



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

August 25, 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.

Fiscal

IMPORTANT: Fiscal Year (FY) 2024 Part B Grant Proportionate Share Release Request

The FY 2024 Part B 611 and 619 grant proportionate share release forms are available in the [Office of Special Education Moodle Community](#). Completed requests with supporting documentation must be submitted to IDOE's [Office of Special Education Part B Grants Team](#) by Friday, August 29. Following the acceptance of the release form, a Part B grant budget modification request must be completed by Monday, September 15, to transfer funds across budget scopes. Download the release request form and instructions from the [Office of Special Education Moodle Community](#). Contact IDOE's [Office of Special Education](#) with questions.

Encumber All FY 2024 Part B Grant Funds by Tuesday, September 30

To ensure sufficient time for budget modification review and approval, submit all FY 2024 IDEA Part B grant budget modification requests by Monday, September 15. All FY 2024 Part B funds must be encumbered by Tuesday, September 30. The FY 2024 Part B grant reimbursement requests must be submitted to specialdparb@doe.in.gov by Monday, December 15. The form to request the FY 2024 Part B Grant Proportionate Share Release form is available on Moodle. The IDEA Part B monitoring reports are now past due, please submit ASAP. All Part B grant forms and related guidance are available under Part B Grants for Special Education in the Office of Special Education Moodle Community's Fiscal section. Contact partbgrants@doe.in.gov with any questions.

IMPORTANT: 2024-2025 Paraprofessional Training Grant Reimbursement Requests

The 2024-2025 Paraprofessional Training Grant closed on June 30, 2025. The final day to submit reimbursement requests is Friday, August 29. Reimbursement requests should be submitted by email to para@doe.in.gov with "FY24-25 Para Grant Reimbursement" in the subject line.

IDEA Part B Reimbursement Requests

Reimbursement requests must be submitted within one month of incurring expenses on the first or 15th of the month. Corporations, cooperatives, and inter-locals can no longer keep reimbursement requests open until the end of the award period. If your school corporation is not current with your IDEA Part B reimbursements, we request that you submit expense reimbursements through July 31, 2025, by Friday, August 29. Submit the form by email to specialdparb@doe.in.gov with "FY2024 or FY2025 reimbursement form" in the subject line

IDEA Equitable Services Consultation Due Monday, September 15

Evidence of initial consultation for IDEA Proportionate Share equitable services with all non-public schools located within your district boundaries is due by Friday, September 15. As a reminder, the submission should include evidence of consultation with non-public schools required to prepare for the 2025-2026 school year. IDOE provided an Affirmation of Consultation template for IDEA services, which is available in Moodle. If a non-public school(s) is unresponsive, documentation of good faith efforts to provide consultation must be submitted. For more information, the IDEA Consultation Best Practices presentation slides are available in Moodle (Fiscal->Part B->Guidance Documents->Presentations). All submissions should be submitted via email to ombudsman@doe.in.gov. Please include the four-digit corporation number in the email subject line (e.g., 0000 - Initial Consultation Documents). Please contact ombudsman@doe.in.gov with any questions.

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 September 30 requires reimbursement request received from October 1 to December 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 Tuesday, September 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.

Monitoring

Early Childhood Special Education Community of Practice

Join the Early Childhood Special Education Team for its next Community of Practice on Tuesday, September 23, from 11 a.m. to noon ET. Attendees may join a problem-solving activity related to Transition from First Steps, Transition to Kindergarten, or join a topical breakout session to discuss early childhood special education with their colleagues around the state. Join the session [here](#).

IDOE Special Programs

Special Programs Platform Launch

The Special Programs platform is a new IEP and ILP management system intended to better serve English learner and special education students. Improvements to the PowerSchool-powered platform are ongoing and we encourage schools to continue sharing feedback so that the system can be as user-friendly and student-centered as possible. Additional information regarding updates and improvements will be shared with schools soon.

As a reminder, the new platform can be accessed via the IDOE Special Programs tile within LINK, and a login guide for users can be found [here](#). To access the platform, users must have the "Student Support Plans" role assigned to them and have completed the required Training Certification through the [Special Programs Academy](#). District- and school-designated Technical Contact(s), listed as [IEP/ILP Support in Data Exchange](#), are responsible for providing system access to users within 48 hours of receiving certification. Technical Contacts are users' first layer of support if assistance is needed in accessing IDOE Special Programs or managing security roles. To learn more about the platform, please visit the [communication dashboard](#).

