

## **Special Education Requirements and Resources**

This document provides an overview of Indiana’s special education requirements and resources for Ball State University’s charter schools. While this document can be used as a quick reference for special education requirements and resources, it is not an exhaustive list of all special education requirements and resources. This document is comprised of four sections: 1) Local Procedures and General Compliance Standards, 2) Training Requirements, 3) Data Collection, and 4) Resources.

### **Local Procedures and General Compliance Standards:**

Each charter school must develop and maintain local procedures for the implementation of Article 7. This section is a “roadmap” of the required procedures and applicable standards for charter schools. This section is meant to provide guidance for developing and/or revising a charter school’s current special education procedures. This document is not meant to substitute a school’s own exploration as to what is required in order to establish its own local procedures.

Procedures are a fixed, step-by-step sequence of actions that are followed in order to complete a task. In this case, specific and concise procedures shall be developed in order to correctly implement Article 7. While creating procedures, it is important to designate and define roles and responsibilities to staff within the school. It is also pertinent that all staff associated with any part of the implementation of special education procedures are to be appropriately trained.

### **Training Requirements:**

Each charter school is required to provide and document the necessary training described in this section.

### **Data Collection:**

Each charter school must submit to the Indiana Department of Education (IDOE) the necessary data components related to special education. In addition, it is important for charter schools to be knowledgeable and fulfill the required components of the IDOE, Office of Special Education’s Continuous Improvement Focused Monitoring System and General Supervision. The Office of Special Education monitors each school on a yearly rotation for LRE, Fiscal Audits, and Procedural Audits.

The DOE-SE collects information on students who are receiving special education services (specific data points are outlined below). Data collected on the December SE report are used to generate state and federal special education funding, as well as to obtain counts and percentages of special education students for reports on COMPASS. Further, SE data is used to fulfill federal data reporting requirements. Data collected on the April SE are used to certify counts of special education students for the State Board of Education. (Indiana Department of Education, Data Collection, 2012)

### **Resources:**

This section provides various resources to assist charter schools in its implementation of special education programming. While the list is not exhaustive, the section includes the Indiana Resource Network, which provides free technical assistance to all schools in Indiana and is supported by the IDOE.

<b>LOCAL PROCEDURES AND GENERAL COMPLIANCE STANDARDS</b>		
<b>Article 7 Reference</b>	<b>Area</b>	<b>Specifics</b>
<b>Child Find</b>		
511 IAC 7-40-1(b) & (c)	Child Find	<ul style="list-style-type: none"> <li>▪ Written procedures are required to ensure the location, identification, and evaluation of all students attending the charter school who are in need of special education services, regardless of the severity of their disability.</li> <li>▪ Develop and implement a practical method to determine which students are currently receiving needed special education and related services.</li> </ul>
<b>Educational Evaluations</b>		
511 IAC 7-40-3(a), (c), & (e) 511 IAC 7-40-5  511 IAC 7-40-2  511 IAC 7-40-4(d) & (e)  511 IAC 7-40-4(h)-(m) 511 IAC 7-40-5(d) 511 IAC 7-40-5  511 IAC 7-40-8  511 IAC 7-40-7	Educational Evaluations  Initial Educational Evaluations  Comprehensive and coordinated early intervening services (commonly referred to as RTI)  Written Notice  Parental Consent Evaluation Timelines Conducting Evaluation and Multidisciplinary Team  Reevaluation  Independent Educational Evaluation	<ul style="list-style-type: none"> <li>▪ Written procedures associated with educational evaluations need to address the requirements set forth in 511 IAC 7-40-3, as well as specific detailed school-specific procedures regarding the following:                             <ul style="list-style-type: none"> <li>○ Initial Evaluations                                     <ul style="list-style-type: none"> <li>▪ Parent initiated referral for student not in RTI process;</li> <li>▪ School initiated referral for student not in RTI process;</li> <li>▪ Parent initiated referral for student in RTI process who has not completed the RTI process;</li> <li>▪ Parent initiated referral for student who has successfully completed the RTI process;</li> <li>▪ School initiated referral for student in RTI process who has completed the RTI process but failed to make adequate progress.</li> </ul> </li> <li>○ Written Notice Requirements and Timeline (10 instructional days after a parental request for an evaluation made verbally or in writing)</li> <li>○ Parental Consent</li> <li>○ Evaluation Timelines</li> <li>○ Conducting Evaluation and Multidisciplinary Team</li> <li>○ Move-In Student with a referral pending in a previous school district</li> <li>○ Reevaluation                                     <ul style="list-style-type: none"> <li>▪ Reevaluation consideration every 3 years</li> <li>▪ Reevaluation request under 511 IAC 7-40-8(e)</li> </ul> </li> </ul> </li> <li>▪ Independent Educational Evaluations</li> </ul>
<b>Case Conference Committee (CCC)</b>		
511 IAC 7-42-1  511 IAC 7-42-2 511 IAC 7-42-3 511 IAC 7-42-3(g) & (h) 511 IAC 7-42-2(b) 511 IAC 7-42-5(a)	Case Conference Committee Procedures Notice of CCC Meetings CCC Required Participants Excusal Process for Participants Parental Participation Requirements for Convening a CCC Meeting	<ul style="list-style-type: none"> <li>▪ School must have in place written procedures to ensure the appropriate implementation of the CCC process. (Specific requirements stated under 511 IAC 7-42-1(a).)                             <ul style="list-style-type: none"> <li>○ Scheduling CCC meetings and providing appropriate Notice of CCC meetings</li> <li>○ CCC Participants</li> <li>○ Excusing CCC Participants</li> <li>○ Parental Participation in CCC and Alternative Ways to Participate (e.g., phone conference)</li> </ul> </li> <li>▪ Requirements for convening a CCC meeting (e.g., Move-In Students)</li> </ul>

