



City of
Indianapolis

Greg Ballard, Mayor

CHARTER SCHOOLS GUIDEBOOK

for Mayor-Sponsored Charter Schools

4th Edition

Fall 2006

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I. INTRODUCTION

This guidebook was created by the Indianapolis Mayor's Office to provide Mayor-sponsored charter schools with nuts and bolts information critical to: 1.) opening a charter school in Indianapolis, 2.) understanding charter schools' responsibilities to the Mayor's Office as their sponsor, and 3.) working with local and state agencies.

While we have attempted to create a comprehensive and accurate guide, the Mayor's Office does not assume responsibility for any inaccuracies or omissions and makes no representations or warranties concerning the legal matters discussed in this guidebook. The forms and reproductions in this guidebook have been provided only as examples and may not fit your particular needs or changes to applicable laws and regulations. Furthermore, some laws and regulations are ambiguous and may be subject to different interpretations from those contained in this guide. Users of this guide are recommended to contact the individuals and agencies listed in each section of this guidebook for the most up-to-date information. Users are also advised to consult with their own legal counsel as necessary; the Mayor's Office is not providing, and does not intend to provide, legal advice through this guidebook.

Acknowledgments

We greatly appreciate the considerable contributions that individuals from the following offices made to the development of this guidebook: the Indiana Department of Education, the Teachers' Retirement Fund, the Public Employees' Retirement Fund, the State Board of Accounts, the Indiana Office of the State Fire Marshal, the Indiana State Department of Health, the Marion County Health Department, the City of Indianapolis' Departments of Metropolitan Development and Public Works, the Indianapolis Fire Department, and the City's Public Access Counselor. We are also grateful to the charter schools sponsored by the Mayor's Office for sharing their experiences. And finally, we extend a special thanks to Sejal Doshi and Amy Stewart-Brown for their work on this guidebook, and thank all of those who have thoughtfully and critically reviewed its contents.

II. Important Resources

Calendar of Reporting Requirements

A comprehensive calendar of local-, state- and authorizer-related reporting requirements for Mayor-sponsored charter schools is available in the Mayor's Office Resources section of the On-line Guidebook to Charter School Resources available at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm>.

Charter Schools Law and Amendments to the Charter Schools Law

Links to the Indiana Charter Schools Law and amendments to Indiana Charter Schools Law can be found in the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section II Important Resources at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm>.

III. Working with the Mayor’s Office

Important Contact Information

City of Indianapolis, Office of the Mayor

M. Karega Rausch
 Charter Schools Assistant Director
krausch@indygov.org
 (317) 327-3602

Christine Marson
 Accountability Manager
cweisenb@indygov.org
 (317) 327-7458

Beth Mickelson
 Accountability Manager
bmickels@indygov.org
 (317) 327-3621

Important Deadlines

Schools should check individual charters for actual dates for each of these requirements as they may vary year to year and school to school.

Date*	Requirement**	Applies to schools:			
		Opening this fall	Opening in the following fall or thereafter	Currently in first year of operation (or just completed)	Currently in second year of operation (or beyond)
90 days after Charter signing	Complete background checks on current board member	√	√		
14 days prior to appointing new board members	Complete background checks	√	√	√	√
Monthly	Submit report for previous month (Charter Section 17.3)	√	√	√	√
January	Second year schools: Submit final draft of accountability plan after end of first school year (Charter Section 4.4, Accountability Handbook)				√

Date*	Requirement**	Applies to schools:			
		Opening this fall	Opening in the following fall or thereafter	Currently in first year of operation (or just completed)	Currently in second year of operation (or beyond)
January-March	Submit documentation of recruiting and admissions/lottery process for upcoming school year (Charter Section 17.7)	√		√	√
2/15	Submit second quarter financial statement and certification that school operated in compliance with Charter and applicable law (Charter Section 17.4)	√	√	√	√
3/1	Submit reporting calendar (for newly chartered schools) (Charter Section 17.1)	√	√		
3/15	Prior Action: Documentation of Facility Acquisition (Lease)	√			
3/15	Prior Action: Submit proposed insurance coverage for Commercial General Liability and Umbrella Liability (Charter Prior Actions Section 1.2)	√			
3/30	Prior Action: Acquire physical plant and submit documentation (Charter Prior Actions Section 1.1)	√			

