



## November 13, 2025

This monthly newsletter from the Indiana Department of Education (IDOE) Office of Special Education (OSE) includes resources, guidance, and support for special education directors, educators, and administrators who provide essential services that Indiana's students with disabilities need to learn and thrive.

### Monitoring

#### Special Education December 1 Count Day

Pursuant to Indiana Code (IC) 20-43-4-4 and 511 Indiana Administrative Code (IAC) 7-46, the first count day for the 2025-2026 special education count is Monday, December 1. All youth ages 3-22 receiving services as of that date will be counted. This count determines state APC and preschool funding, is included in federal Part B grant allocation calculations, and serves as the data source for several indicators used in annual monitoring and determinations under IDEA and Article 7.

The data source for all public schools will now be the program records originating in IDOE Special Programs, which will be transferred to the Data Exchange (DEX) Validation Portal. Certification will proceed in the Validation Portal in the same manner as last year. Certification ends on Wednesday, December 17.

Please follow announcements in the Indiana Department of Education (IDOE) Office of Special Education community on Moodle for training and office hour opportunities this month. Your work with this new count procedure is greatly appreciated.

### Fiscal

#### FY24 IDEA Part B 611 & 619 Reimbursement Requests Required Back Up

IDOE is required to obtain all supporting documentation for reimbursement requests beyond the end date of the grant award (i.e., federal award ending 09/30 requires reimbursement request paid to the LEA 10/01 - 12/15 on the closing grant), have supporting documentation accompanying the reimbursement request to ensure that all activities and related expenses took place within the associated period of availability for the federal project being charged.

Document(s) supporting the reimbursement request to ensure grantees are accounting for the total amount requested and that expenses were properly encumbered by 9/30 must be submitted.

Acceptable documentation may include:

- Paid dates
- Receipts or invoices showing as payment
- Purchase order or encumbrance dates (handwritten is not acceptable)
- Ledger or computer document showing dates and expenses (Excel is not acceptable)
- Amounts total the reimbursement request reviewed

Contact IDOE's [Office of Special Education](#) with questions.

### Dispute Resolution

#### Protections for Students Not Yet Eligible for Special Education and Related Services - Part 2

Prior to the completion of an educational evaluation, if the school is deemed to have knowledge that the student is a student with a disability, a group of knowledgeable persons, as determined by the school and parent, must meet to conduct the manifestation determination review (MDR) within 10 instructional days of the decision to change the student's placement (511 IAC 7-44-9(a); 34 CFR § 300.534(a); and OSEP Q&A 22-02 (July 19, 2022)). As in any MDR, all relevant information in the student's file must be reviewed, including any teacher observations and any relevant information provided by the parent, to determine if the conduct in question was caused by or had a direct and substantial relationship to the student's disability (511 IAC 7-44-5(b)(1); 34 CFR § 300.530(e)).

The CCC discussion should feature the basis of knowledge that the student may be a student with a disability, the suspected disability, and the relationship of the student's behavior to the suspected disability. For more information, please see OSEP Q&A 22-02 (July 19, 2022), specifically Section I.

Schools should keep in mind that if a referral is made for an initial educational evaluation during the time in which a student is suspended, expelled, or placed in an interim alternative educational setting, the evaluation must be conducted in an expedited manner (511 IAC 7-44-9(e); 34 CFR § 300.534(d)). An expedited timeframe requires the evaluation to be completed and the CCC to convene within 20 instructional days rather than 50 of receiving parental consent (511 IAC 7-44-9(f); 34 CFR § 300.534(d)(2)). An initial evaluation cannot be used to delay an MDR, if required.

### Technical Assistance and Professional Development

#### UPDATED: After the Good Cause Exemption - Students with Disabilities

The IDOE Office of Teaching and Learning has updated resource documents regarding educator [next steps after determining a good cause exemption for students with disabilities](#). Visit the Office of Special Assessment's IREAD webpage to view all good cause exemption guidance. Please direct any questions to [inasessments@doe.in.gov](mailto:inasessments@doe.in.gov).

#### Spread the Word Resources

The IDOE Office of Special Education has created new resource documents regarding [Extended School Year Services](#), [Special Education Evaluations of English Learners](#), and [Related Services](#). Visit the IDOE Office of Special Education's [webpage](#) to view all Spread the Word resource documents. Please direct any questions to [specialeducation@doe.in.gov](mailto:specialeducation@doe.in.gov).

#### REMINDER: Special Education Director Outreach Opportunities

The IDOE Office of Special Education is offering multiple support opportunities for Indiana special education directors and administrators throughout the 2025-2026 school year. Join the November sessions to learn more about State Complaints and Child Count with guest speakers from IDOE's licensing department and the PASS Project.

- The [Directors Symposium](#) is held monthly to provide relevant policy and resource updates that support directors in strengthening compliance in their corporation's reporting.
- [Lead and Listen](#) sessions enable the OSE director and specialists to address [submitted follow-up questions](#) regarding the Directors' Symposium.
- [New Director Community Chats](#) are also held monthly for special education directors and administrators, new to their positions within the last three years, to ask questions and gain additional information following the Directors Symposium.