<b>Individualized Education Program (IEP)</b>		
<p>511 IAC 7-42-6 511 IAC 7-42-8</p> <p>511 IAC 7-42-9(e) 511 IAC 7-43-4</p> <p>511 IAC 7-42-10</p>	<p>IEP Components Implementation of IEP</p> <p>Revising IEP without CCC Transition IEP</p> <p>Least Restrictive Environment</p>	<ul style="list-style-type: none"> <li>▪ Ensure all components are included in all students' IEPs</li> <li>▪ Understand requirements for IEP implementation and what occurs when parent challenges IEP as written (511 IAC 7-42-8(a)(2)).                             <ul style="list-style-type: none"> <li>○ Parental Consent required for Initial IEP</li> <li>○ Parental Consent is not required for all other IEPs</li> </ul> </li> <li>▪ After annual CCC meeting, changes to the IEP made without a CCC meeting as stipulated in Article 7.</li> <li>▪ Transition IEP required for students who enters into grade 9 or turn 14 years of age (whichever occurs first).</li> <li>▪ Schools must have in place written policies and procedures to ensure a least restrictive environment as stipulated at 511 IAC 7-42-10.</li> </ul> <p><b>Note:</b> The utilization of Indiana IEP system can assist with the procedural compliance of students' IEPs.</p>
<b>Discipline</b>		
<p>511 IAC 7-44-1</p> <p>511 IAC 7-44-2, 7-44-3, 7-44-4</p> <p>511 IAC 7-44-5 511 IAC 7-44-6</p> <p>511 IAC 7-44-9</p>	<p>Removal/Suspension</p> <p>Disciplinary Change of Placement</p> <p>Manifestation Determinations Interim Alternative Educational Setting</p> <p>Protections for Students not yet Eligible</p>	<ul style="list-style-type: none"> <li>▪ A school's discipline procedures should specific that a removal is a suspension. Also, the suspension procedures should comply with Indiana statute (IC 20-33-8-7). Ensure administrators and staff understand the definitions and have a tracking system that accurately collects discipline data.</li> <li>▪ Disciplinary change of placement                             <ul style="list-style-type: none"> <li>○ Beyond first 10 days of removal/suspension</li> <li>○ Understand when removals do not constitute a disciplinary change of placement</li> </ul> </li> <li>▪ Schools must have appropriate procedures for conducting a manifestation determination.</li> <li>▪ Ensure administrators understand special circumstances associated with an Interim Alternative Educational Setting (IAES) for misconduct associated with weapons, drugs, and serious bodily injury.</li> <li>▪ Administrators must understand and ensure the school affords the necessary protections for students not yet eligible for special education. A school must know the difference between "having knowledge" and "not having knowledge." In addition, an expedited initial educational evaluation may be required under 511 IAC 7-44-9(f).</li> </ul> <p><b>Note:</b> These procedures may be incorporated into the school's discipline procedures; however, it is pertinent to ensure compliance and incorporate the necessary components for students with disabilities as stated above.</p>
<b>Notice of Procedural Safeguards</b>		
<p>511 IAC 7-37-1</p>	<p>Notice of Procedural Safeguards</p>	<ul style="list-style-type: none"> <li>▪ Each school shall establish, maintain, and implement procedures in accordance with this section to ensure that students with disabilities and their parents are afforded procedural safeguards with respect to the provision of a free appropriate public education by the school.                             <ul style="list-style-type: none"> <li>○ Must be in native language or the school must take necessary steps to ensure parent's understanding (511 IAC 7-37-1(c))</li> <li>○ Know the requirements when the school must provide parent a copy of the notice of procedural safeguards (511 IAC 7-37-1(d))</li> <li>○ Election by parent to receive notice via electronic mail. (511 IAC 7-37-2)</li> </ul> </li> </ul> <p><b>Indiana Department of Education – SAMPLE Notice of Procedural Safeguards (English and Spanish Version):</b> <a href="http://www.doe.in.gov/achievement/individualized-learning/laws-rules-and-interpretations">http://www.doe.in.gov/achievement/individualized-learning/laws-rules-and-interpretations</a></p>

