



**Warrick County School Corporation  
Special Education  
Parent Resource Guide**

# Introduction

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This document has been developed to provide the parents of Warrick County School Corporation students information about Special Education processes and procedures aligned with compliance of Article 7 Indiana Special Education law.



The Warrick County School Corporation supports the mission of the Indiana Department of Special Education:

***All students, including those with disabilities, are held to high expectations and have equitable access to educational opportunities that enrich their lives and prepare them for future success.***

Our goal as educators is to improve outcomes for all students. This can be accomplished through a system that ensures equity and accessibility.

- Equitable access is the guarantee that all students are provided the necessary and individualized supplementary aids and services, accommodations, modifications, or supports to meaningfully participate in the general education curriculum.
- Equitable access must be accompanied by a school-wide acceptance of belief in shared responsibility, shared accountability, and high expectations among administrators, general and special education staff, parents, and community.

## Guiding Documents

[Article 7](#)- Indiana's Special Education Rules (511 IAC 7-32 through 49)

[Navigating the Course: Finding Your Way through Indiana's Special Education Rules](#) - provides a simple overview to help understand the requirements of Article 7

# Table of Contents

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[Introduction](#)

[What is Special Education and an IEP?](#)

[My child has an IEP & I have concerns/questions. What should I do?](#)

[My child does not have an IEP & I have concerns/questions. What should I do?](#)

[Child Find Procedures](#)

[Referral and Evaluation](#)

[What happens after a request for an initial evaluation?](#)

[What happens after a request for a re-evaluation?](#)

[Related Service Referrals](#)

[Special Education Eligibility Categories/Criteria](#)

[Types of Special Education Services](#)

[Least Restrictive Environment](#)

[Specialized Supports](#)

[Developmental Pre-school](#)

[Case Conferences](#)

[IEP/ Written Notice Following Case Conference](#)

[Annual Case Review](#)

[Indiana Department of Education Parent Survey](#)

[Transition IEP](#)

[Transfer of Rights](#)

[Procedural Safeguards](#)

[Special Education Acronyms](#)

# What is Special Education and an IEP?

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Students are able to access several supports within the school setting. Our schools are set up to meet a majority of our students' needs through differentiated supports in the classroom. Students have access to additional support ranging from flexible grouping, remediation services, or intervention supports which most respond to successfully.

A small group of students may have a disability and require Special Education services to support their needs. Special Education refers to a range of services, provided at no cost, to help students with disabilities learn and progress in school. Students **must** qualify as a student with a disability under Indiana Article 7 to receive these services. This process includes the following:

- 1) Comprehensive evaluation, provided at no cost to parent(s), when one or more of the 13 disability areas is suspected. (Refer to [Special Education Eligibility Categories/Criteria](#))
- 2) Case Conference meeting, which includes parent(s), to discuss the student's educational needs and the comprehensive evaluation results. During this time, the committee will determine if the student qualifies for Special Education services:
  - a) Student meets criteria for a disability in one of the 13 categories; **AND**
  - b) Needs special education in order to access the general education curriculum.
    - *The presence of a disability alone does not automatically guarantee a child will receive services. To be eligible, the disability must affect how the child does at school and require specially designed instruction to support their needs. Determination of this may include school based observations, behavior/discipline data, standardized test data, daily work such as tests, quizzes, classwork, and homework, etc.*
- 3) Development of an Individualized Education Program (IEP) - if a student qualifies for Special Education.

## **Individualized Education Program (IEP)**

An Individualized Education Program (IEP) is a legal document outlining the instruction, supports, and services a student requires to progress in school and meet needs related to their disability. There is no "one size fits all" approach to special education as it is tailored to meet the needs of individual students. An IEP typically includes the following:

- The child's present levels of educational performance.
- Educational services to be provided including frequency, duration, and setting.
- All related services for which the child qualifies.
- Educational accommodations necessary for the child to be successful.
- Measurable annual goals and objectives for the child's education.



# My child has an IEP & I have concerns/questions. What should I do?

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On behalf of the Warrick County School Corporation, we would like the opportunity to extend our support to you and your child. It is not always easy to navigate the world of Special Education, but we want you to know that we are here to assist you in that endeavor. Our common goal of supporting successful student outcomes is best achieved by working together as a team in meeting your child's needs. Because we know how vital collaboration and open communication between home and school are to this process, the steps below will help guide you should anything arise you would like or need to discuss.

Where should you begin?

- 1) Please start with your child's Special Education Teacher of Record with any questions or concerns. If you do not know who this is, please contact the main office of your child's school for assistance.
- 2) If you feel you are still in need of assistance or that your concerns were not resolved, please contact the building administrator.
  - The Warrick County website can be accessed [HERE](#)
  - You can access your child's school by clicking **Campus** at the top of the page.
- 3) The next step would be to contact a Special Education Supervisor. They can help navigate your concerns and even meet with you and the school together.
  - Lee Ann Laune- Middle & High School Supervisor  
[llaune@warrick.k12.in.us](mailto:llaune@warrick.k12.in.us) (812) 202-1708
  - Linda Higginson- Elementary School Supervisor  
[lhigginson@warrick.k12.in.us](mailto:lhigginson@warrick.k12.in.us) (812) 202-1645
- 4) The final step would be to contact the Central Office Administrator.
  - Tish Wagner- Special Education Director  
[twagner@warrick.k12.in.us](mailto:twagner@warrick.k12.in.us) (812) 897-6578

***Please do not hesitate to reach out at any time if you have any questions or concerns. It is our goal to resolve any concerns you may have. We look forward to working with you and your family!***



# My child does not have an IEP & I have concerns/questions. What should I do?

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## ***Suspecting a Disability or Concern About Your Child's Progress***

If you have questions or concerns about your child's academic progress, learning, behavior, or overall development, the following information can help guide you to the right resources. Navigating the educational process can feel overwhelming, but our team is here to assist and support you every step of the way.