Date*	Requirement**	Applies to schools:			
		Opening this fall	Opening in the following fall or thereafter	Currently in first year of operation (or just completed)	Currently in second year of operation (or beyond)
4/1	Prior Action: Submit proposed insurance coverage for Directors' and Officers' Liability/Educators' Legal Liability/Employment Practices Liability, Automobile Liability, Sexual Abuse Liability, Workers Compensation Liability (Charter Prior Actions Section 1.2)	√			
5/15	Submit third quarter financial statement and certification that school operated in compliance with Charter and applicable law (Charter Section 17.4)	√	√	√	√
	Prior Action: Submit comprehensive special education plans (Charter Prior Actions Section 1.3)	√			
6/1	Submit projected budget for upcoming accounting year (Charter Section 17.7)	√	√	√	√
	Prior Action: Submit proposed financial plans and statement prepared by independent, certified public accountant (Charter Prior Actions Section 1.4)	√			

Date*	Requirement**	Applies to schools:			
		Opening this fall	Opening in the following fall or thereafter	Currently in first year of operation (or just completed)	Currently in second year of operation (or beyond)
6/1	Prior Action: Submit documentation that necessary steps are being taken to ensure all inspections are completed in a timely manner prior to opening (Charter Prior Actions Section 1.1)	√			
	Prior Action: Submit documentation that all zoning, land use or other building-related permits have been obtained (Charter Prior Actions Section 1.1)	√			
6/15	Prior Action: Submit curriculum plans (Charter Prior Actions Section 1.5)	√			
7/1	Operating schools: Submit reporting calendar (Charter Section 17.1)	√			
	Submit projected student enrollment for upcoming school year (Charter Section 17.7)			√	√
	Submit school calendar and class schedule for upcoming school year (Charter Section 17.7)	√		√	√
	Prior Action: Submit transportation plans (Charter Prior Actions Section 1.6)	√		√	√

Date*	Requirement**	Applies to schools:			
		Opening this fall	Opening in the following fall or thereafter	Currently in first year of operation (or just completed)	Currently in second year of operation (or beyond)
7/15	Prior Action: Complete all facility inspections (Charter Prior Actions Section 1.1)	√			
	Prior Action: Submit school safety plans (Charter Prior Actions Section 1.7)	√			
7/22	Prior Action: Submit documentation that facility inspections are complete (Charter Prior Actions Section 1.1)	√			
July-August	Receive approval of physical plant (Charter Prior Actions Section 1.1)	√			
August	Schools about to start first year: Establish clear set of standards and assessments, commit to schedule for fall and spring non-ISTEP+ testing, clarify process for gathering baseline data, and establish student level identifiers for tracking performance (Accountability Handbook)	√			
8/15	Submit fourth quarter financial statement and certification that school operated in compliance with Charter and applicable law (Charter Section 17.4)	√	√	√	√

Date*	Requirement**	Applies to schools:			
		Opening this fall	Opening in the following fall or thereafter	Currently in first year of operation (or just completed)	Currently in second year of operation (or beyond)
August-September	New operating schools: Submit draft accountability plan (Accountability Handbook)			√	
September-October	New operating schools: Gather baseline data (Accountability Handbook)			√	
October-November	Second year schools: Receive feedback on proposed accountability plans (Accountability Handbook)				√
11/15	Submit first quarter financial statement and certification that school operated in compliance with Charter and applicable law (Charter Section 17.4)	√	√	√	√
By 12/31	Submit audited financial statements for prior accounting year (Charter Section 17.7)				√

*Note: Requirements falling on a weekend or holiday may be submitted the next business day after the weekend or holiday (Charter Section 18.15). Some dates may vary year to year; schools should refer to individual school charters for exact dates.

**Note: Prior Actions apply only to schools opening in the upcoming school year. Information in parentheses identifies where additional detail may be found about a particular deadline.