<b>Educational Records</b>		
511 IAC 7-38-1 511 IAC 7-38-2 511 IAC 7-38-3	Access and Disclosure of Educational Records Procedures for Amending Educational Records Confidentiality Safeguards	<ul style="list-style-type: none"> <li>▪ Administrators and Teachers should understand the requirements set forth by the Family Educational Rights and Privacy Act (FERPA) and how it relates to students with disabilities.</li> <li>▪ Each school must have procedures in place for amending educational records. Such procedures include convening a hearing if the school disagrees with a parent’s request.</li> <li>▪ Each school must establish and implement procedures to protect the confidentiality of personally identifiable information at the collection, storage, disclosures, and destruction stages.</li> </ul> <p><b>Note:</b> These procedures may already be developed in the school’s student record policies; however, it is important to ensure compliance for students with disabilities.</p>
<b>Emergency Preparedness Plan</b>		
511 IAC 7-36-6(b)	Emergency Preparedness Plan	<ul style="list-style-type: none"> <li>▪ Each school when developing written emergency preparedness plans in accordance with 511 IAC 6.1-2-2.5 must include special warning and evacuation procedures for students with disabilities as stipulated under 511 IAC 7-36-6(b).</li> </ul> <p><b>Note:</b> As stated above this plan may already exist; however, it is pertinent to incorporate all necessary components as it relates to students with disabilities.</p>
<b>Medication Administration</b>		
511 IAC 7-36-9	Medication Administration	<ul style="list-style-type: none"> <li>▪ Each school shall establish and implement written policies and procedures on the administration of medication with the requirements stipulated in 511 IAC 7-36-9(a).                             <ul style="list-style-type: none"> <li>○ Documentation of any special training provided to persons authorized to administer medication is required (511 IAC 7-36-9(b)).</li> <li>○ A school is prohibited from requiring a parent to obtain a prescription for medication for a student as a condition for attending school, receiving an educational evaluation, or receiving special education (511 IAC 7-36-9(c)).</li> </ul> </li> </ul> <p><b>Note:</b> These procedures may already be developed and maintained in the school’s general medication/health procedures; however, it is important to ensure all necessary components are incorporated as it relates to students with disabilities.</p>
<b>Educational Surrogate Parent (ESP)</b>		
511 IAC 7-39-1 511 IAC 7-39-2	Determining Whether a Student Needs an ESP Method for Assigning an ESP	<ul style="list-style-type: none"> <li>▪ Each school must establish and implement written procedures regarding: 1) how the school determines a student is in need of an ESP; and 2) how eligible persons will be trained to serve as ESP.</li> <li>▪ Each school must establish and implement written procedures regarding the assignment of ESPs that including the following: 1) a system to assign ESP; 2) a system for determining the eligibility of individuals to serve as ESP; and 3) a system for training individuals to serve as ESP that includes training regarding special education law and rules.</li> </ul>
<b>Appropriately Licensed and Certified School Personnel</b>		
511 IAC 7-36-2	Appropriately Licensed and Certified School Personnel Providing Special Education Services	<ul style="list-style-type: none"> <li>▪ All personnel employed or contracted by a school to provide special education or related services must be appropriately licensed or certified and must have the content knowledge and skills necessary to provide the services for which the individual is employed or contracted in accordance with standards established by the department of education.</li> </ul>

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<p>511 IAC 7-36-2(e)-(i)</p> <p>511 IAC 7-36-3</p>	<p>Teacher of Record Paraprofessionals and Assistants</p> <p>Highly Qualified Teachers</p>	<ul style="list-style-type: none"> <li>▪ Teacher of Record requirements (511 IAC 7-36-2(a))</li> <li>▪ School may allow paraprofessionals and assistants who are appropriately trained to work under the direction and supervision of: 1) licensed teachers; 2) highly qualified teachers; or 3) related services personnel to assist student in areas that relate to personal, social, and educational needs.</li> <li>▪ A special education teacher who teaches in a public elementary, middle, junior high, or high school in the state must be highly qualified as a special education teacher by meeting the requirements set forth in 511 IAC 7-36-3(a).</li> </ul>
<b>Revocation of Consent</b>		
<p>511 IAC 7-42-15, 7-42-8, 7-40-4</p>	<p>Revocation of Consent for Special Education and Related Services</p>	<ul style="list-style-type: none"> <li>▪ School administrators must understand the implications and requirements of a parent’s right to revoke consent. At any time after the parent gives consent for the initiation of special education and related services the parent may revoke that consent as stipulated at 511 IAC 7-42-15(a).</li> <li>▪ Schools are required to provide written notice 10 instructional days after receiving the parent’s written revocation. Schools may ask the parent why the parent is revoking consent, but the school may not require the parent to provide an explanation as a condition of termination the provisions of special education.</li> </ul>