IDOE Special Programs FAQ

The [IDOE Special Programs FAQ](#) provides the most accurate, up-to-date information regarding Indiana's transition from Indiana IEP (IIEP) to IDOE Special Programs. This document is intended to support educators, administrators, and LEA technical contacts by addressing common questions and clarifying key processes related to certification, data migration, student transfers, and system functionality. The information provided reflects current guidance and best practices to ensure a smooth transition and continued compliance with state and federal requirements.

Dispute Resolution

Differentiated Monitoring and Support (DMS 2.0)

The U.S. Department of Education Office of Special Education Programs (OSEP) utilizes differentiated supervision and monitoring for states as part of its Results Driven Accountability (RDA) system. This monitoring process, known as differentiated monitoring and support (DMS 2.0) is a multi-month, three-phase process with OSEP that requires a detailed review of the state's general supervision system. [This memo](#) responds to the OSEP DMS 2.0 single finding of noncompliance for dispute resolution. IDOE is responding to the finding that the state's regulations at 511 IAC 7-32-77, and state complaint procedures do not include the state education agency (SEA) under IDEA's definition of public agency, as required by 34 C.F.R. §§ 300.33 and 300.153(b).

Technical Assistance and Professional Development

2025-2026 Special Education Director Outreach Opportunities

The Office of Special Education is offering multiple support opportunities for Indiana special education directors and administrators through the 2025-2026 school year. The [Directors Symposium](#) will resume monthly to provide relevant policy and resource updates that guide directors toward higher rates of compliance in their corporation's reporting. Newly created [Lead and Listen](#) sessions will allow the OSE director and specialists to answer [submitted follow-up questions](#) regarding the Directors Symposium. [New Director Community Chats](#) will also be established 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.

Indiana Conference on Deaf Education

The PASS Project is pleased to present the 2025 Indiana Conference on Deaf Education. This two-day annual event will feature national and local speakers presenting on topics relevant to the education of students who are Deaf, hard of hearing, or deaf-blind. This year's conference will take place on Tuesday, September 9, and Wednesday, September 10, in Fishers, Indiana. The intended audience includes teachers of students who are Deaf or hard of hearing, audiologists, diagnosticians, early interventionists, and speech-language pathologists. Click [here](#) for more information and to register for the 2025 Indiana Conference on Deaf Education.

Indiana Vision Conference

The PASS Project will host the 2025 Indiana Vision Conference this year on September Tuesday, September 16, and Wednesday, September 17, in Fishers. This annual conference will focus on strategies to enhance instructional quality, promote academic achievement, and improve outcomes for students who are blind, have low vision, or are deaf-blind. The intended audience includes teachers of students who are blind or have low vision, orientation and mobility specialists, transcribers, diagnosticians, and early interventionists. Click [here](#) for more information and to register for the 2025 Indiana Vision Conference.

INCEC New Educator Cohort Opportunity

The Indiana Council for Exceptional Children (INCEC) is proud to partner with the Indiana Department of Education to support first- and second-year special educators through our New Educator Cohort. This outreach is part of our coordinated effort to connect early-career educators with tools, resources, and a professional network that will help them thrive. Participants in the cohort will receive a complimentary CEC membership, access to the CEC Learning Library, High-Leverage Practice Trifolds, registration for the Wednesday, October 1, New Educator Institute, a Survival Guide for Special Education Teachers, and access to the CEC Virtual Convention. We appreciate your partnership in ensuring Indiana's newest special educators feel supported, connected, and equipped for success. Special Education Directors, sign up your new educators here: [New Educator Cohort Registration](#).

The Center for Deaf and Hard of Hearing Education (CDHHE) Support

The CDHHE welcomes you back to school this year. Please visit their [website](#) to view information on:

- [Guidelines for assessing children who are deaf and hard of hearing](#) (updated to include 2024 IE7 revisions)
- Download a copy of our [Special Considerations worksheet](#) to help you navigate that portion of the IEP
- View our [best-practice guidance documents](#)
- Request technical assistance from our [assessment, deaf education](#), or educational [audiology](#) teams
- Request a [mobile unit visit](#)
- Review [Language Milestones](#) and other technical assistance documents related to HEA 1484 IDEAL
- Find information about our [Hearing Aid Assistance Program of Indiana \(HAAP\)](#)
- Monitor your student's language progress using this [milestone checklist](#)
- View a [spreadsheet of DHH Teachers statewide](#). Have you had changes in your district(s) that need to be updated? Let us know!
- [Register](#) for N'DEEP and DHH Roundtable meetings.

