in growth from grade 9.



READING														
		K	1	2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
CCR (Smarter Balanced Level 3)	Spring				202	209	214	218	222	225				56-62
CCR (ACT ≥ 22)	Spring						215	220	224	227	230	232*		59-73
CCR (ACT ≥ 24)	Spring						218	223	227	230	233	236*		66-80
CCR (SAT ≥ 480)	Spring						209	214	218	220	222	223*		42-54
NWEA	Fall	163	182	200	214	224	231	236	240	243	246	248	250	95
NWEA	Fall	155	174	190	204	214	221	226	230	233	236	237	239	84
NWEA	Fall	148	167	182	196	206	213	218	222	225	228	229	231	69
NWEA Median	Fall	141	161	175	188	198	206	211	214	217	220	220	223	50
NWEA	Fall	134	154	167	180	190	198	204	207	209	212	212	214	31
NWEA	Fall	128	148	159	173	183	191	196	199	202	205	204	206	16
NWEA	Fall	121	141	152	165	175	183	189	192	194	197	196	198	7

*CCR benchmarks are projections in growth from grade 9.

Higher Achievement

 Lower Achievement

LANGUAGE USAGE													
			2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
NWEA	Fall		202	214	223	229	233	237	240	242	244	246	95
NWEA	Fall		191	205	213	219	224	228	230	232	234	236	84
NWEA	Fall		183	197	206	213	218	221	223	225	226	229	69
NWEA Median	Fall		175	189	199	206	211	214	216	218	219	222	50
NWEA	Fall		166	182	192	199	204	207	209	211	211	214	31
NWEA	Fall		158	174	184	192	197	200	202	204	204	207	16
NWEA	Fall		150	167	177	185	190	194	195	197	197	199	7

Higher Achievement

 Lower Achievement

GENERAL SCIENCE													
			3	4	5	6	7	8	9*	10*			2015 Norms Percentile
NWEA	Fall		207	213	218	223	227	230	234	236			95
NWEA	Fall		199	206	211	216	219	222	225	227			84
NWEA	Fall		193	200	206	210	213	216	219	220			69
NWEA Median	Fall		187	195	200	204	207	210	212	213			50
NWEA	Fall		182	189	195	199	201	204	206	207			31
NWEA	Fall		176	183	189	193	195	198	200	200			16
NWEA	Fall		170	178	184	187	190	192	194	193			7

*General science status norms for grades 9 and 10 should not be used to evaluate performance in topically differentiated high school science courses where science content is more specialized.

The comparative data included in the tables provides information from both the fall and spring. Norming data is provided for the fall term to aid in placement, screening, and scheduling/grouping decisions at the beginning of the year. Conversely, college readiness information (Smarter Balanced, ACT, SAT) is displayed for the spring term. This provides educators with end-of-year scores, for the purposes of student goal setting, to help get students to the point where they are on track to being college ready.



NWEA® is a not-for-profit organization that supports students and educators worldwide by providing assessment solutions, insightful reports, professional learning offerings, and research services. Visit NWEA.org to find out how NWEA can partner with you to help all kids learn.

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Comparative Data to Inform Instructional Decisions

To help provide context to Measures of Academic Progress® (MAP®) normative percentiles, this document includes multiple **College and Career Readiness (CCR)** benchmarks, including those from **ACT®** and **Smarter Balanced Assessment Consortium (Smarter Balanced)***.

When you're armed with MAP interim assessment data, you're better prepared to meet your students when and where they need you most.

Use the comparative data in the tables below as one of your data points for instructional decision making. While not intended for use as a single placement guide, these data can help inform a variety of programmatic and instructional decisions, including:

- identifying and qualifying students for various instructional strategies
- guiding teachers who do not regularly make decisions on instructional program choices for students
- scheduling and grouping to meet students' learning needs
- screening for special or alternative instruction
- staffing and resourcing

About each chart

- The grade designations represent beginning-of-year grade levels.
- The RIT scores defining each level are separated by 1/2 standard deviation except for the highest level, which is set at the 95th percentile.
- At all levels, consider differentiated instruction, flexible grouping, or tiered instruction.
- As scores ascend, give more consideration to curriculum-compacting, accelerated instructional pacing, and special programs.
- As scores descend, give more consideration to additional instructional time, one-on-one tutoring, use of short cycle assessments, and special programs.

The instructional suggestions in this document are intended to provide initial ideas, not to be an exhaustive list of options.



MATHEMATICS														
		K	1	2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
CCR (Smarter Balanced Level 3*)	Spring				207	218	228	232	236	240			244	61-68
CCR (ACT ≥ 22)	Spring						226	232	238	243	246			61-74
CCR (ACT ≥ 24)	Spring						230	237	243	248	252			70-83
NWEA	Fall	165	184	199	212	225	236	243	250	256	260	262	266	95
NWEA	Fall	155	175	190	203	216	226	233	239	244	248	250	253	84
NWEA	Fall	148	169	183	197	209	219	225	231	235	239	240	243	69
NWEA Median	Fall	140	162	177	190	202	211	218	223	226	230	230	233	50
NWEA	Fall	133	156	170	184	195	204	210	214	217	221	220	223	31
NWEA	Fall	125	150	164	177	188	197	202	206	209	212	211	213	16
NWEA	Fall	118	143	157	171	182	190	195	198	200	204	201	204	7

+4 pts
-4 pts

A student score at or above the following scores on a 6+ Mathematics Survey with Goals test suggests student readiness for: 230 Introduction to Algebra; 235 Algebra; 245 Geometry

*Please note that the Smarter Balanced preliminary cut score values are field-test only and subject to change.

READING														
		K	1	2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
CCR (Smarter Balanced Level 3*)	Spring				203	209	214	219	222	223			226	56-62
CCR (ACT ≥ 22)	Spring						215	220	224	227	230			59-69
CCR (ACT ≥ 24)	Spring						218	223	227	230	233			66-75
NWEA	Fall	163	182	200	214	224	231	236	240	243	246	248	250	95
NWEA	Fall	155	174	190	204	214	221	226	230	233	236	237	239	84
NWEA	Fall	148	167	182	196	206	213	218	222	225	228	229	231	69
NWEA Median	Fall	141	161	175	188	198	206	211	214	217	220	220	223	50
NWEA	Fall	134	154	167	180	190	198	204	207	209	212	212	214	31
NWEA	Fall	128	148	159	173	183	191	196	199	202	205	204	206	16
NWEA	Fall	121	141	152	165	175	183	189	192	194	197	196	198	7



*Please note that the Smarter Balanced preliminary cut score values are field-test only and subject to change.

LANGUAGE USAGE

Higher Achievement

Lower Achievement

		2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
CCR (Smarter Balanced Level 3*)	Spring		204	209	213	218	221	222			225	56-62
NWEA	Fall	202	214	223	229	233	237	240	242	244	246	95
NWEA	Fall	191	205	213	219	224	228	230	232	234	236	84
NWEA	Fall	183	197	206	213	218	221	223	225	226	229	69
NWEA Median	Fall	175	189	199	206	211	214	216	218	219	222	50
NWEA	Fall	166	182	192	199	204	207	209	211	211	214	31
NWEA	Fall	158	174	184	192	197	200	202	204	204	207	16
NWEA	Fall	150	167	177	185	190	194	195	197	197	199	7

*Please note that the Smarter Balanced preliminary cut score values are field-test only and subject to change.

GENERAL SCIENCE

Higher Achievement

Lower Achievement

		3	4	5	6	7	8	2015 Norms Percentile
NWEA	Fall	207	213	218	223	227	230	95
NWEA	Fall	199	206	211	216	219	222	84
NWEA	Fall	193	200	206	210	213	216	69
NWEA Median	Fall	187	195	200	204	207	210	50
NWEA	Fall	182	189	195	199	201	204	31
NWEA	Fall	176	183	189	193	195	198	16
NWEA	Fall	170	178	184	187	190	192	7

For many reasons, it is inadvisable to compare performance of a student on one set of test norms to his or her performance on another. The user is strongly advised to use the 2015 norms because they provide the current and most accurate reference for MAP scores. Slight differences from the 2011 norms have been observed, some of which reflect true change in the performance of the students. In addition, evidence indicates three other plausible sources for these differences. School's demographics changed between 2011 and 2015 and may have contributed to differences. Methodological improvements such as a larger and more representative sample, the use of nine (vs five) terms of data, and a new model for estimating growth have made the 2015 norms more accurate. Finally, the varied nature of Common Core State Standards adoption, implementation, and testing appear to have resulted in lower test scores. The sources of these observed differences are the subject of further research.

Need more information about how to use the data in this document to maximize every student's learning? Contact your account manager at 503-624-1951 or 866-654-3246.

Northwest Evaluation Association™ (NWEA™) has nearly 40 years of experience helping educators accelerate student learning through computer-based assessment suites, professional development offerings, and research services.