What to Know and Expect

The Charter

The “Charter” is the performance contract that the school organizers enter into with the Mayor that explains what the school will attempt to accomplish, how student performance will be measured and what level of achievement it will attain, and outlines general responsibilities of the school. The Charter also outlines the various reports schools are required to submit and the timing of these reports. An organizer that fails to comply with the terms of its Charter may have its Charter revoked. The Charter includes the following attachments: Prior Actions, Application, Accountability Plan, and Education Management Organization Requirements. For more information, see the “Related Information” below for a link to a sample Charter agreement.

Amending the Charter

The school and Mayor’s Office may need to amend the Charter after it has been executed. For example, as a school prepares for opening it may find it necessary to refine the facility plans previously outlined in its application (one of the Charter attachments) to reflect unexpected building challenges. Therefore, the Mayor’s Office has issued guidance on amending the Charter or any of its attachments (e.g., the application). This guidance is intended to guide schools and provide procedural information if they intend to deviate from the terms of the Charter and/or its attachments. See the “Related Information” below for a link to guidance on amending the Charter agreement and related documents for more information.

In some instances, when a formal amendment will need to be signed by the Mayor’s charter schools director and the school’s authorized representative, the Mayor’s Office will create the amendment and send it electronically to the authorized representative for review and signature. The authorized representative should then fax or mail two copies of the signed amendment form back to the Mayor’s Office for the charter schools director’s signature. A final copy will be mailed back to the school for its records. It is important that when a school wishes to make a change to the Charter or any of its attachments, the school should electronically send the *entire* section to be amended with the changes noted in red. This will better help the Mayor’s Office to see the changes and determine whether the entire section should be fully replaced by the amendment, or whether the amendment should simply supplement the information already in the Charter or the attachments. See the “Related Information” below for a link to a sample amendment form.

Maintaining Official School Contact Information

The Charter specifies the school representative who will be responsible for receiving any official communication from the Mayor’s Office. As this information may change from the pre-opening to the opening phase and during the term of the Charter, it is imperative that the school notify the Mayor’s Office of any changes in contact information. If changes occur, the Mayor’s Office and the school’s authorized representative will sign an amendment reflecting the new contact information for official correspondence.

The pre-opening stage: Before a school opens its doors

For new schools, it is critical to make sure the resources and systems are in place to get off to a strong start. Prior actions required by the Charter and the pre-opening visits conducted by the Mayor's Office will help the school prepare for opening day.

Prior Actions

Attachment A of the Charter outlines a series of prior actions a school must complete before it may provide instruction to students. Prior actions will be completed during the school's pre-opening stage during the same calendar year as the first year the school is in operation. Each prior action outlines the timing and detail about specific documentation that must be submitted to demonstrate the prior action has been satisfied. Schools should know the following helpful information about several of the prior actions:

Physical Plant: Once a school has identified a facility, the school must amend the application (Attachment B of the Charter) to reflect the school's final facility plans. After the facility is finalized, the school must assure the Mayor's Office that it is taking the necessary steps to follow appropriate city and state rules and regulations – hence the Mayor's Office has established a timeline for obtaining all of the necessary permits and zoning requirements as well as completing inspections with various city and state agencies. Ideally, schools should submit copies of permits and inspection certifications to the Mayor's Office as documentation of completion; however, if such evidence is not available, the school should submit a written notice to the Mayor's Office certifying it has successfully completed the necessary requirements in cooperation with city and state agencies. Note that the Mayor's Office will not issue approval of the facility or the school as ready to provide instruction to students until the school has successfully completed all applicable inspections.

Insurance: In order to provide for the health and safety of the school and its students and staff, the Mayor's Office requires schools to acquire specified levels and types of insurance. As specified in the prior actions, the insurance company with whom a school elects to work must be *licensed to do business in Indiana* and *have at least an A- rating from A.M. Best*. For more information on the Best rating, see the Outside Resources for Charter Schools section of the On-Line Guidebook to Charter School Resources under Section III Working with the Mayor's Office at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the A.M. Best website.