New Behavior Module

The IEP Technical Assistance (TA) Center recently added a new module, "Behavior Series: What Can I Do, I'm Not the Behavior Specialist, Functional Behavior Assessment, and Behavior Intervention Plans." To access the module, visit [the IEP TA Center's Moodle site](#), create a no-cost account, and add the course. A certificate reflecting professional growth plan (PGP) points is available upon completion. If you have questions, contact [Patrick McGinley](#).

New Modules on Functional Behavioral Assessments and Behavior Intervention Plans from the IRIS Center

IRIS has released two new modules on functional behavioral assessments (FBAs): Aligned with the U.S. Department of Education's recent guidance document, [Using Functional Behavioral Assessments to Create Supportive Learning Environments](#), these new IRIS Modules explore the importance of discovering the reasons that students engage in challenging behavior and outline steps for conducting an FBA. In addition to information regarding how to define a behavior, collect direct and indirect assessment data, and develop a hypothesis statement, each module includes:

- A step-by-step video demonstration of how to observe a student's behavior and fill out an ABC definition of a behavior
- Interactive activities with feedback, which include opportunities to identify an operational definition of a behavior, observe instances of a student's target behavior and record it on an ABC form, and develop a hypothesis statement

Learners have two module options, depending on which age group they work with:

- [Functional Behavioral Assessment \(Elementary\): Identifying the Reasons for Student Behavior](#)
- [Functional Behavioral Assessment \(Secondary\): Identifying the Reasons for Student Behavior](#)

Next, two new modules detail the steps for using the information gained from an FBA to develop a behavioral intervention plan (BIP). More specifically, the modules provide: Information on how to:

- Identify appropriate behaviors to replace an interfering behavior
- Select and implement different types of interventions—skill-based, antecedent-based, and reinforcement-based—that address the function of the behavior
- Monitor students' responses to the interventions
- Adjust the BIP based on the data

Elementary and secondary versions of the modules are available:

- [Behavioral Intervention Plans \(Elementary\): Developing a Plan to Address Student Behavior](#)
- [Behavioral Intervention Plans \(Secondary\): Developing a Plan to Address Student Behavior](#)

Getting Started with Accessible Content Creation

Did you know? "Digital" does not always mean "accessible." To ensure students with and without disabilities can use the digital materials teachers create, they must be designed with accessibility in mind from the start. Get started today with [Do-It-Yourself Accessibility Basics](#) from the National Center on Accessible Digital Educational Materials & Instruction (NCADEMI, pronounced "n-cademy").

Additional Updates, Resources, and Opportunities

OSEP Fast Facts: Part B Exiting School

The Office of Special Education Programs (OSEP) is pleased to release a new [OSEP Fast Fact: Students Served under IDEA Part B Exiting School](#). This is the first OSEP Fast Fact to focus specifically on how students with disabilities, ages 14-21, exit school—through graduation, dropout, reaching maximum age, and other exit reasons. This new OSEP Fast Fact uses data from the IDEA Section 618 Part B Exiting Data Collection to provide a national snapshot of the educational outcomes for students with disabilities as they transition out of school.

Highlights from the [2025 OSEP Fast Facts: Part B Exiting School](#):

- In the US, Outlying Areas, and Freely Associated States for School Year 2022-23:
- 75.85% of students with disabilities, ages 14-21, who exited school graduated with a regular high school diploma.
- 13.9% of students with disabilities, ages 14-21, who exited school dropped out.
- 8.4% of students with disabilities, ages 14-21, who exited school graduated with a certificate.
- 8 States reported students with disabilities, ages 14-21, who graduated with an alternate diploma. The Every Student Succeeds Act (ESSA), a federal education law passed in 2015, allowed states to create a state-defined alternative diploma for students with significant cognitive disabilities who participate in alternate assessments.
- The visualizations show important patterns across states and disability categories, offering insights into where progress is being made and where challenges remain.

This OSEP Fast Fact marks an important step in expanding our understanding of how students with disabilities complete their educational journeys. By shining a spotlight on existing outcomes, OSEP aims to support efforts that improve post-school success for all students.

The OSEP Fast Facts are designed to turn complex IDEA Section 618 data into accessible, engaging visuals for families, educators, policymakers, and advocates.