BIWEEKLY PAYROLL PERIODS

<u>PAYROLL PERIOD</u>	<u>PAYROLLS DUE</u>	<u>PAY DAY</u>
06-22-20 to 07-05-20	07-02-20	07-10-20
07-06-20 to 07-19-20	07-17-20	07-24-20
07-20-20 to 08-02-20	07-31-20	08-07-20
08-03-20 to 08-16-20	08-14-20	08-21-20
08-17-20 to 08-30-20	08-28-20	09-04-20
08-31-20 to 09-13-20	09-11-20	09-18-20
09-14-20 to 09-27-20	09-25-20	10-02-20
09-28-20 to 10-11-20	10-09-20	10-16-20
10-12-20 to 10-25-20	10-23-20	10-30-20
10-26-20 to 11-08-20	11-06-20	11-13-20
11-09-20 to 11-22-20	11-20-20	11-27-20
11-23-20 to 12-06-20	12-04-20	12-11-20
12-07-20 to 12-20-20	12-18-20	12-24-20
12-21-20 to 01-03-21	12-30-20	01-08-21
01-04-21 to 01-17-21	01-15-21	01-22-21
01-18-21 to 01-31-21	01-29-21	02-05-21
02-01-21 to 02-14-21	02-12-21	02-19-21
02-15-21 to 02-28-21	02-26-21	03-05-21
03-01-21 to 03-14-21	03-12-21	03-19-21
03-15-21 to 03-28-21	03-26-21	04-02-21
03-29-21 to 04-11-21	04-09-21	04-16-21
04-12-21 to 04-25-21	04-23-21	04-30-21
04-26-21 to 05-09-21	05-07-21	05-14-21
05-10-21 to 05-23-21	05-21-21	05-28-21
05-24-21 to 06-06-21	06-04-21	06-11-21
06-07-21 to 06-20-21	06-18-21	06-25-21

- All programs will be paid in accordance with this schedule.
- Teacher, Substitute Timesheets and Administrator Biweekly reports, absentee report F2-13-6-8 and signed payroll vouchers F2-13-4 **are due on the payroll due date.**
- Employees' whose time is recorded in Time Pro - their time must be verified and approved weekly but no later than 9am on the Monday following the payroll due date. Everyone except teachers under contract are **required** to use the Time Pro clock to clock. Payroll Clerks will enter days off using applicable absence code.
- Overtime Claims – use State Board of Accounts Form EC1 53-R95. The claim must be signed by the Payee and their immediate supervisor. **All overtime must be approved; unauthorized overtime will not be paid.**
- Stipends and/or extra assignments – follow the same protocol using paper sign in sheet along with any other required documentation. Submit these to the department handling the funds and they will forward to payroll for processing.
- Any absence in excess of 5 days requires a Doctor Certification.
- Funeral Leave – employee must complete the funeral leave card upon return to verify the relationship and leave time.
- Failure to comply with these due date will mean the postponement of pay for the affected employee.

Local and Regional Resources for Families



Resources

- **About Special Kids (ASK):** <http://www.aboutspecialkids.org/> Indiana's Parent-to-Parent organization that works throughout the state to give support, answer questions and provide information and resources to families of children with special needs.
- **ARC of Indiana:** For People with Intellectual and Developmental Disabilities <https://www.arcind.org/>
- **Big Brothers Big Sisters:** Helping children through supported, one-to-one relationships. Locate an Agency in your area. One-to-one mentoring to better help kids.
 - **Central Indiana:** www.bebigforkids.org
 - **South Central Indiana:** www.bigsindiana.org
 - **Northeast Indiana:** www.bbbsnei.org
 - **Southeast Indiana:** www.bbbssi.org
 - **Southwestern Indiana:** <https://www.mentoringkids.org>
 - **East Central Indiana:** <https://www.bbbseci.org>
- **Boys and Girls Clubs of America:** <https://bgca.org> Club locations in all 50 states. Promotes/Enhances Kid's Development.
- **Down Syndrome Indiana:** <http://www.dsindiana.org/> Indiana programs and services
- **Fathers and Families Center:** <https://fathersandfamiliescenter.org>
- **Hands in Autism Interdisciplinary Training and Resource Center:** <https://handsinautism.iupui.edu>
 - **Hands in Autism Quick Start for Caregivers and Families:** Information on trainings, workshops, webinars, etc. <https://handsinautism.iupui.edu/families.html#.Wxx6zopKhKA>
 - **Hands in Autism Local Community Cadres:** community networks of families and professionals invested in serving individuals affected by Autism Spectrum Disorder and other developmental disabilities <https://handsinautism.iupui.edu/lcc.html#.Wxx7hopKhKA>
- **Healthy Indiana Plan HIP:** <https://www.in.gov/fssa/hip/> For uninsured Hoosier adults between the ages of 19-64. Affordable health insurance programs.
- **Indiana Council of Community Mental Health Centers:** <https://indianacouncil.org/providers> The Indiana Council of Community Mental Health Centers (Indiana Council) is a nonprofit, professional trade association representing all certified community mental health providers across the state.

- **Indiana Institute on Disability and Community:** <https://www.iidc.indiana.edu/> Information on programs and supports
- **Indiana Resource Center for Autism:** <https://www.iidc.indiana.edu/pages/support> Information on supports and programs
- **IN-Source: Indiana Resource Center for families with Special Needs:** www.insource.org Special Education Parent Support
- **MCH Mom's Helpline:** 1-844-MCH-MOMS (1-844-624-6667) <https://www.in.gov/isdh/21047.htm>

Available Local and State Parent Resources

Here are some local and state resources available which you may wish to utilize for additional assistance beyond what is provided by the school. This list is not comprehensive. The School City of East Chicago is not recommending any particular providers. Please be aware that some providers will provide a better fit for your family than others.

Organization/ Company	Services	Contact Information
AccessAbilities	behavior management and music therapy to children and adults with developmental disabilities	8398 Mississippi St. Merrillville, IN 46410 (219) 755-4049 www.AccessAbilitiesinc.com
Advocacy Links	case management services for individuals receiving Indiana Medicaid waiver supports	1819 Hillsdale Rd. South Bend, IN 46614 (888) 537-5733 www.advocacy-links.com
African American Achievers Youth Corps	mentoring program, tutoring, recreational activities, counseling, and guidance to male youth in grades 6-12	PO Box 64622 Gary, IN 46401 (219) 887-2046 vesmith@iun.edu Dr. Vernon Smith
All of Me Therapy, LLC	Speech therapy services; educational and social groups for kids; summer programs for school aged children; occupational therapy services; assistive technology	1160 Joliet St. Suite 102 Dyer, IN 46311 (219) 440-7930 (219) 440-7931 (fax) www.allofmetherapy.com
About Special Kids (ASK)	Support groups, medical equipment, respite care, community programs, school-based programs, and general information about navigating services and programs for children with special needs	1-800-964-4746 317-251-7488 (fax) www.aboutspecialkids.org
Autism Society of Indiana	provides information about Autism Spectrum Disorders, local resources and services	1-800-609-8449 http://www.inautism.org
Bridges Of Indiana	residential services, community habilitation services, respite services, personal care and assistance, music therapy, recreational therapy, behavioral management, wellness coordination	1302 E. 85th St. Merrillville, IN 46410 (219) 648-2995 www.bridgesofindiana.com
Bureau of Developmental Disabilities Services (BDDS)	Provides services for individuals with developmental disabilities that enable them to live as independently as possible in their communities; assists individuals in receiving community supports and residential services; monitors the quality of care and the facilities of those who are approved to provide these services in Indiana.	Local office: 110 W Ridge Rd. Gary, IN (219) 981-5313 1-877-218-3053 1-800-545-7763 www.ddrs.IN.gov
Organization/	Services	Contact Information

Company		
Child-Adult Resource Services, Inc. (C.A.R.S)	Assists individuals with disabilities by providing community based employment, vocational evaluations, school to work transition supports, residential services, and Medicaid waiver assistance	Children's programs: 1-888-530-0814 Day Services/Residential Programs: 1-888-547-2076, ext. 267 www.cars-services.org
Community Partners	Assists in finding support for families with children in the home. Includes crisis interventions, truancy prevention program, mentoring/tutoring, parent support groups, and financial services. Must be a resident of Lake County.	Main Office: 8400 Louisiana St. Merrillville, IN (866) 641-7181 Gary Location: 555 Polk St. (219) 881-7300 www.geminuscommunitypartners.org
Crisis Center	Emergency shelter for at-risk youth that have voluntarily left home or pushed out. Counseling and case management, runaway prevention program	101 N Montgomery St. Gary, IN 46403 (219) 938-7070, ext. 2727 tneal@crisiscenterysb.org scaylor@crisiscenterysb.org Trevaughn Davis-Neal, Shirley Caylor
Crown Family Services	Cyberbullying education program for children. LGBTQ support groups. Female adolescent and teen groups for healthy eating, self-esteem, self-harm and suicide	1308 N. Main St. Crown Point, IN 46307 Suzy Bonaventura (219) 663-6353 suzybonaventura@yahoo.com Patti Van Til (219) 201-7520 pattiv@crowncounseling.org
Crown Point Volunteer Fire Department	Education on proper car seat usage and installation. Offers replacement car seat upon inspection if needed (proof of financial need required).	126 North East St. Crown Point, IN 46307 (219) 662-3248, ext. 503 Michael Parks (Division Chief) training@cpfire.com
Dungarvin	Assisted living, transitional services, in-home services, day services, residential services. Multiple locations in NWI.	Phone: (574) 245-5400 Toll-free: (800) 735-3477 www.dungarvin.com
Edgewater Systems	Youth and adults with emotional and mental health illnesses, Substance Abuse Disorders, Veterans, Lesbian, Gay, Bisexual, or Transgendered Clients, and Forensic Clients	1100 West 6th Avenue Gary, Indiana 46402 Phone: (219) 885-4264 www.edgewaterstystems.org
Erskine Green Training Institute	Housed in Muncie, IN, program provides a personalized training experience for 10-13 weeks in which students attend class, master key job skills, and gain work experience. Programming is designed for individuals whose skills are affected due to a disability. Most applicants would have received special education services in the K-12 setting and exited their secondary school with a diploma, GED, or certificate.	601 S. High Street Muncie, IN 47305 765-381-8071 877-216-2479 www.erskingreeninstitute.org
Organization/ Company	Services	Contact Information
Family Voices	Provides family support, respite care, a	(317) 944-8982

