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# Welcome

## Special Education Overview for Charter Schools

# Agenda-Day 1

9:00-9:05-Kristan & Steve, IDOE-Welcome

9:05-9:15-Kristan, Explanation of Federal Special Education Indicators

9:15-10:15-Traci, Due Process

10:15-10:30-Kristan, Indiana Resource Network-IRNs

10:30-11:15-Paramount School of Excellence

11:15-11:45-Steve, Transition IEPs

11:45-12:45-lunch on own

12:45-1:15-Kristan & Karen, Assessment Update

1:15-1:30-Kristan, Learning Connection and IDOE website

1:30-3:30-Jen, Part B Grants

3:30-4:00-Tracy, Medicaid



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## Agenda-Day 2

9:00-9:05-Kristan, IDOE-Welcome

9:05-12:00-IEP Resource Center: Goals

12:00-1:00-lunch on own

1:00-4:00-IEP Resource Center: LRE, FBA,  
BIP



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The background of this section shows a green, curved line representing a hill. Along this line, there are several small black silhouettes of people in various walking or running poses, moving from left to right across the hill.

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# Article 7-Indiana's Special Education Law

## I.C. 20-24-8 Charter School Powers and Exemptions

I.C. 20-24-8-5 provides: "The following statutes and rules and guidelines adopted under the following statutes apply to a charter school: . . . (3) I.C. 20-35 (special education). . . ."

**Therefore, Indiana's special education statutes, and the regulations adopted thereunder (in other words, Article 7), as well as any IDOE guidelines apply to charter schools.**

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# Article 7-Indiana's Special Education Law

Rule 40. Identification and Evaluation

511 IAC 7-40-1 Child find

Authority: IC 20-19-2-8; IC 20-19-2-16

Affected: IC 20-19-2; IC 20-35

**(b) A charter school that is not part of a public school corporation shall establish, maintain, and implement written procedures that ensure the location, identification, and evaluation of all students attending the charter school who are in need of special education and related services, regardless of the severity of their disabilities.**



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# Federal Special Education Indicators

# Special Education Indicators

There are 17 Indicators- 7 are monitored for LEA data specific compliance by IDOE staff:

Kristan Sievers-Coffer-4, 9 & 10

Becky Reed-5, 11

Chris Furbee-12 (8,14-surveys)

Steve Yockey-13

Some Indicators' data are reported to the federal government with overall state data and not by specific LEAs (1, 2, 3, 6, 7, 8, 14, 15, 16, 17).



# Monitoring

## Examples of monitoring activities

- On-site Visits
- Self Assessments/Root Cause Analysis
- File Reviews
- Desk Audits/Data Reviews
- Complaints/Due Process Hearings
- Corrective Action Plans



# Monitoring

Corporations/charters are on a 3 year rotation basis for some of the indicators (Indicators 11-12-13 and fiscal audits).

Corporations/charters are also monitored yearly for other indicators (4, 9, 10).