<b>TRAINING REQUIREMENTS</b>		
Article 7 Reference	Area	Specifics
<b>Paraprofessionals</b>		
<p>511 IAC 7-36-2(f)</p>	<p>Pre-service and In-service for Paraprofessionals</p>	<ul style="list-style-type: none"> <li>▪ A school must provide pre-service and in-service for paraprofessionals in the following areas: 1) the role or the paraprofessional related to the role of the professional person providing supervision and direction; 2) the specific skill and content knowledge necessary to carry out the assigned responsibilities; and 3) information on the specific special needs and characteristics of students with whom the para will be working and special education procedures, including confidentiality of personally identifiable information.</li> <li>▪ Written documentation regarding the training provided to paraprofessionals must be on record.</li> </ul>
<b>Assistive Technology (AT)</b>		
<p>511 IAC 7-32-8(5)</p>	<p>AT and Technical Assistance</p>	<ul style="list-style-type: none"> <li>▪ If AT is included in a student’s IEP, training and technical assistance may be needed for: 1) the student with a disability or, if appropriate, the student’s family and 2) professionals, employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of students with disabilities.</li> </ul>
<b>Supports and Training for Charter School Personnel</b>		
<p>511 IAC 7-35-2</p>	<p>Staff Support and Training</p>	<ul style="list-style-type: none"> <li>▪ A school must carry out activities to ensure that school personnel are:                             <ol style="list-style-type: none"> <li>1. Fully informed about their respective responsibilities for implementing Article 7;</li> <li>2. Provided with:                                     <ol style="list-style-type: none"> <li>a. Technical assistance and training necessary to assist them in this effort; and</li> <li>b. The necessary knowledge and skills to implement each student’s IEP.</li> </ol> </li> </ol> </li> <li>▪ A student’s CCC, during the development, review, or revisions of a student’s IEP, must consider, under knowledge and skills necessary to implement the student’s IEP. If determined necessary, the school must document the training.</li> </ul>

Note: Schools should always document such professional development provided to staff associated with special education.

**Medication Administration**

511 IAC 7-36-9(b)	Special Training for Authorized Persons to Administer Medication	<ul style="list-style-type: none"> <li>▪ A school shall document any special training provided to person authorized to administer medication.</li> </ul>
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**Confidentiality / Educational Records**

511 IAC 7-38-3(a)(1)(B)	Training for Personnel Using or Collecting Personally Identifiable Information	<ul style="list-style-type: none"> <li>▪ A school shall provide training or instruction for all persons collecting or using personally identifiable information regarding the following: 1) the student and parent procedural safeguards with respect to the provision of a free and appropriate public education; and 2) confidentiality provision of Article 7 and the Family Educational Rights and Privacy Act.</li> </ul>
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**Educational Surrogate Parents**

511 IAC 7-39-2(a)(3)	Training System for Individuals Servicing as ESPs	<ul style="list-style-type: none"> <li>▪ As stated above, schools shall provide a system of training individuals to serve as ESPs that includes training regarding special education laws and rules.</li> <li>▪ Schools may contract with an outside organization to provide training to individuals – this will also help provide a “pool” of qualified ESPs if needed.</li> </ul>
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**Case Conference Committee Process**

511 IAC 7-42-1(b)	Training on CCC Process	<ul style="list-style-type: none"> <li>▪ A school must provide information and training that addresses the requirements set forth in Article 7 to ensure that school staff have the necessary knowledge regarding the following:             <ol style="list-style-type: none"> <li>1. How to arrange and document CCC meetings;</li> <li>2. How to develop an IEP, including the required components of an IEP;</li> <li>3. How to serve as the public agency representative (PAR), including information about the availability of, and has the authority to commit, resources of the school.</li> </ol> </li> </ul>
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**DATA REQUIREMENTS**

Article 7 Reference	Area	Specifics
<b>Child Count</b>		
511 IAC 7-46-1	Federal Child Count Procedures	<ul style="list-style-type: none"> <li>▪ On <i>December 1</i> of each year, each school must count the number of students: 1) eligible for special education and related services; and 2) receiving services on that date.</li> <li>▪ The child count report must include the following:             <ul style="list-style-type: none"> <li>○ A count of students enrolled on December 1 in a school or program operated by a public agency that provides students with either: 1) special education and related services that meet the standards of this article; or 2) only special education services if related services are not necessary for the students to benefit from special education.</li> <li>○ A count of students with disabilities enrolled by their parents in nonpublic schools who are eligible for special education and related services and receive special education or related services, or both, in accordance with 511 IAC 7-34, provided must meet the standards of this article.</li> <li>○ A count of students specified by age on the child count date from three (3) years of age through the</li> </ul> </li> </ul>