	variety of resources in the community, assistance with Medicaid Waivers, health care financing options	Email: info@fvindiana.org www.fvindiana.org
Family and Youth Services Bureau	Parent enrichment and education, drug and substance abuse education workshops, alternative school, assistance and supplies for families. Services located in Porter County, IN	253 Lincolnway, Valparaiso (219) 464-9585 www.fysb.org
Fair Haven Center for Women	Services for female teen victims of sexual and physical abuse. Groups for children ages 6-11 whose parents are survivors of abuse, rape or addiction. Groups for women who have experiences sexual, emotional, and physical violence.	2645 Ridge Road Highland, IN 46322 Patty Conley (219) 961-4357 patty@asafeport.org
Faith Temple of Christ	Parent education. Youth mentoring program. Big-brother mentoring for males through outings, mentoring, individual and group services. College and career readiness council and internship program for teens.	7601 Whitcomb Street Merrillville, IN 46410 (219) 736-5199 Teri Houk Teri@faithtempleofchrist.org
Food Bank of Northwest Indiana	assistance with clothing, food and other basic human needs	2248-50 W. 35th Ave, Gary (219) 980-1777 www.foodbanknwi.org
Girls on the Run	Incorporates running and other physical activities that teach essential life skills and core values for living a physically active and healthy lifestyle for girls between 8-12 years.	2906 Highway Ave. Highland, IN 46322 (219) 384-8276 Jill Schlueter-Kim jill.schlueter-kim@girlsontherun.org
HANDS in Autism	provides information about Autism Spectrum Disorders, local resources and services	(317) 944-8167 http://www.handsinautism.org
Haven House	Healthy relationships counseling and education programs.	PO Box 508 Hammond, IN 46325 (219) 931-9800 Lisa Wein havenhousedvs@aol.com
Health Linc	Cost-effective medical, dental and behavioral health services; immunizations; health and wellness education; prenatal care	1313 W. Chicago Ave, Ste. F (219) 398-9685 (219) 398-9695 (fax) 1-888-580-1060 healthlincchc.org
Healthy East Chicago-Moms Taking Charge	Providing women and children in the household living within the city of EC a family support base. Parenting education on domestic violence. Education on human trafficking	4320 Fir St. Suite 216 East Chicago, IN 46312 (219) 354-8089 Joy Berry jberry@healthyec.org
Help At Home, Inc	Home care services for adults and children with developmental disabilities, family caregiver support, residential services.	219-322-2730 1-888-557-0220 www.helpathome.com
Organization/ Company	Services	Contact Information
Helping Hands Residential Services, LLC	Support for those who are aging, disabled, or have had a traumatic brain injury. Provides companionship, respite	www.helpinghandsresidential.com phone: 219-937-3390 Fax: 219-933-6657

	care, assistance with household tasks, and assistance with daily living skills.	
Indiana First Steps	Early intervention program that provides services to infants and toddlers from birth to third birthday who have developmental delays or disabilities.	phone (219) 662-7790 toll free: 1-800-387-7837 https://www.infirststeps.com
Indiana Children's Special Health Care Services	supplemental medical coverage to pay for treatment for children birth to 21 years who meet criteria	1-800-475-1355 www.in.gov/isdh/19613.htm
Indiana Parenting Institute	Assists participants understand the roles substance abuse plays in their lives, info on alternatives to substance use and 12 week programs to assist with recovery	504 Broadway, Suite 444 Centier Bank Building Gary, IN 46402 (219) 886-1111 Jena Bellezza jenai@indianaparentinginstitute.org
Indiana Mentor	group home services, supported living, adult foster care, day services	8409 Virginia St. Merrillville, IN 46410 219-736-9884 www.in-mentor.com
Indiana Professional Management Group, Inc.	Medicaid waiver application assistance, case management services	Customer Service Line: 866-672-4764 After Hours Crisis Line: 1-800-878-9133 www.gotoipmg.com facebook.com/gotoipmg twitter.com/gotoipmg
Indiana Resource Center for Autism (IRCA)	provides information about Autism Spectrum Disorders, local resources and services	1-800-825-4733 1-812-855-6508 www.iidc.indiana.edu/irca
Innovations In Learning	Behavior management, social skills groups, individual behavioral therapy, adult day services, music therapy, in-school counseling, psychological assessment services, and school consultation	8200 Georgia St Merrillville, IN 46410 (219) 791-1400 innovationsinlearning.net
In-Pact, Inc.	individualized behavior support services, affordable rental housing program, group home services, supported services, community resources	12300 Marshall St. Crown Point, IN 46307 219-662-1905 www.in-pact.org
International OCD Foundation	Provides resources, support, and assistance for those who have been diagnosed with, or may be suspected of having Obsessive Compulsive Disorder and other related disorders	General info: www.iocdf.org Kids and Teens: www.OCDinKids.org Email: info@iocdf.org (617) 973-5801
Organization/ Company	Services	Contact Information
Life Strategies Therapy Services	Couples and family therapy, child therapy, Autism Therapy	5521 W. Lincoln Hwy Suite 105, Schererville 442 N Calumet Rd., Chesterton (219) 359-3272 (219) 359-3089 (fax) www.life-strategies.net contact@life-strategies.net (email)

Living Hope Church	Invested Youth society program is a group for teens to develop good citizenship skills. Respite care program for parents of special needs children.	9000 Taft St. Merrillville (219) 769-3601 Darlene Hamlin dhamlin@lhweb.org
Mental Health America of Lake County	Teen parent groups, school-based life skills lessons, healthy family support, sex education for teens, self-esteem programs	5311 Hohman Ave Hammond, IN 46320 (219) 937-7733 info@mhalakecounty.org
Meridian Health Services	Psychiatric services; behavioral clinicians in home, school, and community; primary medical care; individual and family therapy; wraparound services; emergency services	8002 Utah St. Merrillville, IN 40410 (219) 942-0431 866-306-2647 765-288-1928 www.MeridianHS.org
New Star	Support for those living with intellectual and developmental disabilities. Residential habilitation and support, community based habilitation, respite care, family and caregiver training, supported employment follow-along, workplace assistance, transportation, community transition	Indiana Office: 833 W. Lincoln Hwy, Ste. 115W Schererville, IN 46375 T: (219) 440-7430 F: (219) 440-7112 newstarservices.org
North Township Trustee – Frank Mrvan	Abuse support for children through programs and legislation; provides assistance with food, shelter, utilities, clothing, furnishings, medical expenses, employment/job search; transportation; emergency victim relief	5947 Hohman Ave Hammond, IN 46320 (219) 932-2530 (219) 937-4412 (fax) northtownshiptrustee.com *other locations in East Chicago and Hammond
Opportunity Enterprises	employment support to those with a disability, day programs, respite care, supported living, transportation, and group homes	2801 Evans Ave, Valparaiso (219) 464-9621 http://www.oppent.org
Preference Health Services	Provides home health services to individuals in need, including registered nurses, physical therapists, and social workers	(219) 836-7900 Fax: (219) 836-7913 Preferencehealthservices.com
Promoting Achievement through Technology and Instruction for all Students (PATINS)	State-wide technical assistance network that connects local education agencies and families with accessible materials, assistive technology, and tech support to support students with disabilities. Also provides refurbished technology	Northwest Indiana Contact Person: Jim Lambert 2150 W 97 th Place, Crown Point (219) 662-6939 www.patinsproject.com facebook.com/patinsproject
Organization/ Company	Services	Contact Information
Prevent Child Abuse Lake County	Child abuse and neglect forums, educational materials, shaken infant syndrome prevention	1308 Main St. Crown Point, IN (219) 663-6353 Email: pcalc@hotmail.com
Porter Starke Services	Counseling, group therapy, psychiatric services, adult recovery services, adult day treatment and residential programs. Multiple locations in Porter, Knox and Starke Counties.	601 Wall Street Valparaiso, IN 46383 (219) 531-3500 24 hr. crisis: (219) 531-3500 www.porterstarke.org

Regional Health Clinic	primary healthcare, dental, pediatrics, behavioral health, diagnostic labs, pharmacy services, benefit assistance, health insurance navigation	3903 Indianapolis Blvd. East Chicago, IN 46312 (219) 937-3300 www.regionalhealthclinic.org
Regional Mental Health Services	Behavioral and mental health, substance abuse treatment, inpatient and outpatient treatment, individual and family therapy, Circle Around Families, Head Start consultations, gambling addictions, Multiple locations throughout Lake County, IN	3903 Indianapolis Blvd. East Chicago, IN 46312 (219) 398-7050 24 hr. Crisis: (219) 769-4005 www.regionalmentalhealth.org
Respite Care Services, Inc	personal assistance care, residential, community rehabilitation, supported living services, meaningful day programs, temporary relief to families from daily care of a family member with a disability	9000 Indianapolis Blvd. Highland, IN (219) 972-8172 www.respitecareservices.org
Restore Therapy Services	physical therapy, occupational therapy, Speech therapy, family counseling services	6100 Miller Ave Gary, IN 46408 (219) 427-0197
Riley Child Development Center	provides information about Autism Spectrum Disorders, local resources and services	(317) 944-8167 http://www.child-dev.com
Social Security Administration	supplemental income for individuals who qualify, employment support programs, children's health insurance programs	1-800-772-1213 www.socialsecurity.gov
Sojourner Truth House	Parenting group to clients of the Sojourner Truth House day center. Homeless and transitional outreach programs	410 W 13 th Ave Gary, IN 46407 (219) 885-2282 Sister Peg Spindler spindler@sojournertruthhouse.org Sherita Brewer sbrewer@sojournertruthhouse.org
Special Needs Awareness Program Inc. (SNAP)	advocacy services, monthly workshops, resale boutiques	109 Broad St. Griffith, IN 46319 (219) 513-6520 (219) 808-8486 email: snap109@yahoo.com
Organization/ Company	Services	Contact Information
Stewart Home and School	Located in Kentucky, Stewart Home & School is a community dedicated to the education of students with intellectual disabilities. The school provides enriched opportunities for the fulfillment of all their needs – physical, educational, social, vocational and spiritual. Stewart believes persons with intellectual disabilities deserve every opportunity for personal growth. Every student is encouraged to develop his or her skills and talents in all areas of life.	4200 Lawrenceburg Road Frankfort, KY 40601 Phone: (502) 227-4821 www.stewarhome.com Email: info@stewarhome.com
St. John Baptist	School supply giveaway for children of	2457 Massachusetts St.