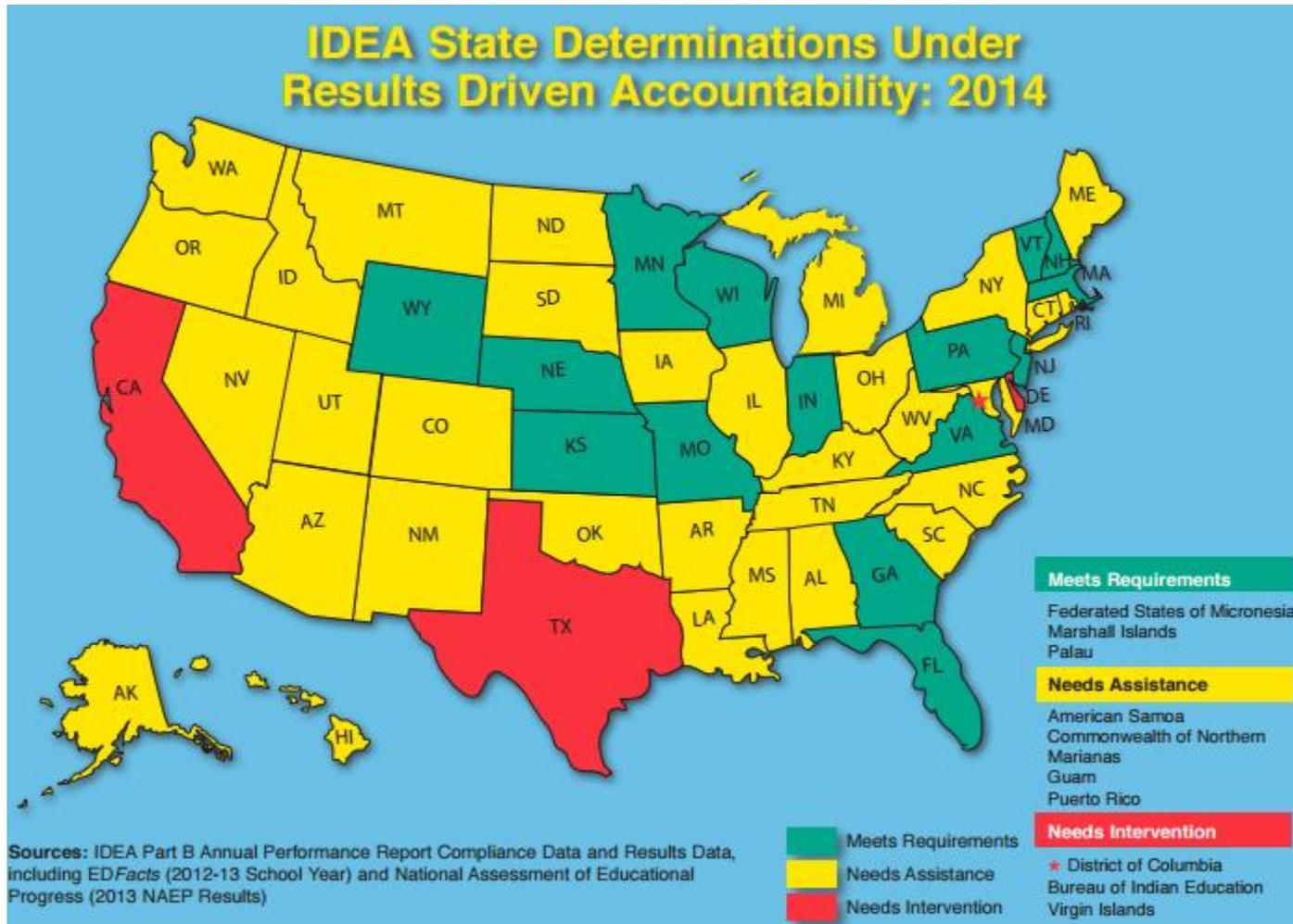
Rotation list is available at

<http://www.doe.in.gov/specialed/monitoring>



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# State Determinations-Indiana Meets Requirements



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# Indicator 1-Graduation

Results indicator: Percent of youth with IEPs graduating from high school with a regular diploma

Most current data shows: 74.6% of students with IEPs graduated high school with a regular diploma (not certificate of completion)



## Indicator 2-Drop Out

Results indicator: Percent of youth with IEPs dropping out of high school



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# Indicator 3-standardized testing

Results indicator: Participation and performance of children with IEPs on Statewide assessments

3A: Districts Meeting AYP/AMO for Disability Subgroup-  
Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP/AMO targets for the disability subgroup.

3B: Participation for Students with IEPs-  
Participation rate for children with IEPs.

3C: Proficiency for Students with IEPs-  
Proficiency rate for children with IEPs against grade level and alternate academic achievement standards.



# Indicator 4A & 4B: Suspension/Expulsion

**Compliance indicator:** Rates of suspension and expulsion:

A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and

B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.



# Indicator 5: Education Environments (children 6-21)

Results indicator: Percent of children with IEPs aged 6 through 21 served:

A. Inside the regular class 80% or more of the day;

B. Inside the regular class less than 40% of the day; and

C. In separate schools, residential facilities, or homebound/hospital placements.



## Indicator 6: Preschool Environments

Results indicator: Percent of children aged 3 through 5 with IEPs attending a:

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and

B. Separate special education class, separate school or residential facility.



## Indicator 7: Preschool Outcomes

Results indicator: Percent of preschool children aged 3 through 5 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.



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## Indicator 8: Parent involvement

Results indicator: 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.



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# Indicator 9: Disproportionate Representations

**Compliance indicator:** Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.



## Indicator 10: Disproportionate Representations in Specific Disability Categories

**Compliance indicator:** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.



## Indicator 11: Child Find

**Compliance indicator:** Percent of children who were evaluated within 50 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.



## Indicator 12: Early Childhood Transition

**Compliance indicator:** 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.

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# Indicator 13: Secondary Transition

**Compliance indicator:** Percent of youth with IEPs aged 14 and above or in 9<sup>th</sup> grade (whichever comes first) with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.



# Indicator 14: Post-School Outcomes

Results indicator: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.



## Indicator 15: Resolution Sessions

Results indicator: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.



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## Indicator 16: Mediation

Results indicator: Percent of mediations held that resulted in mediation agreements.



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# Indicator 17: State Systemic Improvement Plan

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

The State's SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities.

Indiana's State Identified Measureable Result:

**Indiana will increase reading proficiency achievement on Indiana's IREAD-3 assessment by .5% each year for 3rd grade students with disabilities eligible for free/reduced lunch, attending elementary schools within the State Development Network.**



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