Note that some insurance companies combine several types of coverage together under one policy. Regardless of whether certain insurance policies include coverage for multiple purposes or whether schools must obtain additional and separate riders for specific purposes, each type of insurance listed in the prior actions must have the specified amount of coverage *earmarked solely for that type of coverage*. For example, the prior actions state that schools must keep \$1 million per occurrence for commercial general liability and another \$1 million for sexual abuse liability. If the insurance company states that sexual abuse liability is covered under the commercial general

liability, then the school should verify that the commercial general liability coverage is for at least \$2 million, with \$1 million earmarked solely for sexual abuse liability.

Once the Mayor's Office approves the insurance coverage submitted by the school, the school will be asked to amend the application (Attachment B of the Charter) to reflect the new insurance coverage.

Comprehensive Special Education Plan: The Indiana Department of Education (IDOE) must approve the school's special education plan before the charter schools director will approve it. Once the plan has been approved by the State and reviewed and approved by the Mayor's Office, the Mayor's Office will ask the school to amend the charter application (Attachment B of the Charter) to reflect the school's comprehensive special education plan. Additionally, if the school has joined a special education cooperative, this plan must also be submitted for approval by the charter schools director and reflected in the amended special education section of the application.

Financial Plan: Schools should contact the Mayor's Office with specific questions about the financial plan. The school will be asked to amend the application (Attachment B of the Charter) to reflect the school's updated financial plans.

Curriculum: As stated in the prior actions, the curriculum must be *detailed* and *specific*. In the event a school has proprietary concerns about the curriculum, the school should use its best judgment in providing as much information about the curriculum as the school is permitted to. The school will be asked to amend the application (Attachment B of the Charter) to reflect the school's detailed curriculum plans.

Transportation: As stated in the prior actions, the transportation plan must be *detailed* and *specific*. For example, schools should include detailed information about the process schools will use to identify students needing transportation, the type(s) of transportation to be offered, information about companies with whom the school is contracting for services, the transportation routes that have been designed, and the processes and protocol in place for safely picking up and dropping off children. In the event a school does not have any students enrolled who need transportation, the school should still provide detailed information and plans as suggested above. The school will be asked to amend the application (Attachment B of the Charter) to reflect the school's detailed transportation plans.

School Safety Plan: As stated in the prior actions, the safety plan must be *detailed* and *specific*. For guidance in developing the safety plan, which must include emergency preparedness plans, schools should refer to Section IX of the guidebook. Note that while the school will be asked to amend the application (Attachment B of the Charter) to reflect the detailed safety plans, the Mayor's Office will not release the safety plan to the public along with the rest of the Charter and its attachments (and amendments).

Pre-opening checklist and visits

A series of pre-opening visits will be conducted by the Mayor's Office before a school opens its doors for the first time to students and families. The purpose of the visits is to ensure the school is focusing upon a wide range of items from safety to staffing that are critical for a new school to successfully address prior to opening.

What? During the pre-opening visits, the Mayor's Office will review a series of items identified in the pre-opening checklist. The pre-opening checklist covers the following areas: governance and management; staffing; curriculum and instruction; students and parents; operations; facilities, furnishings and equipment; and accountability. Targeted items in each category will be reviewed during each visit; the checklist identifies the review period during which each item will be discussed. Prior to each pre-opening visit, the Mayor's Office will send an email to new schools outlining the items that should be submitted at the upcoming meeting. Schools should prepare the necessary information for the next meeting. See the "Related Information" below for a link to a sample copy of the pre-opening checklist.

It is *not* the purpose of the checklist to create additional work for the schools. If schools have documentation for a particular review area that is different from what is listed in the checklist, then they are welcome to provide this information rather than create the documentation suggested in the checklist, provided that the substituted documentation is relevant and appropriate. In some cases, however, only the documentation listed in the checklist will suffice, e.g. a letter from the IRS or a facilities-related permit. If schools have questions about appropriate documentation, they should contact the Mayor's Office *prior* to the pre-opening visit.