Church	Lake County, IN	Gary, IN 46407 (219) 886-7769 Rev. Regan Robinson
St. Jude House	School Based programs. Education groups for children on respectful relationships and abuse prevention.	12490 Marshall St. Crown Point, IN (219) 662-7066 Linda Perez lperez@stjudehouse.org
The Arc of Indiana	Information and referral to resources and help in applying for government programs and Medicaid waivers	1-800-382-9100 www.arcind.org
The Villages of Indiana	Stewards of children program focus on training adults, especially those who work with youth-serving organizations, to better prevent, recognize, and react responsibly to child sexual abuse.	1605 Adler Circle Portage, IN 46368 (219) 762-3465 Julie Villareal: jvillareal@villages.org
Tourette Association of America	Provides resources for those who have been diagnosed with, or may be suspected of having Tourette's syndrome or other tic disorders.	1-888-4TOURET Tourette.org
Trade Winds	Occupational therapy, speech therapy, child care, summer camps, respite care for adults and children, adult day activities, adult program and training, adult residential services, deaf services	3198 East 83 rd Place Merrillville, IN (219) 945-0100 emergency: (219) 689-6506 tradewindsnwi.org
Urban Suns	One-on-one mentoring for youth based on individual needs	1954 Ohio St. Gary, IN (219) 614-3009 Alfred Martin urbansuns05@yahoo.com
Vocational Rehabilitation Services	school to work transitions programming, vocational guidance and counseling, physical and mental restoration services necessary to become employed, rehab technology services and devices for individuals who have a substantial physical and mental health impairment that will impede employment	Family and Social Services Administration 110 W Ridge Rd. Gary, IN 46408 (219) 981-5326 1-800-545-7763 www.vrs.in.gov
Organization/ Company	Services	Contact Information
We Care From The Heart	Advocacy and counseling; homeless outreach program; health enhancement; housing; nutrition; transportation assistance; adult daycare services; respite care; senior citizen outreach; family support	Hammond Location: 5272 Hohman Ave. (219) 933-7111 Email:hammondwecarefromtheheart@yahoo.com East Chicago Location: 3550 Pennsylvania Ave (219) 933-6657 Email: ecwcfth@yahoo.com carefromtheheart.org

Child Mental Health Wraparound Services Access Sites

County	City/Township	Contact Name	Phone Number	Email Address
Adams	Park Center	Melinda Knoblauch	260-481-2703	AccessSiteReferral@parkcenter.org
Allen	Crossroad	Kimberley Lichtsinn	260-496-5985	klichtsinn@crossroad-fwch.org
Bartholomew	Centerstone of Indiana	Evelisse Calo-Ramos	812-314-3576	Evelisse.Calo-Ramos@centerstone.org
Benton	Wabash Valley Alliance	Morgan Gilbert	765-446-6497	morganm@wvhmhc.org
Blackford	Meridian Services Corp	Gail Baker	855-634-2439/ 765-587-0135	Gail.Baker@meridianhhs.org
Boone	Aspire of Indiana	Alyssa Pearson	317-587-0589	Alyssa.pearson@aspireindiana.org
Brown	Centerstone of Indiana	Jill Heichelbech	812-337-2304	Jill.Heichelbech@centerstone.org
Carroll	Wabash Valley Alliance	Morgan Gilbert	765-446-6497	morganm@wvhmhc.org
Cass	Four County	Faith Kingery	574-721-9014	AccessSiteReferral@fourcountv.org
Clark	Life Spring Health Systems	Meara Grannan	812-206-1412	meara.grannan@lifespringhealthsys.org
Clay	Hamilton Center	Josh Price	812-448-8801	JPrice@Hamiltoncenter.org
Clinton	Howard Regional	Jennifer Pisula	855-889-6777	JPisula@ecomunity.com
Crawford	Southern Hills	Tina Wahl	1-877-338-2756	tinaw@southernhills.org
Daviess	The Samaritan Center	Ken Abell	812-885-2720/618-553-1991 /1-800-824-7907	kabell@gshvin.org
Dearborn	Community Mental Health Center, Inc.	Tony Stegemiller	812-537-1302 ext. 3275	Tony.Stegemiller@cmhcinc.org
Decatur	Community Mental Health Center, Inc.	Tony Stegemiller	812-537-1302 ext. 3275	Tony.Stegemiller@cmhcinc.org
Dekalb	Northeastern Center, Inc.	Adrienne Long	260-665-9494	along@nec.org
Delaware	Meridian Services Corp	Gail Baker	855-634-2439/ 765-587-0135	Gail.Baker@meridianhhs.org
Dubois	Southern Hills	Tina Wahl	1-877-338-2756	tinaw@southernhills.org
Elkhart	Oaklawn Psychiatric Center, Inc.	Aimee Fizer	574-246-9102	aimee.fizer@oaklawn.org
Fayette	Centerstone of Indiana	Lisa Felsman	765-983-8056	Lisa.Felsman@centerstone.org
Floyd	Life Spring Health Systems	Meara Grannan	812-206-1412	meara.grannan@lifespringhealthsys.org
Fountain	Wabash Valley Alliance	Morgan Gilbert	765-446-6497	morganm@wvhmhc.org

Child Mental Health Wraparound Services Access Sites

Franklin	Community Mental Health Center, Inc.	Tony Stegemiller	812-537-1302 ext. 3275	Tony.Stegemiller@cmhinc.org
Fulton	Four County	Faith Kingery	574-721-9014	AccessSiteReferral@fourcounty.org
Gibson	Southwestern Behavioral Healthcare	Lori McIntire	812-436-4279	McIntirel@southwestern.org
Grant	Grant-Blackford Mental Health	Melissa Helton	765-660-2429	Melissa.Helton@cornerstone.org
Greene	Hamilton Center	Dwight Weaver	812-231-8194	DWEAVER@HamiltonCenter.org
Hamilton	Aspire of Indiana	Alyssa Pearson	317-587-0589	Alyssa.pearson@aspireindiana.org
Hancock	Gallahue Mental Health Center	Margaret Madden	317-355-9089	mmadden@ecommunity.com
Harrison	Life Spring Health Systems	Meara Grannan	812-206-1412	meara.grannan@lifespringhealthsysfems.org
Hendricks	Cummins Behavioral Health Systems, Inc.	Lakisha Wren	1-888-714-1927 x2083	lwren@cumminsbhhs.org
Henry	Meridian Health Services	Gail Baker	855-634-2439/ 765-587-0135	Gail.Baker@meridianhs.org
Howard	The Villages	Jackie Daugherty	765-455-8545	jdaugherty@villages.org
Huntington	Otis R. Bowen Center for Human Services	Gabriel Kirk	574-767-1524	Gabriel.Kirk@bowencenter.org
Jackson	Centerstone of Indiana	Amanda Gerth	812-522-4341 X2484	amanda.gerth@centerstone.org
Jasper	Wabash Valley Alliance	Morgan Gilbert	765-446-6497	morganm@wvvhmc.org
Jay	Meridian Services Corp	Gail Baker	855-634-2439/ 765-587-0135	Gail.Baker@meridianhs.org
Jefferson	Centerstone of Indiana	Renee Johnson	812-265-1918	Renee.Johnson@centerstone.org
Jennings	Centerstone	Zenda Rodgers	812-346-4468 ext. 2963	Zenda.Rodgers@centerstone.org
Johnson	Adult and Child Center, Inc.	Lisa Kress	317-346-5958/ 317-736-7744 Ext. 5658	lkress@adultandchild.org
Knox	The Samaritan Center	Ken Abell	812-885-2720/618-553-1991 /1-800-824-7907	kabell@gshvin.org
Kosciusko	Otis R. Bowen Center for Human Services	Gabriel Kirk	574-767-1524	Gabriel.Kirk@bowencenter.org
LaGrange	Northeastern Center, Inc.	Adrienne Long	260-665-9494	along@nec.org

Child Mental Health Wraparound Services Access Sites

Lake	Regional Mental Health	Jennifer Dudrey	219-794-8607/219-757-1868	jennifer.dudrey@regionalmentalhealth.org
Laporte	Swanson Center	Mark Popovich	219-873-9890 After Hrs: 855-325-6934	mpopovich@swansoncenter.org
Lawrence	Centerstone of Indiana	Sara Kleber-Lowery	812-329-4990	Sara.Kleber-Lowery@centerstone.org
Madison	Aspire of Indiana	Alyssa Pearson	765-608-5583	Alyssa.pearson@aspireindiana.org
Marion	Rotating Teams	Jenn Harding	317-632-6140 ext. 3252	jharding@adultandchild.org
Marshall	Otis R. Bowen Center for Human Services	Gabriel Kirk	574-767-1524	Gabriel.Kirk@bowencenter.org
Martin	The Samaritan Center	Ken Abell	812-885-2720/618-553-1991 / 1-800-824-7907	kabell@gshvin.org
Miami	Four County	Faith Kingery	574-721-9014	AccessSiteReferral@fourcounty.org
Monroe	Centerstone of Indiana	Stacey Skomp	812-337-2340	Stacey.Skomp@centerstone.org
Montgomery	Wabash Valley Alliance	Morgan Gilbert	765-446-6497	morganm@wvhmhc.org
Morgan	Centerstone of Indiana	Jill Heichelbech	765-343-6995	Jill.Heichelbech@centerstone.org
Newton	Wabash Valley Alliance	Morgan Gilbert	765-446-6497	morganm@wvhmhc.org
Noble	Northeastern Center, Inc.	Adrienne Long	260-665-9494	along@nec.org
Ohio	Community Mental Health Center, Inc.	Tony Stegemiller	812-537-1302 ext. 3275	Tony.Stegemiller@cmhcinc.org
Orange	Southern Hills	Tina Wahl	1-877-338-2756	tinaw@southernhills.org
Owen	Centerstone of Indiana	Kate Paul	812-585-3795	kate.paul@centerstone.org
Parke	Hamilton Center	Jennifer CanField	765-569-2031 X7515	Jcanfield@hamiltoncenter.org
Perry	Southern Hills	Tina Wahl	1-877-338-2756	tinaw@southernhills.org
Pike	The Samaritan Center	Ken Abell	812-885-2720/618-553-1991 / 1-800-824-7907	kabell@gshvin.org
Porter	Porter-Starke Services	Larissa Hoyt	219-762-3465	lhoyst@villages.org
Posey	Southwestern Behavioral Healthcare	Lori McIntire	812-436-4279	McIntire@southwestern.org
Pulaski	Four County	Faith Kingery	574-721-9014	AccessSiteReferral@fourcounty.org
Putnam	Cummins Behavioral Health Systems, Inc.	Rebecca Roy	1-888-714-1927	rroy@cumminsbhhs.org
Randolph	Centerstone of Indiana	Shelly Monfort	765-584-3113	Shelly.Monfort@centerstone.org