Visit the [OSEP Fast Facts page](#) for existing and future OSEP Fast Facts.

Educators Needed for Indiana's American Sign Language (ASL) Standards Revision Committees

The Office of Curriculum and Instruction is recruiting educators for committees that will review the Indiana Academic Standards for American Sign Language (ASL K-12 and ASL Secondary). Interested educators should complete and submit [this form](#) by 11:45 p.m. ET on Friday, August 29, to be considered for this collaborative opportunity. IDOE will review all applications and notify selected participants in the first week of September. Contact the [Office of Curriculum and Instruction](#) with any questions.

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

Effective on July 31, HANDS in Autism® has officially transitioned from the Department of Psychiatry at the IU School of Medicine to the Indiana Institute on Disability and Community (IIDC) at Indiana University Bloomington. This move reflects our ongoing growth and commitment to interdisciplinary collaboration, statewide engagement, and inclusive support for individuals with autism and related disabilities. Under IIDC, HANDS in Autism® will continue to deliver high-quality training, resources, technical assistance, and community programming—now with increased capacity to expand our reach and impact across Indiana and beyond. We look forward to this exciting new chapter together. Join HANDS in Autism® for a series of interactive trainings and webinars. Gain valuable insights, tools, and strategies to support autism education and inclusion. Don't miss out—reserve your spot today!

- **Free Alternative to a Settings-Based Consultation: HANDS Developmental Disabilities and Autism ECHO Webinar Series and Recordings**

Each week, a topic is presented by a subject matter expert with follow-up Q&A, then participants discuss a HIPAA/FERPA-protected case for about 45 minutes on Fridays from noon to 1:30 p.m. ET. If you (or someone on your staff) would like to present a case based on a student in one of your buildings, we'd love to have you join us! If you'd like to see other recordings, you can create a free IU Expand account and watch them at this [link](#). Register [here](#).

- **Let's Talk Series**

Join us for 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. More info at this [link](#). Register [here](#).

- **Group Programming Services**

We are excited to share our group programming sessions! Individuals across the lifespan, of various ages and levels of disabilities, can participate by themselves or with a caregiver. We have scheduled sessions on both our core topics and additional subjects based on your feedback. Be sure to check out the upcoming sessions to find the ones that best meet your needs. Click [here](#) to register.

- **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.

Meets quarterly; next meeting: Thursday, September 4, from 9 to 11:30 a.m. ET.

Register [here](#) for an upcoming meeting.

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

Wednesday, August 27: Schedules & Work Systems
Wednesday, September 10: Choreography & Team Collaboration
Wednesday, September 17: Implementation Supports, Promoting & Differential Reinforcement
Wednesday, September 24: Safety Plan

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

- **Intensive Workshop for Direct Support Providers, Paraprofessionals, Assistants, and Support Personnel (Friday, September 26)**

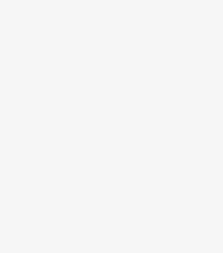
This is an intensive workshop for paraprofessionals, assistants, and support personnel that focuses on providing hands-on experience and coaching. While the program includes traditional instructional methods such as lectures and discussion, the emphasis of the workshop is on building increased knowledge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

- **Two-Day Intensive Administrator Virtual Training (Thursday, September 11, and Friday, September 12)**

This virtual training is designed for administrators and teams. It will focus on essential components to programming for students with ASD and related disabilities. A special emphasis will be on the administrative and evaluation tools to track outcomes of classrooms and programming. More information and registration [here](#).

Sharing: Sign up for this OSE Newsletter

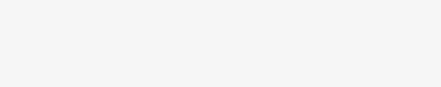
This is the IDOE Office of Special Education (OSE) monthly newsletter intended for school, district, co-op, and interlocal staff whose role necessitates receiving detailed information about special education monitoring, finance, data, etc. The OSE Newsletter is distributed on the fourth Monday of each 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.



Department News

8/13/25 Indiana Achieves Unprecedented Growth in Third Grade Literacy Rates
7/24/2025 Indiana Seeks Federal Flexibility to Strengthen Student Success and Reduce Bureaucracy
7/24/2025 Public Comment on First Draft of School Accountability Rule Open Through August 22

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