During each visit the Mayor's Office will review the various documents related to the areas under review. The Mayor's Office will provide each new school with a Compliance Binder to use during the pre-opening stage as well as through the life of the charter. The binder contains placeholders for information required during the pre-opening visits. Schools should insert the documentation under review prior to the relevant visit. In some instances, the information may be in a format that is not appropriate for the binder – in these cases, schools should bring the relevant files containing the necessary documentation to the meeting. *Again, the purpose of the visits is not to create additional work for the school, so the school should use its best judgment in preparing for the meetings.* The Mayor's Office representatives will also tour the school facility during these visits.

When? A series of pre-opening visits will be conducted in the months prior to the day a new charter school first opens its doors to students. Visits will be scheduled well in advance to ensure schools have the time necessary to prepare. Multiple visits will provide the Mayor's Office the opportunity to monitor school readiness and will provide schools with enough time to address any weaknesses and establish contingency plans well in advance of the first day of school. Each visit is expected to take about 1 to 1 ½ hours to complete.

Who? One to two representatives from the Mayor's Office will meet with school representatives. The school should, at the very least, ensure the following people are

present for each visit: school leader (when identified); school start-up coordinator (if applicable); architect or construction manager to answer facility-related questions; and any other key individuals who are able to answer questions related to specific checklist items.

Where? The pre-opening visits will take place at the school site so that the Mayor's Office representatives may also tour the school's facility at this time. If the facility is not suitable for the first visits, then these visits may take place at the school's temporary headquarters. The school should reserve a quiet office or conference room for the documentation review and discussion.

Accountability and Oversight

Per requirements outlined in the Charter, each Mayor-sponsored school must submit a variety of reports at specified times throughout the year and throughout the term of the Charter. The Mayor's Office has developed a Governance and Compliance Handbook to ensure its schools are in compliance with their charters and all applicable laws. In addition, the Mayor's Office takes proactive steps to ensure healthy school governance. The handbook outlines governance-related information the schools are required to submit throughout the school year and the Mayor's Office's plans for reviewing this information, including site visits and quarterly financial reviews. For a detailed description of the requirements, please refer to the Mayor's Office Governance and Compliance Handbook (a link is provided in the Mayor's Office Resources section of the On-Line Guidebook to Charter School Resources). Each Mayor-sponsored school is also required to develop a customized accountability plan. This allows each charter school to develop goals and measures specific to the school's particular mission and target population in addition to the measures by which all charter schools are evaluated. For guidance on developing these plans, see the "Related Information" for a link to the Mayor's Office Charter School Accountability Handbook.

During the school year, the Mayor's Office will hold schools accountable for academic performance and overall governance. Monitoring activities will include, but are not limited to, academic site visits, analysis of standardized test scores, financial evaluations, monthly compliance and governance visits, board minute reviews, and parent and teacher surveys. The Mayor's Office will tie each of these monitoring activities to an evaluation framework that it will use throughout the term of the Charter. Information about accountability for Mayor-sponsored charter schools is available in the Accountability Handbook as well as the Governance and Compliance Handbook. Additional protocols for the site visits and various reviews mentioned above have also been developed.

Request for Demographic Information

The Mayor's Office frequently receives requests for aggregated data and information about the Mayor-sponsored schools. In order to provide the most up-to-date and accurate information, the Mayor's Office will periodically request the following information from schools:

- Roster of current students, broken down by:
 - Grade*
 - Gender*
 - Race* (Caucasian, African-American, Hispanic, Other [e.g., biracial, Asian, etc.], Unknown [e.g., some parents may choose not to disclose this information])
 - School corporation of residence*
 - Previous year's schooling* (i.e., students previously in public school, private school, home school – note that students in kindergarten and students in first grade who did not attend kindergarten should be counted in the “public school” category)
 - Free or reduced-priced lunch status
- Total number of applications received
- Total number of students on waiting list, broken down by grade
- Total number of spots still available in each grade

*The total number in this category should equal the total number of students enrolled in the school.