Child Mental Health Wraparound Services Access Sites

Ripley	Community Mental Health Center, Inc.	Tony Stegemiller	812-537-1302 ext. 3275	Tony.Stegemiller@cmhcinc.org
Rush	Centerstone of Indiana	Lisa Felsman	765-983-8056	Lisa.Felsman@centerstone.org
Scott	Life Spring Health Systems	Meara Grannan	812-206-1412	meara.grannan@lifespringhealthsys.tems.org
Shelby	Gallahue Mental Health Center	Margaret Madden	317-355-9089	mmadden@ecommunity.com
Spencer	Southern Hills	Tina Wahl	1-877-338-2756	tinaw@southernhills.org
St. Joseph	Oaklawn St. Joseph	Aimee Fizer	574-246-9102	aimee.fizer@oaklawn.org
Stark	Porter-Starke Services	Mike Marshall	219-476-4691	mmarshall@porterstarke.org
Steuben	Northeastern Center, Inc.	Adrienne Long	260-665-9494	along@nec.org
Sullivan	Hamilton Center	Amy Glover	812-231-8100 ex 6012	aglover@hamiltoncenter.org
Switzerland	Community Mental Health Center, Inc.	Tony Stegemiller	812-537-1302 ext. 3275	Tony.Stegemiller@cmhcinc.org
Tippecanoe	Wabash Valley Alliance	Morgan Gilbert	765-446-6497	morganm@wvhmhc.org
Tipton	Howard Regional	Jennifer Pisula	855-889-6777	JPisula@ecommunity.com
Union	Centerstone of Indiana	Lisa Felsman	765-983-8056	Lisa.Felsman@centerstone.org
Vanderburgh	Southwestern Behavioral Healthcare	Lori McIntire	812-436-4279	McIntirel@southwestern.org
Vermillion	Hamilton Center	Diana Newnum	765-832-2436 X7412	DNEWNUM@HamiltonCenter.org
Vigo	Hamilton Center	Dwight Weaver	812-231-8194	DWEAVER@HamiltonCenter.org
Wabash	Otis R. Bowen Center for Human Services	Gabriel Kirk	574-767-1524	Gabriel.Kirk@bowencenter.org
Warren	Wabash Valley Alliance	Morgan Gilbert	765-446-6497	morganm@wvhmhc.org
Warrick	Southwestern Behavioral Healthcare	Lori McIntire	812-436-4279	McIntirel@southwestern.org
Washington	Life Spring Health Systems	Meara Grannan	812-206-1412	meara.grannan@lifespringhealthsys.tems.org
Wayne	Centerstone of Indiana	Lisa Felsman	765-983-8056	Lisa.Felsman@centerstone.org
Wells	Park Center	Melinda Knoblauch	260-481-2703	AccessSiteReferral@parkcenter.org
White	Wabash Valley Alliance	Morgan Gilbert	765-446-6497	morganm@wvhmhc.org
Whitley	Otis R. Bowen Center for Human Services	Gabriel Kirk	574-767-1524	Gabriel.Kirk@bowencenter.org

Department of Exceptional Student Services

School City of East Chicago
1401 E. 144th St.
East Chicago, IN 46312
Phone (219)391-4100 Fax: (219)391-4146

Case Conference Notification

1st Notice Date: _____ 2nd Notice Date: _____

Student Name: _____

Dear _____ [parent/ guardian, name or surrogate]

Dear Student _____ [required for transition IEP or 18 yr old]

_____ We were unable to reach you [Parent] to arrange a conference time by telephone. Therefore we are scheduling this conference and providing written notice. If you do not call to arrange a different time we will proceed with this conference at the date/ time listed below.

_____ This notice is to confirm a time, which we discussed previously, for a case conference to be held:

on _____ ; at _____ ; in _____
[day and date] [time, indicate am or pm] [place]

The purpose of this conference is [check all that apply] :

- Initial conference Discuss evaluation/ reevaluation
- Review program/ progress Annual case review Amend IEP
- Transition IEP [grade 8, 14 yrs or older] Manifestation determination
- Transition from Part C [preschool] Exit from services
- Determine transfer-in status Discuss homebound instruction
- Other [list]: _____

Expected school participants:

General Ed Teacher _____

Administrative Representative _____

Special Education Teacher _____

Social Worker _____

School Psychologist _____

Counselor _____

Other [title/name]: _____

Other [title/name]: _____

Other [title/name]: _____

You may invite anyone you feel has knowledge or special expertise regarding your student. Please contact _____ at, telephone# _____

if for any reason you are unable to attend this conference, wish to arrange a different time, or want to hold this conference by telephone rather than in person.

Department of Exceptional Student Services
School City of East Chicago
1401 E. 144th Street
East Chicago, IN 46342

Caso Conferencia de notificación

Fecha primer aviso: _____ Fecha segundo aviso: _____

el nombre del estudiante: _____

Estimado: _____ (padre / tutor)

Estimado Estudiante: _____ (Necesarios para la transición del IEP o 18 años de edad)

_____ No hemos podido comunicarnos con usted (padre) para acordar una hora de conferencia por teléfono. por lo tanto nosotros estamos planificando esta conferencia y dar aviso por escrito. Si usted no llama para concertar una hora diferente vamos a proceder con esta conferencia en la fecha y hora que figuran a continuación.

_____ Este aviso es para confirmar un tiempo, que se ha comentado anteriormente, para una conferencia sobre el caso, que se celebrará:

encendido _____; en _____; en _____
(día y la fecha) (tiempo, indicar am o pm) (lugar)

El propósito de esta conferencia es: (marque todas las que apliquen)

- Conferencia inicial analizar la evaluación / reevaluación
 Revisar el Programa / progresos Revisión anual de casos modificar el IEP
 transición del IEP (años de grado 8 o 14 años o más) Determinación de la manifestación
 La transición de la Parte C (preescolar) Salir de Servicios
 Determinar la transferencia de los servicios Discutir instrucción salir de su casa
 otros (la lista): _____

Los participantes de la escuela expected:

profesor de educación general: _____

representante administrative: _____

maestro de educación especial: _____

trabajador social: _____

psicólogo de la escuela: _____

consejero: _____

otros (nombre y título): _____

Usted puede invitar a cualquier persona que sientas que tenga conocimiento o pericia especial de su estudiante. por favor, póngase en contacto con _____ en, teléfono # _____. Si por cualquier razón usted no puede asistir a esta conferencia, desea concertar una hora diferente, o si desea celebrar esta conferencia por teléfono en lugar de en persona.

School City of East Chicago Special Education Case Conference and IEP Agenda

Student's Name: _____

The administrator attending the conference will ensure that the following information is discussed at the conference by completing and signing this form. Please check each item when discussed and use the comment section, if needed.

Notices of Conference sent in advance- (Minimum of 2 notices, at least 1 written)	
Introductions and sign-in for those present	
Guardian Information updated	
Purpose of the meeting	
Strengths, Evaluation Info, Student Data, Progress Monitoring, PLOP	
Concerns of the Parent	
Eligibility	
Special Considerations (Behavior/Language)	
Transition Plan	
Participation in Testing	
Goals	
Accommodations	
Services	
Related Services	
LRE and Reason for Placement	
Harmful Effects	
General Considerations (5?s)	
Notice of Procedural Safeguards	
Notice of Implementation	
Consent to Bill Medicaid	
Parent Copy of Finalized IEP	

TOR Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

***TOR: Please send copy of this completed form with each IEP to the Special Education Office.

**School City of East Chicago
Special Education Department
Student Services and Supports Document**

Student Information:

Last Name: _____
First Name: _____
Middle Name: _____

Current Grade: _____

Next Grade: _____

Current School: _____

Next School: _____

Eligibility: Primary _____
Secondary _____
Secondary _____

Specialized Transportation:
Yes _____ No _____

LRE Code: _____

Bus Stop _____ Home Pick up _____

Speech: _____

Partial Day: ½ Day: _____
AM: _____ PM: _____

OT: _____ PT: _____ VI: _____ HI: _____

Early Release Time: _____

Health Plan: Yes _____ No _____

Homebound: _____ Yes _____ No _____

Safety Plan: Yes _____ No _____

Behavior Plan: Yes _____ No _____

Social Work: _____ Yes _____ No _____

Medication: _____

Notice of Incapacity: _____

Special Additional Information:

Check-in-check-out: _____ Yes _____ No _____

Special Additional Information:

School City of East Chicago

PERMISSION TO EXCHANGE INFORMATION

Date: _____

School Name: _____

School Address: _____

Staff Contact Name: _____ Title: _____

Staff Contact Phone: _____

Staff Fax Number: _____

Student's Name: _____ D.O.B.: _____

Parent/Guardian's Name(s) _____

Address: _____

Phone Number(s): Work: _____ Cell: _____

Request Information From or Provide SCEC Information To:

Agency/Institution: _____

Address: _____

Staff Contact Name: _____ Title: _____

Staff Phone: _____ Staff Fax: _____

Information Requested:

- *NO records and information may be released (*parent/guardian's initialed refusal)
- ALL records and information may be released
- Release Only the Following Records:
 - Educational records: student transcripts – grades, attendance, behavioral history
 - Student academic testing results
 - Student Special Education records (teacher reports, I.E.P., I.T.P.)
 - Student medical records
 - Student social/emotional data (psychiatric, counselor, social work)
 - Student mental health diagnosis
 - Clinical assessment
 - Treatment plan
 - Progress notes
 - Discharge summary
 - Medication

Other: (explain): _____

Records will be released through _____ or one (1) calendar year from date of signature, or until said Parent/Guardian/Surrogate Parent rescinds this release in writing.