### **If your child is under age 3:**

- Contact [Indiana First Steps](#) at 812-402-4482.
- First Steps is a free, statewide early intervention program that provides services and therapies for infants and toddlers from birth to age 3.

### **If your child is 3 to 5 years old (not attending Kindergarten), you may:**

- Schedule a preschool screening through the Special Education Department by calling 812-897-6578. Screening dates, times, and details are available on the school corporation website.
- Contact our Preschool Psychologist, Carrie Prior, to discuss your child's development and determine next steps: Carrie Prior- [cprior@warrick.k12.in.us](mailto:cprior@warrick.k12.in.us) 812-897-6578.

### **If your child is school-aged and attending a public school:**

- Begin by talking with your child's teacher or principal about your concerns. They can share relevant data and observations, review proactive strategies and school-based interventions, explain available supports and the referral process for a special education evaluation.
- Parents may request an evaluation at any time, either verbally or in writing, to a licensed school personnel.

### **If your child is school-aged and attending a non-public, private, or home school:**

- Contact your building administrator or the WCSC Special Education Office at 812-897-6578 and we will connect you with the appropriate staff to guide you through the process.
- Parents may request an evaluation at any time, either verbally or in writing, to a licensed school personnel.

### **If your child has a Section 504 Plan:**

- Contact your child's 504 Case Manager for guidance on determining appropriate next steps.
  - A 504 Plan is appropriate for a student who does not require specially designed instruction, and is making meaningful academic and functional progress with the supports and accommodations in place.
  - Consideration of an evaluation for an IEP and Special Education Services would be appropriate if the student is not making expected progress despite appropriate accommodations, new data or parent input suggests needs that extend beyond general education accommodations, or there is reason to suspect a disability requiring specially designed instruction.



# Child Find Procedures

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The school corporation shall establish, maintain, and implement written procedures that ensure the location, identification and evaluation of all students three (3) years of age, but less than twenty-two (22) years of age, who are in need of special education and related services, regardless of severity of their disabilities including children who:

- a. Have legal settlement within the jurisdiction of Warrick County
- b. Attend a nonpublic school, who are served by an agency, or live in an institution within Warrick County
- c. Are homeless
- d. Are wards of the state of Indiana
- e. Are highly mobile, including migrants
- f. Are suspected of being students with disabilities in need of special education even though they are advancing from grade to grade

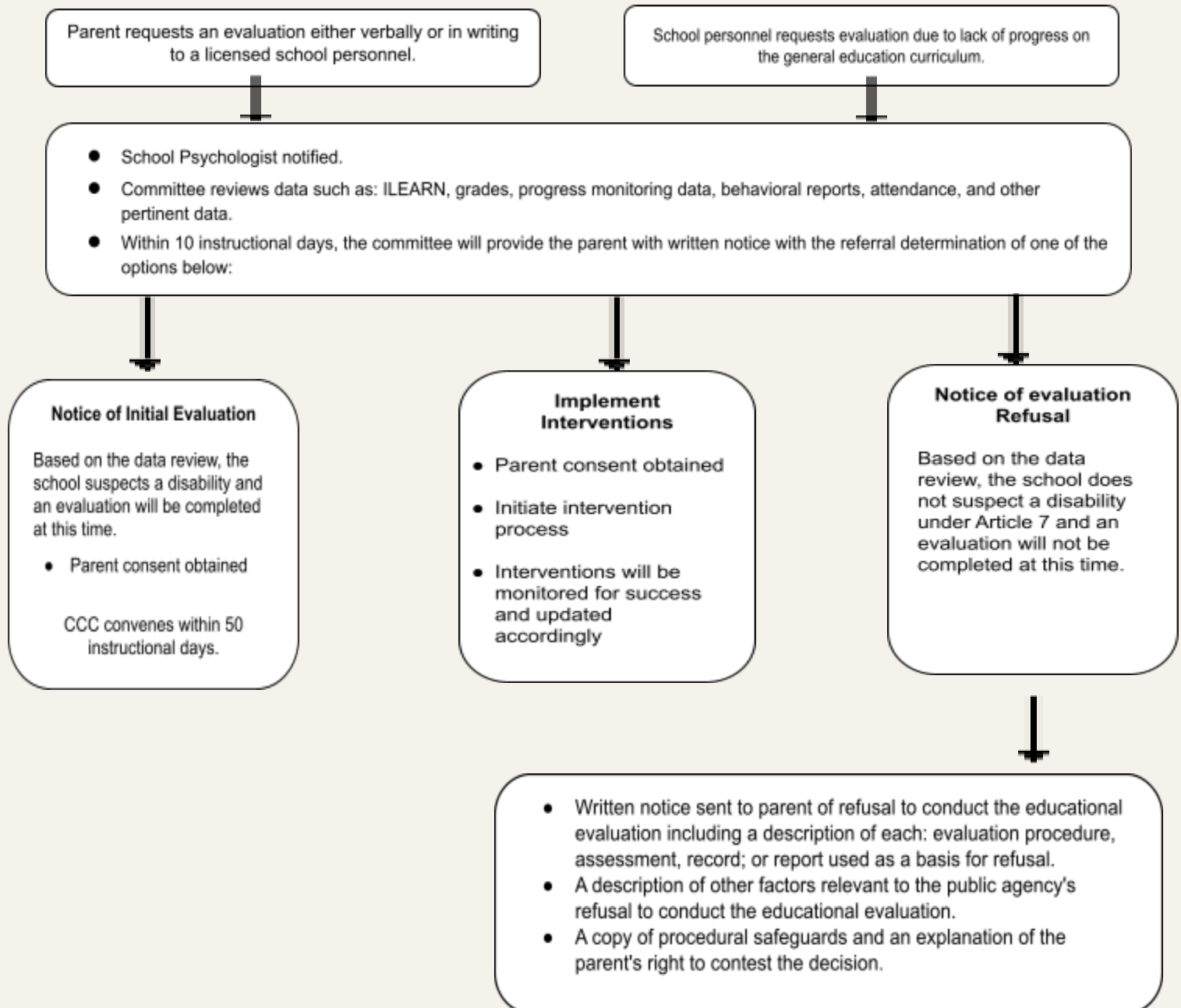
The Warrick County School Corporation:

