

Appendix F – Special Education

Greater Lafayette Area Special Services (GLASS)

The Individuals with Disabilities Education Act (IDEA) is a federal law which guarantees all students with disabilities between the ages of 3 through 21 the right to a free appropriate public education designed to meet their individual needs. It also offers protection for the rights of students with disabilities and their parents/guardians or educational surrogate parents. The Indiana Special Education Rules, known as Article 7, Rules 3-16, provide the legislative and department of education guidelines for implementing special education programs in Indiana, effective January 8, 1992. Article 7 regulates special education programs and related services provided by the public schools as well as the state operated and state supported programs.

Greater Lafayette Area Special Services, better known as G.L.A.S.S., is a special education cooperative sponsored by Lafayette School Corporation, Tippecanoe School Corporation, and West Lafayette Community School Corporation. All licensed personnel and support staff within the student's school of legal settlement work together to implement the responsibilities of public schools defined in Article 7. Parents are also involved in every step of planning educational services for their child with a suspected disability.

Students who are eligible to receive special education services must be evaluated by a multidisciplinary evaluation team and, at a case conference, must be determined eligible based on one of the following eligibility categories: Autism spectrum disorder, Blind or low vision, Cognitive disability, Deaf or hard of hearing, Deaf-blind, Developmental delay (early childhood) Emotional disability, Language or speech impairment, Multiple disabilities, Other health impairment, Orthopedic impairment, Specific learning disability, Traumatic brain injury.

The case conference committee, which includes the student's parents, will then develop an individualized education program (IEP). The IEP will be designed to meet the student's unique needs that could include related services as needed in order to assist a student to gain the greatest access to the general education curriculum. Each student with a disability is educated in the least restrictive environment. Through evaluation the case conference committee determines the service and placement of the student.

Evaluation Process

511 IAC 7-40-4 Initial educational evaluation; public agency written notice and parental consent

Sec. 4. (a) Either a parent of a student or a public agency may initiate a request for an educational evaluation to determine if a student is eligible for special education and related services under this article. If a parent makes a request for an evaluation after revoking consent for special education and related services in accordance with 511 IAC 7-42-15, the public agency must treat the parent's request for evaluation as a request for an initial evaluation, and the evaluation must be conducted in accordance with this section.

(b) If a student is suspected of having a specific learning disability because the student has not made adequate progress after an appropriate period of time when provided with appropriate instruction described in 511 IAC 7-41-12(a)(3)(G), the public agency must initiate a request for an educational evaluation.

(c) If a request is made to conduct an educational evaluation, the public agency must, before conducting the evaluation, do the following:

(1) Provide the parent of the student with written notice as specified in subsection (e).

(2) Obtain parental consent as defined in 511 IAC 7-32-17.

(d) A parent's request for an evaluation must be made to licensed personnel, which is defined in 511 IAC 7-32-58 to mean persons employed by the public agency who are:

(1) teachers;

(2) school counselors;

(3) school psychologists;

(4) school social workers;

(5) building principals; and

(6) other administrators.

A parent's request for an evaluation may be made verbally or in writing. After a parent makes a request, the public agency has ten (10) instructional days to provide the parent with written notice as specified in subsection (e).

(e) Written notice provided to the parent regarding an educational evaluation must include the following:
Written notice provided to the parent regarding an educational evaluation must include the following:

(1) A statement that the public agency is proposing or refusing to conduct the educational evaluation that includes a description of each:

(A) evaluation procedure;

(B) assessment;

(C) record; or

(D) report;

the public agency used as a basis for proposing or refusing to conduct the educational evaluation.

(2) A description of other factors relevant to the public agency's proposal or refusal to conduct the educational evaluation.

(3) If the public agency:

(A) is proposing to conduct the educational evaluation, a description of any evaluation procedures the agency proposes to conduct; or

(B) refuses to conduct the educational evaluation, an explanation of the parent's right to contest the agency's decision by requesting:

(i) mediation in 511 IAC 7-45-2; or

(ii) a due process hearing in 511 IAC 7-45-3.

(4) If a public agency is proposing to conduct an educational evaluation, the following:

(A) The timeline for conducting the educational evaluation and convening the CCC meeting.

(B) An explanation of how to request one (1) or both of the following:

(i) A copy of the educational evaluation report, at no cost to the parent, prior to the CCC meeting.

(ii) A meeting with an individual who can explain the results of the educational evaluation prior to the CCC meeting.

(5) A statement that a parent of a student with a disability has protection under the procedural safeguards described in 511 IAC 7-37-1. A copy of the notice of procedural safeguards must be provided to the parent with the written notice described in this section.

(6) A list of sources for parents to contact to obtain assistance with understanding the provisions of this article.

- (f) The written notice required under subsection (e) must be as follows:
- (1) Written in language understandable to the general public.
 - (2) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the public agency must take steps to ensure that:
 - (A) the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
 - (B) the parent understands the content of the notice; and
 - (C) there is written evidence that the requirements in clauses (A) and (B) have been met.
 - (g) A parent may challenge the public agency's refusal to conduct an initial evaluation by requesting:
 - (1) mediation in 511 IAC 7-45-2; or
 - (2) a due process hearing in 511 IAC 7-45-3.
 - (h) After receiving the written notice described in subsections (e) and (f), the parent of the student must provide consent, as defined in 511 IAC 7-32-17, to licensed personnel before the public agency can conduct the initial educational evaluation. The parent may also, at the same time the parent provides consent for the educational evaluation, request one (1) or both of the following:
 - (1) A copy of the educational evaluation report, at no cost to the parent, prior to the CCC meeting.
 - (2) A meeting with an individual who can explain the results of the educational evaluation prior to the CCC meeting.

511 IAC 7-40-3 Educational evaluations; in general

Sec. 3. (a) This rule applies to educational evaluation procedures that enable a student's CCC to determine:

- (1) whether the student is eligible for special education and related services; and
 - (2) if eligible, the special education and related services necessary to meet the educational needs of the student.
- (b) These procedures do not apply to the following:
- (1) A test or other evaluation that is administered to all students unless, before administration of the test or evaluation, consent is required from parents of all students.
 - (2) A screening of students by a teacher or a specialist to determine appropriate instructional strategies for curriculum implementation.
 - (3) A review of existing data regarding a student.
 - (4) The collection of progress monitoring data when a student participates in a process that assesses the student's response to scientific, research based interventions described in section 2 of this rule.
- (c) The public agency shall establish, maintain, and implement written procedures regarding initial evaluations and reevaluations, including a description of the following:
- (1) The way in which a parent or the public agency may request an initial educational evaluation.
 - (2) The methods used to assign a multidisciplinary team to conduct educational evaluations.
 - (3) The procedures used for reevaluations.

Parental Involvement

Parents are part of the educational case conference committee from signature to placement. It is vital that parents have either verbal or written input during the evaluation process of the student with a suspected disability. The public agency makes every effort to help parents understand the educational evaluation process including filling out forms, rating scales, questionnaires.

If you have any questions or concerns about the evaluation process please contact your child's educational administrator.