511 IAC 7-46-2	State Child Count Procedures	<p>school year in which the students become twenty-two (22) years of age within each disability category.</p> <ul style="list-style-type: none"> <li>○ Students placed in nonpublic residential special schools under 511 IAC 7-42-13.</li> </ul> <ul style="list-style-type: none"> <li>▪ The following students must not be included in the child count report to the United States Secretary of Education:             <ul style="list-style-type: none"> <li>○ Those not enrolled in a school or program operated or supported by a public agency.</li> <li>○ Those provided special education that does not meet the requirement of this article.</li> <li>○ Those not provided with a related service needed to assist them in benefiting from special education.</li> </ul> </li> <li>▪ On <i>December 1</i> of each year, each school must count the number of school age students identified as disabled and receiving a free appropriate public education consistent with the requirements of Article 7 on that date.</li> <li>▪ The state child count report must include the following:             <ul style="list-style-type: none"> <li>○ A nonduplicated count of students receiving a free appropriate public education consistent with the requirements of this article in one (1) of the programs for severe disabilities as defined by IC 20-43-7-2. A student may not be included in the nonduplicated count in programs for severe disabilities and in the nonduplicated count in programs for mild or moderate disabilities.</li> <li>○ A nonduplicated count of students receiving a free appropriate public education consistent with the requirements of this article in one (1) of the programs for mild and moderate disabilities as defined by IC 20-43-7-3. A student may not be included in the nonduplicated count in programs for mild or moderate disabilities and in the nonduplicated count in programs for severe disabilities.</li> <li>○ A duplicated count of students in programs for communication disorders, even if the student is served in another program.</li> </ul> </li> <li>▪ The state child count report must also include a cumulative count of students who received homebound instruction up to and including December 1 of the current year and each student who received homebound instruction after December 1 of the prior school year. A student may be included in the cumulative count of students in homebound programs even if the student also is included in any of the following:             <ul style="list-style-type: none"> <li>○ The nonduplicated count in programs for severe disabilities.</li> <li>○ The nonduplicated count in programs for mild and moderate disabilities.</li> <li>○ The duplicated count in programs for communication disorders.</li> <li>○ The state preschool count.</li> </ul> </li> </ul>
<b>DATA COLLECTION</b>		
511 IAC 7-46-4	Data Collection	<ul style="list-style-type: none"> <li>▪ Each school must, on an annual basis, count the number of students with disabilities by race, ethnicity, limited English proficiency status, gender, and disability category who:             <ul style="list-style-type: none"> <li>○ are receiving a free appropriate public education;</li> <li>○ are participating in general education;</li> <li>○ are in: 1) separate classes; 2) separate schools or facilities; or 3) public or private residential facilities;</li> <li>○ for each year from fourteen (14) years of age to twenty-one (21) years of age, stopped receiving special education and related services because of program completion (including graduation with a high school diploma as defined in 511 IAC 6-7.1-1(e)), or other reasons, and the reasons why those students stopped receiving special education and related services; and</li> <li>○ under 511 IAC 7-44-6 or 511 IAC 7-44-7, are removed to an interim alternative educational setting, the acts or items precipitating those removals, and the number who are subject to long-term</li> </ul> </li> </ul>

		<p>suspensions or expulsions.</p> <ul style="list-style-type: none"> <li>▪ In addition to the data collected stated above, each school must, on an annual basis, provide to the department of education the following data:             <ul style="list-style-type: none"> <li>○ The number and percentage of students with disabilities by:                 <ul style="list-style-type: none"> <li>▪ race;</li> <li>▪ gender; and</li> <li>▪ ethnicity; who are receiving early intervening services as defined in 511 IAC 7-32-29.</li> </ul> </li> <li>○ The incidence and duration of disciplinary actions of students with disabilities by:                 <ul style="list-style-type: none"> <li>▪ race;</li> <li>▪ ethnicity;</li> <li>▪ limited English proficiency status;</li> <li>▪ gender; and</li> <li>▪ disability category;</li> </ul> </li> </ul> </li> </ul> <p>including removals (suspensions) of one (1) day or more. (3)</p> <ul style="list-style-type: none"> <li>○ The number and percentage of students with disabilities who are removed to alternative educational settings or expelled as compared to nondisabled students who are removed to alternative educational settings or expelled.</li> <li>○ The number of due process hearing requests filed under 511 IAC 7-45-3 and the number of due process hearings conducted.</li> <li>○ The number of due process hearings requested under 511 IAC 7-44 and the number of changes in placements ordered as a result of those hearings.</li> <li>○ The number of mediations held in accordance with 511 IAC 7-45-2 and the number of settlement agreements reached through such mediations.</li> </ul> <ul style="list-style-type: none"> <li>▪ Each school must, on an annual basis, provide the department of education with any other program information that may be required by the Secretary of the United States Department of Education. The department of education will annually inform the public agency of the child count procedures and categorical criteria required for the December 1 count.</li> </ul>
<b>Special Education Compliance and Performance Indicators</b>		
511 IAC 7-35-1	Program Monitoring (responsibility of the Indiana Department of Education)	<p style="text-align: center;"><b>Continuous Improvement Focused Monitoring System and General Supervision</b></p> <p>The Individuals with Disabilities in Education Act of 2004 (IDEA) requires every state to have a general supervision system in place that monitors the implementation of IDEA in each state. The system must enforce state and federal requirements and ensure positive outcomes for students with disabilities. Through this system, states must monitor the status of local education agencies (LEAs) throughout their state on 20 Performance and Compliance Indicators, including graduation and dropout rates, assessments, disproportionality, least restrictive environment (LRE), parent involvement, evaluation timelines, postsecondary transition, postsecondary results, correction of noncompliance and the submission of timely and accurate data. For more information please go to the following website: <a href="http://www.doe.in.gov/achievement/individualized-learning/monitoring">http://www.doe.in.gov/achievement/individualized-learning/monitoring</a></p> <p>Each school is on a yearly rotation for monitoring LRE, Fiscal Audits, and Procedural Audits. Please view your school's rotation(s) at the website above.</p>