It is understood that this consent to release information will assist SCEC in implementing an appropriate educational program and support services for my child. I hereby give my consent for an exchange of information to the extent specified above among designated parties. All reports will be stored and disseminated in accordance with section #513 of subsection P.L. 93-380 (Family Rights and Privacy Act of 1974) and subsequent amendments.

Parent/Guardian's Printed Name: _____ Relationship: _____

Parent Signature: _____ Date: _____

School City of East Chicago
Special Education Department
IEP Procedures, Requirements, and Deadlines

1. IEPs must be completed and ACRs must be held prior to the due date.
2. IEPs must include at least two (2) documented conference notices. (One must be an IIEP conference notice.)
3. IEPs must be sent to your supervisor 5 days prior to the conference for review and corrections.
4. Corrected IEPs must be sent to parents within the ten (10) school day timeline; following any case conference.
5. "At a glance" must be sent two times a year or when services and provisions change.
6. EVERY finalized IEP, (new or revised) and including Manifestations or any other case conference of any kind, MUST be sent to your supervisor within 10 school days of the conference date.
7. Every ACR must be held by May 1st (Supervisor must approve ACR held after May 1, 2020.)
8. During 2020-2021 school year; the TOR must write all IEPs and hold all conferences for students with IEPs ending on or by September 15, 2020.
9. Progress Reports must be sent to the parent AND to your supervisor by the following due date:
 - a. October 30, 2020
 - b. January 8, 2020
 - c. April 16, 2020
 - d. May 28, 2020
10. New Teachers must send progress reports each quarter to their supervisors by the following dates stated above.
11. Veteran Teachers will be randomly selected for monitoring.
12. To every extent possible when conducting case conferences, we will utilize Zoom throughout the entire school year.

*Microsoft
teams*

Special Education Department Procedures for IEP Writing Days

- All teachers will receive 4 writing days per school year.
- Teachers must take 2 writing days in the 1st semester and the other 2 days in the 2nd semester. (Changes must be approved by the Sp. Ed. Administrator.)
- Conference forms must be completed 15 days prior to the date being requested.
- **You must secure the dates with the permanent sub. Prior to submitting your request.**
- Writing Days must be taken on the days the Permanent Substitutes are scheduled in the buildings.
- Writing Days must be scheduled with the Permanent Sub prior to completing and obtaining approval of conference form
- Writing Days cannot be taken before or after a holiday
- **Two Writing days cannot be take consecutively**
- Avoid taking IEP Writing Days on Mondays and Fridays if possible.
- **All** Writing Days must be taken before May 1st unless approved by Special Education Administrator
- IEP Writing Days cannot be taken during ILEARN and IAM Testing unless approved by your Special Education Administrator
- **Mandatory: All teachers must report to the Administration Building on the IEP Writing Day.**



IEP at a Glance

IEP at a Glance is a snapshot or a summary of a student's IEP. It includes provisions, goals, accommodations, and behavior plans.

You can create the IEP at a Glance from the caseload wizard in IIEP. You will need to do this for each student on your caseload. After you create the IEP at a Glance, compare the information to the current IEP to make sure it is correct.

Make additional copies and distribute to the following individuals.

- General Education teacher
- Specials Teachers (Music, Art, PE, STEM, Transportation, Nurse)
- Keep a copy in your sub folder
- Principal and/or Assistant Principal
- Keep a copy in the student's binder
- Assessment Coordinator in your Building (for testing accommodations)

Keep in mind that you will need to create a new **At a Glance** document after you hold an ACR or make any changes to the IEP.

Updated ACR Procedures

The following items must be included when sending in your IEPs to the Special Education Office:

1. Conference Sign-in Sheet/Case Conference IEP Agenda
(Must be signed by the administrator chairing your conference.)
2. A copy of progress monitoring reports for previous IEP (for the entire year)
3. SIS (Student Information Sheet)
4. Signed Consent to Bill Medicaid Form
5. Signed Consent to Implement IEP
6. Finalized copy of IEP

Remember you must send a draft IEP to your supervisor at least 5 days prior to your meeting for review.

INDIVIDUAL STUDENT SAFETY PLAN

An individual student safety plan, like a typical behavior plan, addresses specific behavior that is dangerous to the student and/or others.

Date: _____

Student Name: _____				Grade: _____
Special Education:	No	Yes	If yes, TOR: _____	
504 Plan?	No	Yes	If yes, Case Manager: _____	

Contact Information

Parent/Guardian: _____		
Cell Phone: _____	Home Phone: _____	Other: _____
Emergency Contact: _____		Phone: _____

Places Student May Be if Missing During School Hours

On School Grounds:	_____
Off School Grounds:	_____

Medical Information

Physician: _____	Phone: _____
Diagnoses: _____	
Medications: _____	
Allergies/Special Considerations: _____	

Description of Specific Unsafe Behaviors (why student requires a safety plan)

CRISIS RESPONSE PLAN

What to do if student exhibits above described behavior. Who will do what?

The steps to take if student exhibits the described behavior.	Who will do what?	Phone
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Warning Signs/Triggers	Strategies That Work	Strategies That Do Not Work

BEHAVIOR SUPPORTS

What will staff, student, and family do to lessen the likelihood of unsafe behavior (i.e., supervision, transition planning, transportation to and from school, plan for unstructured time, closed campus, searches, etc.)?

Behavioral steps to support the student.	Who? Back up person.	Title
1.		
2.		
3.		
4.		
5.		
6.		

How will the plan be monitored?

How will decision be made to terminate the plan?

Current Agencies or Outside Professionals Involved

Name	Agency	Phone
1.		
2.		
3.		
4.		

Student Safety Team Members

Name/Signature	Title	Date
1.		
2.		
3.		
4.		
5.	Principal	
6.	Safety Plan TOR	

Next Review Date: (approximately two weeks from initiation of plan or last review date)

SCHOOL CITY OF EAST CHICAGO
SPECIAL EDUCATION DEPARTMENT
PHOTOGRAPHIC AND VIDEO PERMISSION SLIP



Throughout the school year, the Special Education Department would like to take photos and video clips of your child during his/her normal school day and during our summer program. The photos and video clips may be used to demonstrate the events going at your child's school or within the district. They may also be utilized to teach other educators in the district, either in teacher trainings or on a teacher password protected website. The videos and photos may also be used to instruct other students.

We require the following release form to be completed for your child in case they are captured on film. Please return this form to your child's teacher or the school's main office. If you have any questions, please call Tamara Pol (Special Education Director) at the district office at 219-391-4100.

Permission and Release Form : Please return the entire form to school.

I, _____ hereby authorize _____ to participate
(Parent of Guardian's Name) (Student's Name)

In the making of promotional materials consisting of photographs and/or video/film production for use by the school and approved educational organizations. I specifically understand that the school or organization shall retain any and all rights in the photographs and/or video/film production, including but not limited, to the rights to reproduce, copy, edit, exhibit, publish or distribute such photographs and/or video/film.

Student's Name: _____ Grade: _____

Please print

Parent/ Guardian Name: _____

Parent's Signature _____

Please print

Date: _____

PLEASE RETURN THIS SLIP TO THE SUMMER SCHOOL TEACHER

Chapter Ten; Test Administration, Test Security and Reporting

By signing below I agree that I have received a copy of **Chapter Ten; Test Administration, Test Security and Reporting**. I also understand that it is my responsibility to read and review the document; and abide with the rules and regulations of the Chapter Ten; Test Administration, Test Security and Reporting.

Name: _____

Date: _____



Indiana Department of Education

Form # SHS 107
Rev. 6/14

SUPPORTING STUDENT SUCCESS

Certificate of Child's Illness or Incapacity

Student's Name _____
(last) (first) (middle)

Grade _____ Date of Birth _____ Social Security Number (optional) _____

School _____ Principal _____

Telephone Number (_____) _____

Part 1 (To be Completed by the Physician)

Diagnosis or Description of the Condition

Duration of the Condition (check one): Permanent Temporary

Attempted date the student may return to school _____, 20____

Date student should return for re-examination _____, 20____

Part 2 (To be Completed by the Physician)

Based on your diagnosis and professional judgement, the school should expect the student's attendance to be:

(check one) Regular Daily Attendance Irregular Daily Attendance (please explain)

_____ Seasonal (please explain)

If an individualized program is warranted due to anticipated irregular school attendance or restriction of physical activities, the school may submit a written individualized program for the physician's approval and signature.

Return form to: _____

(Physician's Signature) _____

(Physician's Printed Name) _____

(Physician's Address) _____

(Physician's Telephone) _____

(Date) _____

(Note: I.C. 20-33-2-18 requires this form to be signed by an Indiana Physician, Osteopathy Practitioner, Chiropractor, or Christian Science Practitioner)

School City of East Chicago
Parent Written Notification of Seclusion and or Restraint Incident

Dear Parent or Guardian: _____

Students Name: _____

On Date: _____ a Seclusion and or Restraint
Incident occurred.