1. provides information via its website and Parent Guidance Manual related to the process of identifying students with a suspected disability.
2. provides early childhood screening opportunities throughout the year to identify any 3-5 year olds (not yet in Kindergarten) who may have a disability requiring early Special Education Services.
3. sends informational early childhood screening brochures to local daycare centers, preschools, Head Start agencies, and nonpublic schools; via newsletter sent home to all WCSC parents; via WCSC website and with enrollment paperwork.
4. invites nonpublic school administrators and parents to an annual meeting to discuss the child find process and use of funds to support students with disabilities in the nonpublic school setting.
5. identifies students age K-12 suspected to have a disability through their building level intervention process.
6. collaborates with outside agencies and parents regarding referrals.
7. contacts parents regarding the next steps in the evaluation process upon completion of a screening or a request for evaluation.



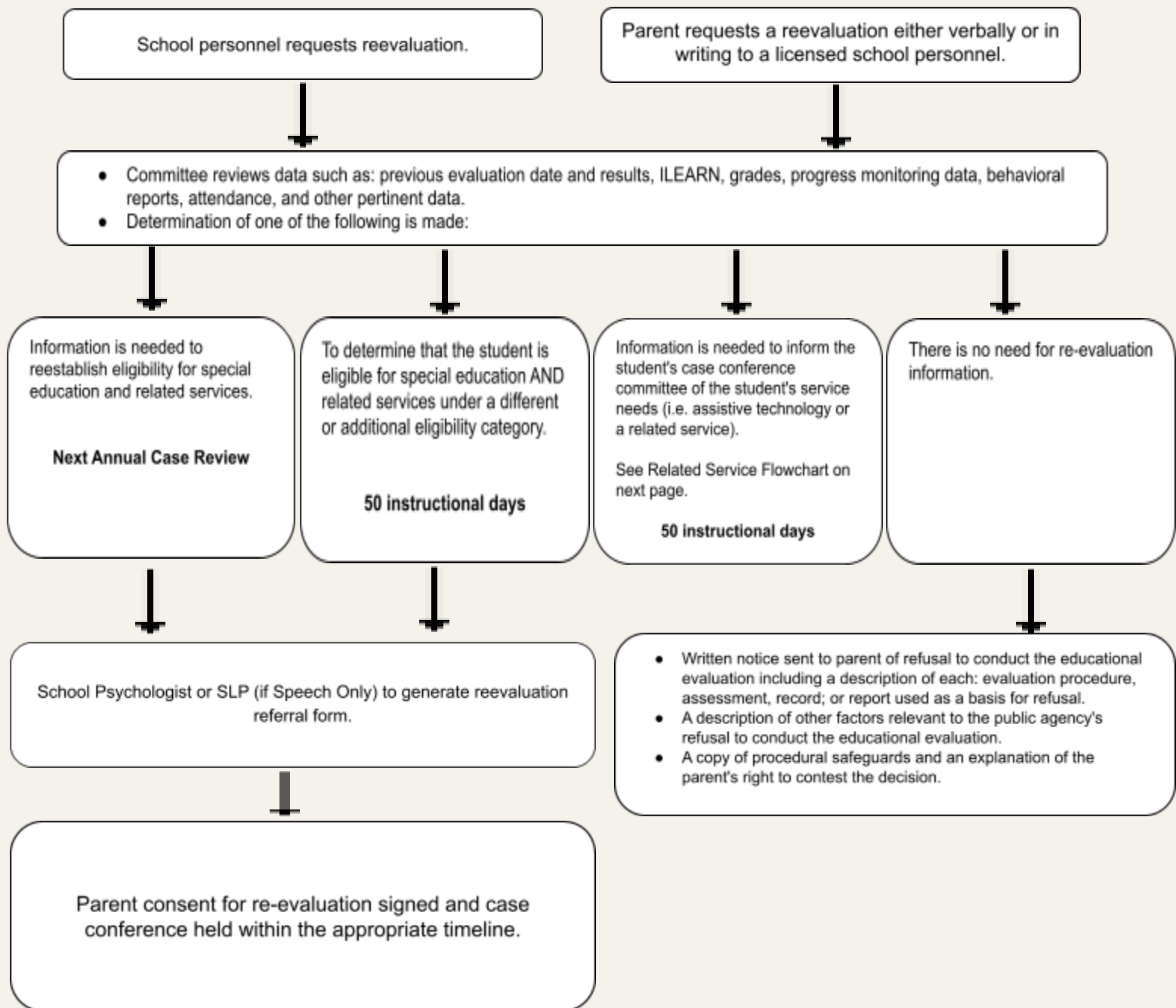
# Referral and Evaluation

## What happens after a request for an initial evaluation?





## What happens after a request for a re-evaluation?



Parental consent for reevaluation does not need to be obtained if the public agency makes reasonable efforts to obtain consent and the parent **fails to provide a response**. The public agency will keep a record of attempts to contact parent(s) as well as results of those attempts.