Specific information, including dates, times, and registration information, can be found [here](#). Please direct any questions about director outreach opportunities to [spedassistance@doe.in.gov](mailto:spedassistance@doe.in.gov).

### Special Educator Licensure, Recruitment and Recognition

#### Special Education Licensure

The Indiana Special Education Assisted Licensure (I-SEAL) initiative is designed to increase the number of qualified special education teachers in Indiana by providing financial assistance and streamlining coursework for Indiana teachers to earn special education licensure. I-SEAL funds post-baccalaureate programs of study that enable teachers to become fully licensed to teach special education in a public school in Indiana. For more information, view the interest [form](#).

#### Early Literacy Endorsement

Effective July 1, 2025, the requirement for the early literacy endorsement impacts applicants for licensure who complete the Indiana-approved teacher preparation programs for licensure in early childhood, elementary generalist, and special education areas and apply on or after July 1, 2025, for either an initial license or an addition to an existing license.

For currently licensed teachers at any grade level, if the teacher completed an Indiana preparation program for a special education addition and applied for the addition on or after 7/1/25, the teacher is required to have the early literacy endorsement when adding the new special ed area, even though the teacher may not be teaching literacy in grades P-5.

The "waiver" for teachers not teaching literacy in grades P-5 applies only to licensed (think veteran) teachers in early childhood, elementary, and special ed at the time they apply to renew on or after July 1, 2027.

### Additional Updates, Resources, and Opportunities

#### Resources to Help Educators Create Accessible Content from NCADEMI

Looking for resources to help make digital materials accessible to all students? Discover [nine essential skills for creating accessible instructional content](#) that remove barriers for students with disabilities. These practical techniques from the National Center on Accessible Digital Educational Materials and Instruction ([NCADEMI](#)) work across your favorite authoring tools, from document editors to learning management systems and multimedia authoring platforms.

#### HANDS in Autism® Joins the Indiana Institute on Disability and Community (IIDC)

Join HANDS in Autism® for a series of interactive trainings and webinars. Gain valuable insights, tools, and strategies to support autism education and inclusion.

- **HANDS Developmental Disabilities and Autism ECHO Webinar Series and Recordings**

The Developmental Disabilities and Autism ECHO is based on the Project ECHO™ model that aims to share best practices and amplify training impact. The model serves as a means for specialists to deliver curriculum topics while peers and panelists offer insights on the corresponding cases presented. Live sessions are Fridays, noon to 1:30 p.m. ET. Register for live sessions [here](#).

- **Let's Talk Series**

Participate in a free interactive session focused on various topics for individuals with autism on the second Thursday of each month from noon to 1:30 p.m. ET. Learn more at this [link](#), and register [here](#)

- **Indiana Interagency Autism Coordinating Council (IIACC)**

The Council serves as a forum to increase public understanding and awareness of the state's collective priorities, activities, programs, policies, and research. The next quarterly meeting will be held on Thursday, December 4, from 9 to 11:30 a.m. ET. Register [here](#).

- **Make-It Take-It (MITI)**

This interactive virtual workshop series is designed to educate participants on evidence-based strategies for supporting individuals with Autism Spectrum Disorder (ASD) and other developmental disabilities across various settings, including home, school, and the community. Participants will learn how to apply these strategies effectively and will have the opportunity to discuss and develop individualized materials tailored to the needs of the person or people they support.

- November 19: Data-Driven Decision Making
- December 3: Generalization

These events are online from noon to 2 p.m. ET. Register [here](#).

- **Intensive Workshop for Direct Support Providers, Paraprofessionals, Assistants, and Support Personnel**

This is an intensive workshop for paraprofessionals, assistants, and support personnel that focuses on providing hands-on experience and coaching. While the program includes traditional instructional methods such as lectures and discussion, the emphasis of the workshop is on building increased knowledge and skill in the process to support students with varying levels of disability and need in achieving maximum success. Next session is Friday, December 12. More information and registration found [here](#):

#### Sharing: Sign up for this OSE Newsletter

This is the IDOE Office of Special Education (OSE) monthly newsletter intended for school, district, co-op, and interlocal staff whose role necessitates receiving detailed information about special education monitoring, finance, data, etc. The OSE Newsletter is distributed on the fourth Monday of each month except for July. If you know someone who is interested in newly subscribing to the OSE Newsletter mailing list, please direct them to fill out this [form](#). Those already receiving this OSE Newsletter do not need to fill out the form. Previous newsletters can be found [here](#) and in [Moodle](#). If you have any questions, please reach out to [spedassistance@doe.in.gov](mailto:spedassistance@doe.in.gov).

[Office of Special Education](#)

[Office of Special Education Moodle Community](#)



## Department News

**11/12/2025** Tutoring Grants Now Available for Indiana Students and Families

**11/7/2025** Over 100 Indiana Schools Recognized for Commitment to Service Members, Veterans, and Families

**11/5/2025** Intentional Investments in Summer Reading and Math Support Continue to Show Return on Investment for Students

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