Date Parent received notice:

Parent's Signature

Administrator's Signature



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

MEMORANDUM

TO: Superintendents and Principals

FROM: Catherine Danyluk, Director, Office of Student Services
Chief State Attendance Officer

DATE: May 22, 2017

RE: Attendance Guidelines

In response to questions concerning recent attendance legislation, the Indiana Department of Education (IDOE) has developed the following Attendance Guidelines memorandum.

Rationale:

Pursuant to IC 20-33-2-3.2, "'attend' means to be physically present: (1) in a school; or (2) at another location where the school's educational program in which a person is enrolled is being conducted; during regular school hours on a day in which the educational program in which the person is enrolled is being offered."

Currently, school districts locally define "excused" and "unexcused" absences. The lack of state-level guidance on this issue has led to discrepancies in the ways that excused and unexcused absences are defined and reported. In some cases, school districts have adopted policies that define excused and unexcused absences (and attendance in general) in such a way that the school's attendance rate is artificially inflated. In other cases, school districts have defined "absence" in such a way that their attendance rate is artificially deflated, thus negatively affecting their AYP ratings.

Although school corporations are not required to count excused and unexcused absences in the same way, below are some recommended policies for excused and unexcused absences.

Recommendations:

Habitual Absence

Under IC 20-33-2-25, the "Superintendent or an attendance officer having jurisdiction **shall** report a child who is habitually absent from school in violation of this chapter to an intake officer of the juvenile court **or the department of child services**. The intake officer or the department of child services shall proceed in accord with IC 31-30- through IC 31-40."

Additionally under IC 20-33-2-14, the "governing body of each school corporation shall have a policy outlining the conditions for excused and unexcused absences. The policy must include the grounds for excused absences required by Sections 15 through 17.5 of this chapter or another law. Any absence that results in a person not attending at least one hundred eighty (180) days in a school year must be in accordance with the governing body's policy to qualify as an excused absence."

Recently IC 20-20-8-8 was amended to define habitual truancy to include students absent ten (10) days or more from school within a school year without being excused or without being absent under a parental request filed with the school. Chronic absenteeism includes students absent from school for ten percent (10 percent) or more of a school year for any reason.

Excused Absences

Excused absences are defined as absences that the school corporation regards as legitimate reasons for being out of school, as included in the school policy. These could include:

- Illness verified by note from parent/guardian
- Illness verified by note from Physician
- Family funeral
- Maternity
- Military Connected Families (e.g. absences related to deployment and return)

Unexcused Absences

An unexcused absence is any absence not covered under the definition of excused or exempt.

Exempt

Under certain circumstances, the law requires the school to authorize the absence and excuse of a student: serving as a page or honoree of the General Assembly (IC 20-33-2-14); serving on the precinct election board or as a helper to a political candidate or party on the day of a municipal, primary or general election (IC 20-33-2-15); when subpoenaed to testify in court (IC 20-33-2-16); serving with the National Guard for no more than 10 days (IC 20-33-2-17); or serving with the Civil Air Patrol for up to 5 days (IC 20-33-2-17.2), the student is approved for an educationally related non-classroom activity (I.C. 20-33-2-17.5); the student or a member of the student's household exhibits or participates in the Indiana State Fair for educational purposes (IC 20-33-2-17.7). In each of these circumstances, the student is excused from school and is not to be recorded as absent, and is not to be penalized in any way by the school. To review this statute in entirety, refer to the [Compulsory School Attendance Law](#).

For additional information, contact Catherine Danyluk, Chief State Attendance Officer, 317/232-9150 or cdanyluk@doe.in.gov.



School City of East Chicago

Tamara Pol - Director of Special Education

Dr. Youssef Yornioob
Superintendent

Dr. Paige McNulty
Assistant Superintendent

Board of School Trustees

Joel Rodriguez
President

Stephanie Ramos
Vice-President

Frank Rivera
Secretary

Terence Hill
Trustee

Stacy Winfield
Trustee

Drake Morris
Trustee

Jesse Gomez
Trustee

Mariacruz Perez
Trustee

Dear Teacher,

Please be advised that this is an official reprimand for failure to complete your IEPs in a timely manner. This has caused the IEP(s) to expire and placed the district in jeopardy of the Compliant Process through the Indiana Department of Education, as stated in Article 7.

It is your responsibility as the Teacher of Record to see that students' IEPs are in compliance and viable to meet your student's' needs.

It is impossible to be considered an "Effective" teacher if the IEPs are ineffective and/or not current.

It is your responsibility to fulfill your job requirements. I find your failure to give this priority unacceptable, especially when given writing /meeting days with a substitute to help fulfill this obligation.

I expect your immediate compliance to rectify this matter. I am endorsing a copy of the Teacher of Record responsibilities as defined in Article 7.

Thank you for your immediate attention to this matter.

Sincerely,

Tamara Pol
Director of Special Education
School City of East Chicago

Learning for ALL... Whatever it Takes!

School City of East Chicago
Special Education Department

Student Binder Procedure

1. Every student on your **Teacher of Record (TOR)** list must have a "Black Binder"
(You can request black binders from Trish Luna)
2. Each binder must contain both past and current information.
3. Each student binder must be kept neat and in order.
4. Each binder must include sections/tabs.
5. Each section/tab: (The most current information must be first...)
 - Section 1: Psychological and other evaluation reports (i.e. Speech, OT, PT, HI, and VI)
 - Section 2: IEP's (Most current IEP first-Rule of thumb is at least 4 years past)
 - Section 3: Progress Monitoring Reports (Most recent 4 quarters)
 - Section 4: Medical (Health Plans/Evac Plan, Safety Plan, Medical Information)
 - Section 5: Communication Logs, and any other communications with parents, General Ed. Teachers, etc. (This should also be documented in IIEP)
 - Section 6: Misc. (Report Cards, Assessment Data, (i.e., ILearn, IREAD-3 NWEA, ISTEP, IAM, WIDA, Unit Assessments)
6. Binders must be kept in securely locked cabinets for confidentiality purposes.
7. If students move within district, binders must be sent to the new teacher via school mail.
8. If students move outside the district, binders must be sent to the Special Education office
In care of Faviola Salinas.
9. End of the school year binder exchange will take place in May. (Instructions to follow.)

If you have any questions, feel free to call your supervisor.

Tamara Pol Ext 12332

Elaine Meyer Ext 12356

School City of East Chicago
Special Education Services
Manifestation Determination Conference (MDC)

Gather, review and bring to the conference the following information:

- **The student's current IEP**
 - Be sure to review the IEP and BIP to make sure services are being provided as written in the IEP
 - Update Present Levels of Academic Performance
- **The FBA/BIP**
 - If there is no FBA/BIP, it is the responsibility of the TOR to have one written prior to the conference.
The BIP must address the behavior subject to the discipline
 - If the student already has a FBA/BIP make sure the behavior subject to the discipline action is listed as a Target Behavior
 - Revise as needed
- Attendance Records
- Discipline referrals for the current school year, including the number of Restorative Justice /OSS days
- Gather information from all the classroom teachers of the student including grades, behavior, etc.
- Copy the student's current schedule
- For high school students', a transcript showing credits, classes taken and grades. You can obtain this from the guidance department.

Other items you will need to bring to the MDC conference:

- Notice of Procedural Safeguards
- Notice of Case Conference

Who will attend the conference?

- A special education administrator, building administrator, TOR, parent/guardian, student, support team member and others as deemed appropriate must be in attendance.
- If the conference is a Multiple Suspension must be held when the student reaches 10 days of suspension in the school year.

What happens at the MDC conference?

- The special education administrator will ask questions to gather information regarding the student
- The MDC committee members look at the behavior subject to the discipline and determine if there is a relationship between the disability and the behavior.
- If there is a relationship between the disability and the behavior, the student may not be expelled and has the option of remaining in school.
- If there is no relationship, the administration will determine whether or not they will proceed with expulsion.

**School City of East Chicago
Special Education Department
Manifestation Determination Checklist**

- _____ Notify Administrator and obtain MSD conference date
- _____ Call parent to set up the manifest and document the call in IIEP (Parent Contacts, notice #1)
- _____ Send conference notification with PROCEDURAL SAFEGUARDS in US Mail (notice #2) Mandatory
- _____ Prepare for Manifest:
 - _____ Update, Gather and Review Current IEP and BIP
 - _____ Create draft FBA/BIP if student does not have one prior to the conference
 - _____ Print Attendance Records
 - _____ Print Suspension Records
 - _____ Copy all Discipline Referrals (current school year R.J, OSS, and ISS
 - _____ Copy of student's current schedule
 - _____ Copy of Procedural Safeguards
 - _____ Copy of Case Conference Notice

At Manifestation Determination

- IEP: _____ Offer Parents Rights
_____ Review IEPs , FBA/BIP and discuss updated information
_____ Review Grades, Suspensions, Attendance and other information pertinent to conference

Manifestation:

- _____ Sp. Ed. Adm. Discusses purpose: Not to determine guilt, but to decide if expulsion can go forward
- _____ Cover every section on MSD
- _____ Attach suspensions, attendance, Referrals, and other important information
- _____ Special Education Administrator asks two questions
 - _____ Team answered yes to both questions, expulsion can go forward
 - _____ Expulsion packet must be sent to Asst. Superintendent within 4
2 days of decision
 - _____ Team answered no to one or both questions, no expulsion proceedings.
 - _____ Team must place student back in SAME placement, but must tweak
write a FBA/BIP

Services go forward:

- _____ Student will stay in placement with a
 - _____ FBA/BIP
 - _____ Social Work Services
- _____ Student be placed: _____
_____ Days a week
- _____ Student will go on Homebound Services
_____ Days a week
_____ Teacher of Service: _____
- _____ Services will go from Date: _____ to Date: _____

Copies to:

- _____ Sp. Ed. Administrator
- _____ Central Administrator
- _____ TOR
- _____ P. Koulianos
- _____ Program Teacher (ie. P. M. Program, Homebound Teacher)

SERVICES FOR STUDENTS REQUIRING HOMEBOUND INSTRUCTION

The SCEC Special Education Department provides instruction to children unable to attend school because of physical disabilities or special health problems. It is important to note that although it is called homebound services, rarely are the services actually provided in the home. Services are generally provided at a school, public library or another community site.