Related Information

The following forms and documents are available in the Mayor's Office Resources section of the On-Line Guidebook to Charter School Resources at

<http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm>:

Sample Charter School Agreement

Amending the Charter Agreement

Charter Agreement Amendment Form

Pre-Opening Checklist

Expert Site Visit Review Process and Protocol

Accountability Handbook

Third Year Self-Evaluation

Fourth Year Review Protocol

IV. State-Level Electronic Data Management & Reporting

Important Contact Information

Indiana Department of Education, Special Assistant for Technology

Mike Huffman, Special Assistant for Technology
mhuffman@comcast.net or mhuffman@doe.state.in.us
(317) 232-6672

Indiana Department of Education, Division of Educational Information Systems

Anne Brinson, Director
abrinson@doe.state.in.us
(317) 232-0807

Reporting Requirements

Indiana Department of Education, Division of Educational Information Systems
EIS Information Line: (317) 232-0808

A link to the Indiana Department of Education (IDOE) data collection website can be found in the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section IV State-Level Electronic Data Management & Reporting at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm>.

Important Deadlines

Due Date*	Requirement	Applies to schools...			
		Opening this fall	Opening in the following fall or thereafter	Currently in first year of operation (or just completed)	Currently in second year of operation (or beyond)
6/24	DOE-CL: School Calendar with Report of Kindergarten Enrollment			√	√
7/8	DOE-AT: Attendance Report			√	√
8/17	DOE-MF: Public School Directory Update	√		√	√
8/17	DOE-SB: School Board Membership	√		√	√

Due Date*	Requirement	Applies to schools...			
		Opening this fall	Opening in the following fall or thereafter	Currently in first year of operation (or just completed)	Currently in second year of operation (or beyond)
9/30	DOE-EX & SU: Expulsion and Suspension (for 2005-06 school year)				√
10/1	DOE-PE Pupil Enrollment: Count Day			√	√
10/31	DOE-PE: Report submission deadline			√	√
10/31	Form DOE-CECP: Certified Employee Report for Contract Information/Certified Position Data			√	√
10/31	DOE-NE: Non-Certified Personnel Data Report			√	√
10/31	DOE-DR: Dropout Report				√
10/31	DOE-DM: Dropout and Mobility Report				√
Monthly	Student Demographic Data (STN Lookup)			√	√
June, 2007	DOE-EXSU: Expulsion and Suspension (for 2006-07 school year)	√		√	√

*The IDOE may be making significant changes to its reporting structure and deadlines during the summer of 2006. It will be important for all schools to regularly check the website for updates and subscribe to the STN listserv (see below for information on signing up for the listserv) for an updated list of due dates as well as specific contacts for the various reporting forms. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section IV State-Level Electronic Data Management & Reporting at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site.

What to Know and Expect

School Identification Numbers

Each charter school will be assigned 2 unique identification (ID) numbers by the IDOE: a 4-digit “corporation” ID and a 4-digit school ID. These unique numbers are used throughout the IDOE to generate reports and mailings specific for either schools and/or central offices. As charter schools do not have a “central office” they should expect to receive information related to both ID numbers. These ID numbers are also used to access and update the IDOE student database. If schools need assistance accessing the corporation or school ID numbers, contact Karen Lane at (317) 232-0818.

Student Test Numbers

Every student in the State of Indiana should have a student test number (STN). The STN primarily will be used by the IDOE to collect student (and school) data and track student performance. Once assigned, an STN remains with the student throughout his/her educational experience in Indiana schools. It is therefore critical that multiple STN’s are not assigned for a single student, and that a duplicate STN is not assigned to more than 1 student. In general, charter schools will not have to assign STN’s to their students and instead should use STN’s that have already been assigned by the sending schools. A school should only have to assign STN’s if a student has entered the charter school from out-of-state, a non-accredited school, or a home school, or are entering Kindergarten for the first time. Schools can verify students’ STN’s in the IDOE’s student lookup database (once the school has downloaded the software for the Virtual Private Network). See below for more information on looking up STN’s. Additional information about STN’s can be found on the IDOE website. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section IV State-Level Electronic Data Management & Reporting at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site.