The Office of Special Education provide information and guidance on each indicator as well as other activities facilitated as part of the monitoring system on the following website:

<http://www.doe.in.gov/achievement/individualized-learning/monitoring-guidance>




Below is a chart comprised of the 20 Performance and Compliance Indicators. The applicable indicators for charter schools consist of Indicators 1, 2, 3, 4, 5, 8, 9, 10, 11, 13, and 14. Note: Fewer indicators are applicable to charter schools that do not serve high school students (see notes under each measurement).

Number	Type	Measurement
1	Performance	Percent of youth with IEPs graduating from high school with a regular diploma. <b>Note:</b> Only applicable to charter schools with high schools.
2	Performance	Percent of youth with IEPs dropping out of high school. <b>Note:</b> Only applicable to charter schools with high schools.
3	Performance	Participation and performance of children with disabilities on statewide assessments: A. Percent of districts that have a disability subgroup that meets the State’s minimum “n” size meeting the State’s AYP objectives for progress for disability subgroup. B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards. C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.
4	Performance	Rates of suspension and expulsion: A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.
5	Performance	Percent of children with IEPs aged 6 through 21: A. Removed from regular class less than 21% of the day; B. Removed from regular class greater than 60% of the day; or C. Served in public or private separate schools, residential placements, or homebound or hospital placements
6	Performance	Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).


			<b>Note:</b> Indicator is not applicable to charter schools due to preschool.
7	Performance	Percent of preschool children with IEPs who demonstrate improved: A. Positive social-emotional skills (including social relationships); B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and C. Use of appropriate behaviors to meet their needs.	<b>Note:</b> Indicator is not applicable to charter schools due to preschool.
8	Performance	Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	<b>Note:</b> Data is gathered through a parent survey.
9	Compliance	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	
10	Compliance	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	
11	Compliance	Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).	<b>Note:</b> Indiana has a 50-day evaluations timeline and a 20-day evaluation timeline (20-day is used if a student fails to make adequate progress in a RTI process).
12	Compliance	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	<b>Note:</b> Indicator is not applicable to charter schools due to preschool.
13	Compliance	Percent of youth aged 14 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>Note:</b> Only applicable to charter schools that have students aged 14.
14	Compliance	Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.	<b>Note:</b> Data gathered through a post-secondary survey. Only applicable to charter schools with high schools.
15	Compliance	General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than	



			one year from identification. <b>Note:</b> This monitoring indicator applies to the Indiana Department of Education.
		16	Compliance Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint. <b>Note:</b> This monitoring indicator applies to the Indiana Department of Education.
		17	Compliance Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party. <b>Note:</b> This monitoring indicator applies to the Indiana Department of Education.
		18	Performance Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. <b>Note:</b> This monitoring indicator applies to the Indiana Department of Education.
		19	Performance Percent of mediations held that resulted in mediation agreements. <b>Note:</b> This monitoring indicator applies to the Indiana Department of Education.
		20	Compliance State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. <b>Note:</b> This monitoring indicator applies to the Indiana Department of Education.

RESOURCES		
Organization	Website	Description
<b>Indiana Resource Network (IRN)</b>		
<b>Indiana Resource Network (General Information)</b>	<a href="http://irn.indiana.edu/">http://irn.indiana.edu/</a>	<p>The Indiana Resource Network comprises <b>six centers</b> working together to improve support for students with special needs by providing Indiana's schools with targeted and comprehensive special education support and assistance. As they develop, IRN centers will provide many forms of assistance, including professional development, capacity building and policy examination.</p> <p>The Indiana Resource Network, supported by the Indiana Department of Education, will produce effective supports for key areas, including autism, assessment and instruction, evaluations, individualized education programs (IEPs),</p>