## Related Service Referrals

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Related services:

- are given in conjunction with a student eligible for Special Education under one of the Article 7 eligibility areas.
  - Students who are not found eligible for special education are not entitled to receive related services.
- include transportation or developmental, corrective, or supportive services (assistive technology, occupational therapy, physical therapy, interpreting services, etc.) required for a student to *benefit from special education*.
- may be provided as: (1) direct services by qualified professionals; or (2) integrated services by teachers or paraprofessionals acting in accordance with the instructions of qualified professionals.

The public agency must provide related services to a student if the student's CCC determines that related services are necessary for the student to *benefit from special education*.

### Referrals

Related service referrals follow the re-evaluation referral process on the previous page if:

- the student already has an IEP in place and there is an area of suspected need for a related service.

Related service referrals follow the initial evaluation referral process:

- if determined to be a necessary criteria component to qualify for an initial eligibility.
- if determined to be an area of suspected need during the initial evaluation process.



# Special Education Eligibility Categories/Criteria

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Identification and eligibility for special education is determined by the case conference committee using the required assessment components for each eligibility area below.

## **Autism Spectrum Disorder**

According to state law, Autism Spectrum Disorder is a lifelong developmental disability that includes Autistic Disorder, Asperger's Syndrome, and other pervasive developmental disorders, as described in the current version of the American Psychiatric Association's Diagnostic Statistical Manual of Mental Disorders.

The disability is generally evident before 3 years of age and significantly affects verbal, non-verbal, or pragmatic communication and social interaction skills and results in an adverse effect on the student's educational performance. Other characteristics often associated include the following:

- Engagement in repetitive activities and stereotyped movements.
- Resistance to environmental change or change in daily routines.
- Unusual responses to sensory experiences.

Autism Spectrum Disorder does not apply if a student's educational performance is adversely affected primarily by an emotional disability, blindness or low vision, deaf-blindness, or an intellectual disability, unless the characteristics of ASD are demonstrated to a greater degree than is normally attributed to these disabilities.

## **Blind or Low Vision**

According to state law, the term blind or low vision (previously referred to as visual impairment) means a disability that, even with best correction, adversely affects the student's ability to use vision for learning, which adversely affects the student's educational performance. The term;

- Includes a reduced ability or complete inability to utilize the visual system to acquire information; and
- May include or be limited to a reduction in field of vision.

## **Deaf or Hard of Hearing**

According to state law, the term deaf or hard of hearing (previously referred to as a hearing impairment), means the following:

- A disability that, with or without amplification, adversely affects the student's:
  - ability to use hearing for developing language and learning; educational performance; and developmental progress;
- The hearing loss may be:
  - permanent or fluctuating; mild to profound; or unilateral or bilateral.

Students who are deaf or hard of hearing may use spoken language, sign language, a combination of spoken language and signed systems.



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## **Deaf-Blind**

The term deaf-blind, which may be referred to as dual sensory impaired, means a disability that:

- Is a concomitant hearing and vision loss or reduction in functional hearing and vision capacity.
- Causes significant communication and adaptive behavior deficits.
- Adversely affects the student's educational performance; and
- Cannot be accommodated for by use of a program or service designed solely for students who are deaf or hard of hearing or blind low vision.

## **Developmental Delay**

According to state law, a developmental delay is a disability category solely for students who are at least three (3) years of age and not more than nine (9) years of age. Developmental delay means a delay of either two (2) standard deviations below the mean in one (1) of the following developmental areas or one and one-half (1.5) standard deviations below the mean in any two (2) of the following developmental areas:

- Gross or fine motor development
- Cognitive development
- Receptive or expressive language development
- Social or emotional development
- Self-help or other adaptive development

## **Emotional Disability**

An emotional disability means an inability to learn or progress that cannot be explained by intellectual, sensory, or health factors. The student exhibits one or more of the following characteristics over a long period of time and to a marked degree:

- A tendency to develop physical symptoms or fears associated with personal or school problems
- A general pervasive mood of unhappiness or depression
- An inability to build or maintain satisfactory interpersonal relationships
- Inappropriate behaviors or feelings under normal circumstances
- Episodes of psychosis.

## **Intellectual Disability**

According to state law, an intellectual disability (previously referred to as a cognitive disability):

- is manifested during the developmental period; is characterized by significant limitations in intellectual functioning; is demonstrated through limitations in adaptive behavior; and adversely affects educational performance.

A student with an intellectual disability has intellectual functioning falling in the following range and manifests delays in adaptive behavior consistent with that level of intellectual disability:

- Mild: falls two (2) or more standard deviations below the mean.
- Moderate: generally falls three (3) or more standard deviations below the mean.
- Severe: generally falls four (4) or more standard deviations below the mean.



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## **Language and/or Speech Impairment**

A language or speech impairment (previously referred to as a communication disorder) is characterized by one (1) of the following impairments that adversely affects the student's educational performance:

Language impairments in the comprehension or expression of spoken or written language resulting from organic or non-organic causes that are non-maturational in nature. Language impairments affect the student's primary language systems, in one or more of the following components:

- Word retrieval
- Phonology
- Morphology
- Syntax
- Semantics
- Pragmatics

Speech impairments that may include fluency, articulation, and voice disorders in the student's speaking behavior in more than one speaking task that are non-maturational in nature, including impairments that are the result of a deficiency of structure and function of the oral peripheral mechanism.

A student is not eligible for special education and related services as a student with a language or speech impairment solely because the student's native language is not English. A bilingual or multilingual student may have a language or speech impairment if the impairment is exhibited in all languages spoken by the student.

Students who are deaf or hard of hearing or students with specific learning disabilities, who have language deficits or auditory processing difficulties, are not eligible for services designed solely for students with language impairments in lieu of services designed for: students who are deaf or hard of hearing or students with specific learning disabilities.