Medical Homebound

Students with special health problems, temporary illnesses, or injuries that prevent their attendance in school shall be provided with instruction in the home, in the hospital, or at another site as determined by the school corporation. Homebound instruction shall be provided for students who:

1. have an injury that will require absence for more than 20 school days
2. have a chronic illness with total of 20 instructional days over the period of the school year

Guidelines

- The student must be enrolled in an accredited school (public or nonpublic) and reside in The School City of East Chicago district. The student has to have a temporary illness or injury that will require the student's absence from school for a minimum of twenty (20) consecutive instructional days.
- A Medical Referral for Homebound Instruction form must be completed signed by a medical doctor and submitted to the Special Education Department. Forms are available from the Special Education Department or from the school.
- The physician's statement must show the following (a); the student has an illness or injury that will require the student's absence from school for a minimum of twenty (20) consecutive instructional days. If the illness occurs less than twenty (20) instructional days prior to the end of the year and the student needs instruction to meet graduation requirements, the physician's statement must indicate the student will be unable to attend school through the end of the current school year. (b); the student has a chronic illness or other medical condition that will require the student's absence for an aggregate of at least twenty (20) instructional days over the period of the school year.
- **The parent must provide the school corporation with a written statement (medical release) from a physician with an unlimited license to practice medicine prior to the students *return* to school.**

General Education

If the student is not identified as a student with an IEP, the school social worker, counselor or school nurse is responsible for contacting Special Education Services (219-391-4100).

- The social worker/guidance counselor should try to determine if a staff member at the school is interested in providing the homebound services

Special Education

If the request for Homebound Services is being made for a student with an IEP, a case conference should be convened, which includes all appropriate members. A Special Education Support Team member **must** be in attendance at the case conference.

Non-Medical Homebound

Homebound Instruction for Students with Disabilities

SCEC Special Education Department shall provide special education instruction to a student identified as eligible for

special education services in an alternative setting if it is considered by the case conference committee to be the least restrictive environment in which to provide the student a free and appropriate public education. The case conference committee must include in the IEP:

- The reason(s) the student is not attending school;
- Other options tried or considered;
- Why those options are not appropriate.

The case conference committee must reconvene at least every sixty (60) instructional days to review the individualized education program. The type, intensity, and duration of special education and related services provided to student on homebound instruction shall be determined by the case conference committee.

- **If a student is placed on homebound after May 1st, the case conference committee must provide the homebound tutor from May 1st of each school year until the end of the current school year.**
- Parents must contact the homebound instructor if the student will not attend a session. **Failure to attend three (3) consecutive sessions will result in the suspension of the homebound instruction until the case conference can reconvene.**

For the Classroom Teacher:

When a student is placed on Homebound Instruction:

- You should contact the homebound instructor and provide classroom work and textbooks for the student. The instructor will pick up and return the assignments to you.
- The student should remain on the attendance sheets, and be marked "E" for Excused and coded "H" for homebound.
- Beyond 20 days, the instructor becomes responsible for correcting assigned work, giving grades and providing you with samples of the student's work, along with progress reports. You may provide assignments, tests, etc. beyond the 20 days if you wish.
- The student will remain enrolled in your school. Grades and credits will be recorded under his/her scheduled classroom teacher each grading period. It is the responsibility of the homebound instructor to provide this information to you. It is beneficial for all to remain in regular communication.

For the Homebound Instructor:

- Make arrangements to start tutoring the student immediately and notify the Special Education Department (219-391-4100) if you have difficulty scheduling time or getting in touch with parents.
- Maintain communication with the classroom teacher, and return completed assignments, tests and textbooks.
- Provide work samples and progress reports to the classroom teacher.
- The Special Education Department will give you time cards to fill out. You may only report instructional time.
 - Send your completed time voucher to the Special Education Department to the attention of Tamara Pol. Time is reported to payroll on the Friday before the following Friday's payday.
- Please read the Guidelines for Homebound Instruction (above)
- Keep track of the SCEC school calendar.
- Notify the Special Education Department (219-391-4100) as soon as the student returns to school and homebound instruction is terminated. A parent must provide the school corporation with a written statement from a physician with an unlimited license to practice medicine prior to returning back to school from medical homebound services.

If homebound instruction has been recommended as a result of a case conference decision:

Make sure that your administrator attended the conference and/or is in full agreement with the decision

Homebound Instruction

1. Who will deliver homebound instruction?

- If you know of someone who is willing, that would be best
- The student's GE teacher or TOR would be the optimal choice, if they are willing
- If student is in 9th grade or above, homebound instructor should be highly qualified so that the student can

earn credits.

Special Ed Services will assign the homebound instructor

2. **Where will homebound instruction take place?**

3. Homebound instruction is rarely provided in the student's home.

4. Best practice would be to keep the student connected to his/her school by conducting the homebound instruction at the school building. This could be done in a classroom, or the school library after school hours.

- If instruction cannot be done at the school, some other options might be:
- The local public library
- Community center (such as Heritage Hall, Penn Center, or MLK Center.
- Community centers should be contacted to ask for permission before scheduling instruction there.
- another SCEC school building
- Homebound instruction can be provided in a public library, a school building, or in extreme cases where the student is medically unable to leave the home environment, can be provided in the home. In the case of a hospitalized student, services may be provided in the hospital setting as long as it is a local hospital and the hospital stay is a short stay. Specific time and place should be worked out between the homebound instructor, the student and the family.

5. **When will the instruction take place?**

This will be mutually agreed upon between the parents and the instructor

Most homebound instruction takes place outside of school hours due to teacher schedules

Homebound instruction is based on the individual student's needs and can range from one (1) to ten (10) hours per week for students in grades K-12 and CCC. Homebound services follow the same school calendar, and no services are provided during school breaks or weekends.

6. **What will the instructor teach?**

Instruction should focus on Language Arts and Math due to the limited time frame.

Factors determining the number of courses offered for high school students will be based on current status of work completed, time remaining in the semester, feasibility of course requirements, and medical limitations, however; this usually results in two classes offerings. The guidance department at the high school will assist in making the determination of which courses will be offered during the time a student is on homebound instruction. All assignments and course work must be completed according to curriculum guidelines before a credit is earned.

Responsibilities

Teacher of Record

- Student will remain on current TOR's caseload
- Provide the Homebound instructor with a copy of the most current IEP
- Assure that all textbooks, assignments and instructional materials are provided
- Enter all Progress monitoring in the IIEP

Classroom Teacher

Homebound Instructor

- Consult regularly with the TOR who will provide textbooks, assignments and instructional materials.
- For high school students, the guidance counselor may also communicate with the student's teachers.
- Homebound instructor will return completed assignments/ tests to the Teacher of Record.
- The student's Homebound teachers will still be responsible for ensuring grades and attendance are recorded.
- TOR will be responsible for progress monitoring in the IIEP.
- Homebound instructor will keep attendance and report it to the TOR or guidance counselor who will record it. Student will not be marked absent on days when homebound instruction is not scheduled.
- Homebound instructor will fill out time sheets and turn them in to Special Education Office for reimbursement

- If the student is a no show with no prior notice, the homebound instructor will be paid for on hour on that day. The student will be marked absent.
- If student repeatedly does not show:
 - Parent should be called by the instructor or the TOR
 - Transportation may stop coming and need to be re-instated
 - Case conference may need to be reconvened.
- The homebound instructor will contact the student's school counselor as soon as possible to establish a building contact for textbooks, assignments, etc.

After the IEP

- Make sure the notes reflect all discussion and opinions of the case conference committee
- **Schedule a meeting 45 days** out to review the Homebound progress and consider return to school/continuation of homebound
- Send a copy of the IEP downtown
- If homebound instruction is due to medical needs, TOR will fill out the Medical Referral for Homebound Instruction and send downtown
- Supervisor fills out the Transportation request
- If the parent does not agree to homebound instruction
 - Offer to have them write a letter of dissent
 - Notify the Director of Special Education of the intent to dissent immediately
 - If parent indicates they do not agree, but do not write a letter of dissent within 10 days of the conference, the IEP will be implemented. The student will remain in school during the 10-day waiting period.
- TOR fills out the **Homebound Instruction Worksheet** and sends to Special Education Services

School City of East Chicago
2018-2019
HOMEBOUND
60-Day Reviews Procedures

1. All students placed on Homebound must have a 60-day review. If they are placed on Homebound for a longer period of time, the 60-day review must occur every 60 days, accordingly.
2. The first Conference for the 60-day review must be set up on the date the students is placed on Homebound.
3. Homebound Teacher must remind the TOR to contact parent and send out a Case Conference Notice for the 60-day review.
4. TOR must contact parent/guardian via phone, email or conference notice to remind them about the meeting and inform them of the purpose whether it is to change the IEP, discuss progress or make a change in placement for next school year.
5. TOR must document parental contact in the IEP and include the date and time. TOR must immediately mail out a conference notice. There must be proof a CC Notice was sent.
6. The 60 Day Conference Reviews can be held face to face or phone conference. Parent must agree to the phone conference and all required parties must be present.
7. TOR must update present levels, comment on goal progress, document all decisions and indicate in the notes that this is a conference for a 60 day review because the student is on home bound.
8. Questions: Contact administration.