		<p>positive behavior support, and the secondary transition services.</p> <p>All professional development services from the resource centers are <b>free of charge!</b></p>
<p><b>Effective and Compliant IEPs Resource Center</b></p> 	<p><a href="http://www.indstate.edu/blumberg/iep/index.htm">www.indstate.edu/blumberg/iep/index.htm</a></p>	<p><b>Focus:</b> To increase Indiana educators' knowledge and skills that will (a) support the use of Indiana IEP (IIEP), (b) provide technical assistance and professional development for Indiana educators and staff who are involved in developing IEPs, and (c) support local educational agencies (LEAs) in the development and use of procedures to insure compliance and the development of high quality IEPs.</p> <p><b>Project Director:</b> Jolly Piersall, <a href="mailto:jolly.piersall@indstate.edu">jolly.piersall@indstate.edu</a></p>
<p><b>Effective Evaluation Processes Resource Center</b></p> 	<p><a href="http://www.indstate.edu/blumberg/evaluation/index.htm">www.indstate.edu/blumberg/evaluation/index.htm</a></p>	<p><b>Focus:</b> To increase Indiana educators' use of skills that (a) ensure targeted and high quality interventions and strategies for struggling students, (b) promote the use of appropriate special education evaluation tools and methods for all students, and (c) assist local educational agencies (LEAs) in the correction of noncompliance and implementation of systemic changes to prevent future noncompliance</p> <p><b>Project Director:</b> Leah Nellis, Ph.D., NCSP, <a href="mailto:leah.nellis@indstate.edu">leah.nellis@indstate.edu</a></p>
<p><b>HANDS (Helping Answer Needs by Developing Specialists) in Autism Resource Center</b></p> 	<p><a href="http://www.handsinautism.org">www.handsinautism.org</a></p>	<p><b>Focus:</b> To help school professionals and personnel increase knowledge and practical application of scientifically-based academic and behavioral strategies that can improve instruction and intervention for students with autism spectrum disorders.</p> <p><b>Project Director:</b> Naomi Swiezy, Ph.D., HSPP, <a href="mailto:nswiezy@iupui.edu">nswiezy@iupui.edu</a></p>
<p><b>Indiana Center for Assessment and Instruction</b></p>	<p><a href="http://www.iidc.indiana.edu/cell">www.iidc.indiana.edu/cell</a></p>	<p><b>Focus:</b> The Indiana Center for Assessment and Instruction (ICAI), in collaboration with the Indiana Resource Network (IRN) provides tools, training and technical assistance as schools increase student achievement, build staff capacity and align resources. Our work focuses on professional development</p>

		<p>related to Indiana assessments, Universal Design for Differentiated Instruction (UDDI), teacher leadership and Instructional Consultation Teams (ICT). Cultural responsiveness and active collaboration are embedded in all professional development offerings. Our goal is to develop a fully functioning and sustainable network of support for effective assessment and instruction in Indiana.</p> <p><b>Project Director:</b> Sandi Cole, Ed.D., <a href="mailto:cmcole@indiana.edu">cmcole@indiana.edu</a></p>
<p><b>Indiana Secondary Transition Resource Center</b></p> 	<p><a href="http://instrc.indiana.edu">instrc.indiana.edu</a></p>	<p><b>Focus:</b> To create and enhance professional development activities and resources in order to build capacity to improve school and post-school outcomes. The center's work focuses on student-focused planning activities and self-determination skill development; improved Transition IEPs and use of transition assessments; access to effective academic and life-skills instruction, quality work-based learning; interagency collaboration; and family involvement.</p> <p><b>Project Director:</b> Teresa Grossi, Ph.D., <a href="mailto:tgrossi@indiana.edu">tgrossi@indiana.edu</a></p>
<p><b>PBIS Indiana: Positive Behavior Interventions &amp; Supports Resource Center</b></p> 	<p><a href="http://www.iidc.indiana.edu/cell">www.iidc.indiana.edu/cell</a></p>	<p><b>Focus:</b> To develop and establish a statewide network of culturally responsive school-wide positive behavior support sites and increase educators' knowledge and understanding of how PBIS impacts student achievement, family engagement, dropout rate and least restrictive environment placements.</p> <p><b>Project Co-Directors:</b> Russ Skiba, Ph.D., <a href="mailto:skiba@indiana.edu">skiba@indiana.edu</a>, and Sandi Cole, Ed.D., <a href="mailto:cmcole@indiana.edu">cmcole@indiana.edu</a></p>
<p><b>Assistive Technology and Accessible Instructional Materials</b></p>		
<p><b>PATINS Project</b></p> 	<p><a href="http://www.patinsproject.com">http://www.patinsproject.com</a></p>	<p><b>Focus:</b> The PATINS Project is a state-wide technical assistance network for the provision of assistive/accessible technology for assisting local educational agencies in the utilization and creation of accessible learning environments and instructional materials. As a sole source provider for the Indiana Department of Administration and the Indiana Department of Education, the PATINS Project provides a complete state NIMAS delivery process, inclusive of assistive and accessible technologies, designed to support the Indiana Department of Education and local educational agencies in addressing the statutory and final regulatory requirements of</p>