## **Multiple Disabilities**

Multiple disabilities mean coexisting disabilities, one of which must be a significant intellectual disability. The coexisting disabilities are lifelong and interfere with independent functioning, and it is difficult to determine which disability most adversely affects educational performance. The term does not include deaf-blind.

## **Other Health Impairment**

Other health impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that:

- Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and
- Adversely affects a student's educational performance



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## **Orthopedic Impairment**

An orthopedic impairment is a severe physically disabling condition that adversely affects educational performance. The term may include impairments caused by any of the following:

- Congenital anomaly;
- Disease, such as poliomyelitis or bone tuberculosis; or
- Other causes, such as cerebral palsy, amputations, or fractures or burns that cause contractures

## **Specific Learning Disability**

A specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that adversely affect the student's educational performance, including conditions referred to, or previously referred to, as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. A specific learning disability:

- Manifests itself when the student does not achieve adequately for the student's age or to meet state approved grade level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student's age or state approved grade level standards. It is neurological in origin and has a continuum of severity:
  - Reading disability: is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. A reading disability may be due to difficulties in:
    - Basic reading skills; reading fluency skills; and reading comprehension.
  - Written expression: is a complex domain that requires the integration of oral language, written language, cognition, and motor skills.
  - Math disability: the ability to perform mathematical computations and reasoning requires multiple core intellectual processes. A math disability may be due to difficulties in:
    - Math calculation; and Math problem solving
  - Oral expression disability: is characterized by deficits in using expressive language processes to mediate learning of reading, writing, spelling, or math skills.
  - Listening comprehension disability: is characterized by difficulties in using receptive language processes to mediate learning of reading, writing, spelling, or math skills.
- Can be evidenced through:
  - Insufficient progress to meet age or state approved grade level standards in one or more areas identified when using a process based on the student's response to scientific research based intervention: or
  - A pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state approved grade level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability.



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- Exclusionary Factors: SLD does not include learning problems that are primarily the result of any of the following:
    - A visual, hearing, or motor disability;
    - An intellectual disability;
    - An emotional disability;
    - Cultural factors;
    - Environmental or economic disadvantage;
    - Limited English proficiency; or
    - Lack of appropriate instruction in reading or math evidenced by:
      - Data demonstrating that prior to, or part of the referral process, the student was provided appropriate instruction in general education settings, delivered by qualified personnel; and
      - Data based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents.

### **Traumatic Brain Injury**

A traumatic brain injury is an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance.

The term applies to open or closed head injuries resulting in impairments in one (1) or more of the following areas:

- Cognition
- Language
- Memory
- Attention
- Reasoning
- Abstract thinking
- Judgment
- Problem-solving
- Sensory, perceptual, and motor abilities
- Psychosocial behavior
- Physical function
- Information processing
- Speech

The term, traumatic brain injury, does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.



# Types of Special Education Services

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## **Indirect Services**

- Consultation
  - Consultation refers to both the amount of service and how it is delivered. Consultation may be provided by a special education teacher, speech-language pathologist or related service provider. This service is typically delivered by staff to staff, with minimal services (if any) provided directly to the student.
  - Consultation may include:
    - Discussion on the implementation of the current IEP
    - Review of current accommodations, progress on goals
    - Implementation of behavior plan and/or behavior data
    - Collaboration to revise/develop future IEPs

## **Direct Services**

- Direct services can be provided to students in the General Education or Special Education setting.
- Direct services include:
  - Inclusionary support:
    - Co Teaching- a delivery model which includes a certified General Education teacher and a certified Special Education teacher delivering coordinated instruction together in the general education classroom
    - Program assistant support in the general education setting under the direction of a Special Education teacher.
  - Pull out services in the Special Education setting ranging from a resource period to direct content area instruction.
  - Speech and Language Therapy in the general education, special education, or pullout setting.
  - Related services provided in a pull out setting or pushing into the classroom.

## **Related Services**

Related services are those required for a student with a disability to benefit from his/her special education services. This is determined by the Case Conference Committee (CCC). Students who are not found eligible for special education are not entitled to receive related services. Related services may be provided as direct services by qualified professionals or integrated services by teachers or program assistants acting in accordance with the instructions of qualified professionals.

Related services include the following areas:

Special Transportation  
Occupational Therapy  
Physical Therapy  
Music Therapy  
Behavior Consultation

Assistive Technology  
Audiological Services  
Interpreting Services  
Orientation and Mobility Service





## **Extended School Year**

The Case Conference Committee (CCC) determines when, based on an individual student's needs, ESY services are necessary for the student to receive a Free Appropriate Public Education (FAPE). Data is collected throughout the school year and if a student may require ESY, a checklist is used during the CCC to determine if the student meets eligibility requirements for ESY services. If the student qualifies, the school must ensure that such ESY services are made available.

It is important to note that ESY is not provided for the purpose of helping a student "get ahead." Additionally, summer school is not the same as ESY. Summer school is a discretionary program offered by a school corporation that is typically operated on a set schedule for a number of weeks. On the contrary, students must qualify for ESY services based on stringent criteria related to the areas below:

- Regression/Recoupment
- Breakthrough Learning Opportunity
- Special Consideration

If you have questions about ESY services, please contact your child's Special Education Teacher. They can provide additional information on this process.



## Least Restrictive Environment

Students with disabilities shall be educated and participate in academic, nonacademic, and extracurricular activities with nondisabled peers to the maximum extent appropriate. The educational placement of students with disabilities shall be determined annually by a Case Conference Committee (CCC) and shall be based on the student's individualized education program. The CCC shall also take into consideration any potentially harmful effect of a suggested placement on the student or on the quality of the services needed.

| <b>LRE Continuum of Services</b>                                                                                        |                                                 | <b>WCSC services</b>                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Move this way as far as necessary<br> | <b>Gen Ed with consult support</b>              | Special Education teacher consults with the General Education Teacher about student needs and progress.                                                                                                                        |
|                                                                                                                         | <b>Gen Ed with staff support</b>                | Program assistant pushes into the General Education classroom to support students.                                                                                                                                             |
|                                                                                                                         | <b>Gen Ed with teacher support</b>              | Special Education and General Education teachers provide instruction together in the General Education classroom using research based co teaching models.                                                                      |
|                                                                                                                         | <b>Gen Ed with resource support</b>             | General Education classroom for all subjects. Student is provided a period focused on specially designed instruction to support IEP goals. Supplements core instruction.                                                       |
|                                                                                                                         | <b>Special Ed content area pull out support</b> | Student pulled out of the General Education classroom and received instruction in a content area from a Special Education Teacher (i.e., Math, Language Arts).                                                                 |
|                                                                                                                         | <b>Special Ed with mainstreaming</b>            | Student requires longer periods of day pulled into the Special Education setting to meet needs and pushes into the General Education setting for specific periods of the day (i.e., specials, lunch, recess, electives, etc.). |
|                                                                                                                         | <b>Day Program/Residential</b>                  | Student receives services at an out of district day program or residential facility due to intensity of needs being above what can be provided within the educational setting.                                                 |
|                                                                                                                         | <b>Homebound</b>                                | Student receives services outside of the school day/hours. May be at the school building or a neutral location such as a library.                                                                                              |



# Specialized Supports

*Students have access to a range of special education services and supports. Some students' Least Restrictive Environment is within the General Education setting, some may be accessing specialized supports, and others may be accessing a combination.*

The following chart describes specialized supports for students with a disability that:

- significantly impacts intellectual functions and adaptive behavior (essential skills to live independently and function safely in daily life),
- requires extensive, repeated, individualized direct instruction and substantial support that is not of a temporary nature; and
- requires substantially adapted materials and individualized methods of accessing information in alternative ways to achieve measurable gains on grade level state academic standards.

|                                    |                                                                                                                                                                               |                                                                                                                                                                                                                               |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Functional Academic Support</b> | For students demonstrating Moderate intellectual disabilities. IQ and adaptive behavior measures suggest moderately impaired levels ( <i>Standard Scores: 40-54</i> )         | Students may access alternative academic standards as opposed to Indiana Academic standards or a hybrid of both. Based on student needs, services may also include access to daily living and prevocational skill components. |
| <b>Life Skills Support</b>         | For students demonstrating Severe or Profound intellectual disabilities. IQ and adaptive behavior measures suggest severely impaired levels ( <i>Standard Scores &lt;40</i> ) | Students access alternative academic standards as well as daily living and life skills components within their curriculum.                                                                                                    |

The following chart describes specialized supports for students with a disability requiring:

- a more environmentally biased setting or smaller class size
- individualized behavioral or nontraditional academic supports
- more intensified supports after accessing the continuum of services

|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Emotional Disabilities/ Behavior Support</b> | Students: <ul style="list-style-type: none"> <li>• access high rates of reinforcement for appropriate replacement behaviors in a setting structured to intentionally reduce the occurrence of problem behaviors.</li> <li>• receive intensified behavioral support related to learning to identify emotions, develop emotional regulation strategies in place of maladaptive behaviors, and SEL strategies.</li> </ul> |
| <b>Autism and Behavior Support (ABS)</b>        | Highly individualized support for most significant Autism needs. STAR/TEACCH strategies utilized, academics presented in a highly structured preferred/nonpreferred academic schedule, heavy integrated communication support, and intensified ASD best practices utilized.                                                                                                                                            |



# Developmental Pre-school Early Childhood Education

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The Warrick County School Corporation provides services to students ages 3-5 (not yet in Kindergarten) identified with a disability requiring early Special Education Services. Please refer to [this section](#) of the handbook for more information about how to begin the assessment process if you have concerns about your child's development.

After completion of an evaluation and qualification as a student with a disability, students may receive services including, but not limited to: Special Educational Classroom support, Occupational Therapy, Physical Therapy, Music Therapy, and Speech/Language Therapy.

Developmental Preschool classroom sites are currently located at:

- **Loge Elementary School in Boonville, IN**
  - For students who live or WCSC provides bus transportation within Tennyson, Lynnville, Elberfeld, Loge, Oakdale, or Chandler Elementary school district lines.
- **Warrick Education Center in Newburgh, IN**
  - For students who live or WCSC provides bus transportation within Yankeetown, Sharon, Newburgh, or Castle Elementary school district lines.

If a student qualifies for the Developmental Preschool classroom, they may receive up to the following amount of days of services.

- |                                           |           |                   |
|-------------------------------------------|-----------|-------------------|
| ● 3-4 year olds:                          | 8 - 10:30 | Monday - Thursday |
| ● 4-5 year olds a year from Kindergarten: | 12 - 2:30 | Monday - Friday   |

If a student qualifies with a Speech or Language Impairment only, they can receive services onsite with one of our Speech Therapists.