		the Individuals with Disabilities Education Act of 2004.
<b>Indiana Center for Accessible Instructional Materials (ICAM)</b> 	<a href="http://www.icam.k12.in.us/">http://www.icam.k12.in.us/</a>	<p><b>Focus:</b> The Indiana Center for Accessible Instructional Materials (ICAM) is a PATINS Project managed web based system designed to provide supports to Indiana Local Educational Agencies in meeting the NIMAS regulations of the Individuals with Disabilities Improvement Act of 2004. Our mission is to partner with local educational agencies in securing accessible textbooks and core curriculum materials, in specialized formats, for qualifying students with print disabilities.</p> <p>The ICAM system is owned, maintained, and provided to all Indiana schools by the Office of the Associate Superintendent, the Indiana Department of Education. Access to the system, technical support, and professional training are provided through the ICAM and PATINS projects without a fee.</p>
<b>Sensory Loss</b>		
<b>Indiana Deafblind Services Center</b>	<a href="http://www.indstate.edu/blumberg/db/">www.indstate.edu/blumberg/db/</a>	<p><b>Focus:</b> The Indiana Deafblind Services Project is designed to improve the quality of educational services available to Indiana's infants, toddlers, children and youth who have a combined vision and hearing loss.</p> <p><b>Project Director:</b> Karen Goehl <a href="mailto:karen.goehl@indstate.edu">karen.goehl@indstate.edu</a></p>
<b>Pass Project: Promoting Achievement for Students with Sensory Loss</b>	<a href="http://www.indstate.edu/blumberg/pass/">www.indstate.edu/blumberg/pass/</a>	<p><b>Focus:</b> To provide professional development opportunities for educators that will improve instructional quality, promote academic achievement and foster successful post-secondary transition outcomes for students with sensory loss.</p> <p><b>Project Director:</b> Karen Goehl <a href="mailto:karen.goehl@indstate.edu">karen.goehl@indstate.edu</a>,</p>
<b>Other Resources</b>		
<b>Indiana Resource Center for Autism (IRCA)</b>	<a href="http://www.iidc.indiana.edu/index.php?pageId=32">http://www.iidc.indiana.edu/index.php?pageId=32</a>	<p><b>Focus:</b> The Indiana Resource Center for Autism (IRCA) staff conduct outreach training and consultations, engage in research, and develop and disseminate information focused on building the capacity of local communities, organizations, agencies, and families to support children and adults across the autism spectrum in typical work, school, home, and community settings. The Indiana Resource Center for Autism does not promote one method or a single intervention. Instead, IRCA staff strives to address the specific needs of the individual by providing information and training on a variety of strategies and methods.</p> <p><b>Director:</b> Cathy Pratt, Ph.D., BCBA-D</p>

Parent Resources		
<p><b>IN*SOURCE (Indiana Resource Center for Families with Special Needs)</b></p> 	<p><a href="http://www.insource.org/">http://www.insource.org/</a></p>	<p><b>Focus:</b> Since 1975, the Indiana Resource Center for Families with Special Needs or IN*SOURCE has provided service to Indiana’s families of infants, toddlers, children, youth and young adults with disabilities.</p> <p>IN*SOURCE is a parent organization. Through the work and dedication of the Board of Directors, the staff and many volunteers, virtually all of whom are parents of persons with disabilities, IN*SOURCE, utilizing a proven parent to parent model, has provided assistance, support services and educational resources to the community of individuals and organizations that serve and support persons with disabilities. Through the provision of information, training, individual assistance and support, they worked to help countless families confront the complexities and what are often challenges of having a loved one with special needs.</p>
<p><b>About Special Kids</b></p> 	<p><a href="http://www.aboutspecialkids.org">www.aboutspecialkids.org</a></p>	<p><b>Focus:</b> About Special Kids is a "Parent to Parent" organization that works throughout the state of Indiana to answer questions and provide support, information and resources. We are parents and family members of children with special needs and we help other families and professionals understand the various systems that are encountered related to special needs. Our central office is located in Indianapolis, Indiana where parents from the entire state can access information, resources and support. Regional Parent Liaisons are located throughout Indiana.</p> <p>The mission of About Special Kids is: Helping children with special needs live better lives by educating, empowering and connecting their families.</p>
LAW RESOURCES		
<p><b>Article 7</b></p>	<p><a href="http://www.doe.in.gov/achievement/individualized-learning/laws-rules-and-interpretations">http://www.doe.in.gov/achievement/individualized-learning/laws-rules-and-interpretations</a></p>	<p>Electronic copy of Indiana’s special education rules and regulations.</p>
<p><b>Navigating the Course</b></p>	<p><a href="http://www.doe.in.gov/achievement/individualized-learning/laws-rules-and-interpretations">http://www.doe.in.gov/achievement/individualized-learning/laws-rules-and-interpretations</a></p>	<p>A companion guide to Article 7. This is a great document for parents and educators.</p>
<p><b>IDEA '04 Home Page</b></p>	<p><a href="http://idea.ed.gov/explore/home">http://idea.ed.gov/explore/home</a></p>	<p>U.S. Department of Education, Office of Special Education Programs’ IDEA:</p> <p>This website was created to provide a “one-stop shop” for resources related to IDEA and its implementing regulations. It is a “living” website and will change and grow as resources and information become available.</p>