## Parent Resources:

[Early Learning Family Guides](#)

[Indiana Early Learning Standards 2023](#)

[Kindergarten Readiness Overview](#)



# Case Conferences

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The Case Conference process is one used to develop, review and revise the educational program and services for students with disabilities eligible for Special Education. Every student who receives Special Education services must have at least one case conference meeting during a 12 month period. A case conference must be held and an IEP completed:

- Within **50 instructional days** of receipt of parental consent by certified personnel for:
  - An initial evaluation;
  - A re-evaluation (for the purpose of adding or changing eligibility or requesting additional information to make decisions regarding Special Education and related services)
- At least **annually** for all students eligible for Special Education (Annual Case Review).
- Within **10 instructional days** of a disciplinary change of placement (student is suspended 10 days in a school year) to determine whether a student's behavior is a manifestation of the student's disability (MDR conference).
- Upon the request of a teacher, administrator, or parent.
- Within **10 instructional days** from the date of enrollment for a student who has been receiving special education services elsewhere moves into the WCSC boundaries.
- Every **45 instructional days** for a student receiving educational services at an Interim Alternative Educational Setting.
- Every **60 instructional days**, for a student receiving educational services at home or at an out of school location.

Timelines will begin the first **INSTRUCTIONAL** school day after a break when students are not in session. This includes the following:

- enrollments after the last day of school while school offices are still open.
- enrollments before the first day of school when offices open.
- case conference or evaluation requests made during the summer or during a school break when students are not in session.

## **Notice of Case Conference**

The Notice of Case Conference is a required advance notice to parents of any action the school is considering regarding their child's eligibility, evaluation, and/or Special Education services. Decisions related to these areas must be made within a case conference with the parent's participation. Case conferences must be scheduled at a mutually agreed upon date, time, and place with the official Notice of Case Conference sent to parent(s) prior to the conference.

If parent(s) cannot attend in person, the public agency must use other methods to ensure participation. The WCSC makes every attempt to include the parent in the conference via an in person, virtual meeting, or telephone call.



## **Case Conference Committee Participants**

### *Required Participants*

- Teacher of Record (TOR): Special Education Teacher and/or Speech Therapist
- General Education Teacher
- Public Agency Rep (Principal, Director, Supervisor, Coordinator, School Psychologist)
- Related service providers (if providing services)
- Parent
- Student (14 years and older)
- Representative of non-public school for unilaterally enrolled non-public student
- Representative of state-operated school or facility of enrolled student

## **Excusals for Case Conference Participants**

In advance of the case conference, a Special Education Teacher of Record may request for a team member to be excused via the case conference notice. Team member must be designated for excusal due to one of the following reasons:

- Consent to excuse from the entire IEP meeting because the member's area of the curriculum or related services is not being modified or discussed in the meeting.
- Consent to excuse them from the portion of the IEP meeting that does not involve their expertise.
- Consent to excuse them from the entire IEP meeting. Input from these members will be submitted in writing prior to the meeting or has been included in the case conference notice.
- The attendance of the general educator is not necessary because the student is not and will not be participating in the general education environment.

A parent can consent to the excusal prior to the case conference via a signed and returned case conference notice. Parent(s) must give consent for the team member to be excused. If parent requests for the team member to be in attendance, they must participate in the case conference on the date of the scheduled meeting or the case conference must be rescheduled at a time the team member can be in attendance.



# IEP/ Written Notice Following Case Conference

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**Written Notice following a case conference is simply the finalized copy of the IEP.**

The school must give the parent a copy of the student's Individualized Education Program (IEP), at no cost, within **10 business days** after the date of the CCC meeting.

Written parental consent must be obtained for the school to provide Special Education services for an **initial** IEP. All subsequent IEPs do not require parental consent if they do not respond to attempts to obtain a signature. The school must continue to provide special education services included in the most recently agreed upon IEP unless the parent revokes consent for services.

The school must implement the IEP as it is written and must provide the services described in the student's IEP:

- No later than **10 school days** after the school receives the written parental consent to implement the initial IEP, or
- The effective start date indicated in the IEP after the school receives the written parental consent to implement the IEP.
- On the 11th school day after the parent receives the written notice of proposed changes to the IEP (regardless of parental consent for all IEPs with the exception of the initial IEP) unless the parent has given the school written permission to implement the changes earlier.

## IEP Electronic Delivery & Signatures

[EdPlan Connect Parent Info Guide](#)



# Annual Case Review

A student's Case Conference Committee (CCC) must meet not less than annually, to review the student's IEP, determine whether the student's annual goals are being achieved, and to revise the IEP, if needed, to account for:

- any lack of expected progress, based on progress monitoring data, on the annual goals
- the results of any reevaluation conducted
- the student's anticipated needs

*In the WCSC, annual case reviews are held at the following times during the year:*

| <b>Developmental<br/><u>Preschool</u></b> | <b><u>Kindergarten</u></b> | <b>Speech/Language only<br/><u>IEP</u></b> |
|-------------------------------------------|----------------------------|--------------------------------------------|
| March: 3 year olds<br>April: 4+ year olds | May                        | May                                        |

## **Grades 1-12**

Based on the student's birth month as follows:

| <b>Birth<br/>Months</b> | September<br>July | October<br>August | November<br>May | December | January<br>April | February<br>June | March |
|-------------------------|-------------------|-------------------|-----------------|----------|------------------|------------------|-------|
| <b>ACR<br/>Month</b>    | September         | October           | November        | December | January          | February         | March |

## **Indiana Department of Education Parent Survey**

Following the completion of an ACR, please complete the parent survey. As part of the Indiana Department of Education (IDOE's) integrated monitoring system, a parent survey is collected to determine the percentage of parents who report that the local education agency (LEA) facilitated parent involvement ([Indicator 8](#)). This is an anonymous survey that goes directly to the IDOE.

### **LINKS:**

Parent Letter: [English](#), [Spanish](#)  
Online Survey [English](#), [Spanish](#)  
Paper Survey: [English](#), [Spanish](#)





# Transition IEP

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Transition planning is a required component for students with IEPs. It involves the process of moving from school to post-school activities including education/training, employment, and independent living. Law requires the case conference committee (CCC) to develop a transition IEP that will be in effect as soon as one of the following occurs:

- The student enters grade 9;
- The student turns 14; or
- The CCC determines the need.

The Individuals with Disabilities Education Act (IDEA) requires the IEP Team to conduct age-appropriate transition assessments as part of the transition planning process. Transition assessment is defined as an on-going process of gathering data about a student's strengths, needs, preferences, and interests as they relate to the demands of current and future work, education, living, personal, and social environments. Assessment data serves as the common thread in the transition process and forms the basis for developing postsecondary goals and services to be included in the IEP transition planning.

The student **must be invited** to the transition CCC meeting and their name must appear on the Case Conference Notice. If the student does not attend the meeting, the school must ensure the student's interests and preferences are considered.

## **Transfer of Rights**

When a student turns 18 years of age, the special education rights given to the parent under federal and state special education laws transfer to the student unless a guardian or educational representative has been appointed for the student. The rights transferred to the student at age 18 include:

- consenting to evaluations;
- requesting and attending CCC meetings;
- inviting others to attend a CCC meeting;
- taking action if the student disagrees with the schools proposed IEP; and
- requesting mediation or a due process hearing.

At a CCC meeting not later than one (1) year before the student becomes eighteen (18) years of age, the public agency must inform the student and the parent that the parent's rights transfer to the student at eighteen (18) years of age unless a guardianship or an educational representative has been established for the student.



# Procedural Safeguards

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The public agency shall establish, maintain, and implement procedures 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 agency.

The written notice of procedural safeguards shall be a standard notice; written in language understandable to the general public; provided in the native language or other mode of communication used by the parent unless it clearly is not feasible to do so and printed in a format that is easy to read.

A copy of the notice of procedural safeguards shall be given to the parent of a student with a disability one (1) time a school year, except that a copy also must be given to the parent upon:

- (1) initial referral or parental request for evaluation;
- (2) receipt of the first filing of a complaint;
- (3) receipt of the first due process hearing request in a school year;
- (4) the date the public agency decides to make a removal that results in a disciplinary change of placement, which includes removals to interim alternative education settings for: weapons; drugs; and serious bodily injury;
- (5) request by a parent

## [Procedural Safeguards- English](#)

Copies of Procedural Safeguards in the following languages can be accessed [HERE](#):

- Arabic
- Burmese
- French
- German
- Japanese
- Mandarin
- Punjabi
- Russian
- Spanish
- Vietnamese



# Special Education Acronyms

|         |                                               |
|---------|-----------------------------------------------|
| ABS     | Autism Behavioral Support                     |
| ACR     | Annual Case Review                            |
| ADD     | Attention Deficit Disorder                    |
| ADHD    | Attention Deficit Hyperactivity Disorder      |
| ASD/AUT | Autism Spectrum Disorder                      |
| AT      | Assistive Technology                          |
| BC      | Behavior Consultant                           |
| BIP     | Behavior Intervention Plan                    |
| BDDS    | Bureau of Developmental Disabilities Services |
| BLV     | Blind/Low Vision                              |
| CC      | Case Conference                               |
| CCC     | Case Conference Committee                     |
| D-B     | Deaf - Blind                                  |
| DD      | Developmental Delay                           |
| DHH     | Deaf or Hard of Hearing                       |
| DOE     | Department of Education                       |
| ED      | Emotional Disability                          |
| ESY     | Extended School Year                          |
| FA      | Functional Academics Class                    |
| FAPE    | Free Appropriate Public Education             |
| FBA     | Functional Behavior Assessment                |
| FERPA   | Family Educational Rights and Privacy Act     |
| FSTI    | First Steps To IEP                            |
| GE      | General Education                             |



|       |                                                                                |
|-------|--------------------------------------------------------------------------------|
| ID    | Intellectual Disability (can be Mild {Mi}, Moderate {Mo}, Severe {S})          |
| IDEA  | The Individuals with Disabilities Education Act                                |
| IDOE  | Indiana Department of Education                                                |
| IEE   | Independent Education Evaluation                                               |
| IEP   | Individualized Education Program                                               |
| IIEP  | Indiana Individualized Education Program System                                |
| ILP   | Individualized Learning Plan (English as a New Language Students {ENL})        |
| LI    | Language Impairment                                                            |
| LRE   | Least Restrictive Environment                                                  |
| LS    | Life Skills Class                                                              |
| MC    | Multicategorical Class                                                         |
| MD    | Multiple Disabilities                                                          |
| MDR   | Manifestation Determination Review                                             |
| MT    | Music Therapy/Music Therapist                                                  |
| NP    | Non-Public School (also referred to as Non-Pub)                                |
| OHI   | Other Health Impairment                                                        |
| OI    | Orthopedic Impairment                                                          |
| OT    | Occupational Therapy/Occupational Therapist                                    |
| RTI   | Response To Intervention/Instruction                                           |
| PBIS  | Positive Behavior Intervention and Supports                                    |
| PLEP  | Present Levels of Educational Performance (also referred to as Present Levels) |
| Psych | School Psychologist                                                            |
| PT    | Physical Therapy/Physical Therapist                                            |
| SE    | Special Education                                                              |
| SEBA  | Social-Emotional Behavior Assistant                                            |
| SEL   | Social-Emotional Learning                                                      |



|     |                                                           |
|-----|-----------------------------------------------------------|
| SDI | Specially Designed Instruction                            |
| SLD | Specific Learning Disability                              |
| SLP | Speech/Language Pathologist                               |
| SP  | Service Plan (for Non-Public students)                    |
| TBI | Traumatic Brain Injury                                    |
| TOR | Teacher of Record                                         |
| TOS | Teacher of Service                                        |
| VR  | Vocational Rehabilitation (also referred to as Voc Rehab) |