Explanation of the STN

First 4 digits: 4-digit school ID assigned by IDOE

Next 2 digits: Last 2 digits of the ending academic school year during which the number was assigned. (e.g., 03 if assigned during the 2002-03 school year)

Last 3 digits: Sequential number assigned as the school creates STN’s (e.g., last 3 digits for the first student for which school is assigning an STN would be 001)

Submitting Student Information

All student information requested by the IDOE should be created at the school-level, whether a student management system, database or spreadsheet is being used. The STN application center is the vehicle used to transfer data files schools prepare (based on specifications from the IDOE, called data layouts) to the IDOE computer in the specified formats (comma delimited, positional,

or XML format). Once files are transferred, information regarding the transfer of the file such as any errors, warnings, report totals, etc. should be viewed and verified. Data that are sent are considered final information up to the point of the “DUE DATE” unless the school is otherwise contacted by the IDOE to help clear up any unforeseen problems.

The preferred method for accessing the Application Center is by SSL (Secured Socket Layer). Open your internet browser and go to <https://ac.doe.state.in.us/AppCenter/>.

STN Listserv

For important instructions, updates and additional information, schools should sign up for the STN listserv through IDOE’s website. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section IV State-Level Electronic Data Management & Reporting at

<http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site. Schools can also access back issues of the STN newsletter from this site.

Reporting Requirements

In addition to various funding-related reporting requirements, the IDOE collects several reports related to students and staff. The IDOE will make these reports available to the schools throughout the year at the STN application center. Schools must check the IDOE website and the STN listserv to remain informed of report due dates and layouts. The majority of the forms are submitted online at the STN application center. (See “Related Information” below for links to sample forms).

Charter schools are required to submit the following reports:

Form DOE-MF: Public School Directory Update

Form DOE-SB: School Board Membership

Form DOE-CL: School Calendar, includes Report of Kindergarten Enrollment

Form DOE-DM: Dropout and Mobility Report

Form DOE-EXSU: Expulsion and Suspension Report (will be used in 2007 and will replace DOE-EX and DOE-SU)

Form DOE-PE: Pupil Enrollment (replaces DOE-PS)

Form DOE-AT: Attendance Report

Form DOE-CECP: Certified Employee Report for Contract Information/Certified Position Data

Form DOE-NE: Non-Certified Personnel Data Report

STN Lookup: Student Demographic Data

See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under “Related Information” for Section IV State-Level Electronic Data Management & Reporting at

<http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for links to sample forms and instructions for completing these reports.

For up-to-date information on all of these forms, visit the K-12 School Data section of the IDOE website. To contact an IDOE staff member for specific questions about a particular form, refer

to the contact information listed on the IDOE website. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section IV State-Level Electronic Data Management & Reporting at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for links to these sites.

Maintaining Up-to-Date Contact Information with IDOE

The Division of Educational Information Systems maintains the master contact database for each school. For the most part, the other divisions within the IDOE refer to Educational Information Systems for mailing lists and contact information. *It is therefore imperative that schools contact this division in the event any contact information for the school changes so that schools receive the necessary reports, instructions and other important information in a timely manner.* Schools will be asked to update contact information before the start of the school year (Public School Directory Update), but should continue to notify the IDOE of any additional changes throughout the school year.

IDOE has also set up a database on its website in which schools should enter (and update as necessary) the e-mail addresses for the primary and secondary central points of contact at the school. Divisions within the IDOE will use this database to e-mail important information to the schools. For more information on the Central Point of Contact database, including how to enter information and which IDOE divisions currently use this database and for what purpose, go to the IDOE website. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section IV State-Level Electronic Data Management & Reporting at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site.

Related Information

Links to the following sample forms and information are available in the Outside Resources for Charter Schools section of the On-Line Guidebook to Charter School Resources at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> under “Related Information” for Section IV State-Level Electronic Data Management & Reporting.

Form DOE-MF: Public School Directory Update

Form DOE-SB: Sample School Board Membership Form and Submission Instructions

Form DOE-CL: Sample School Calendar (includes Report of Kindergarten Enrollment) Form and Submission Instructions

Form DOE-DR and Form DOE-DM: Sample Dropout Report Form and Submission Instructions and Sample Dropout and Mobility Report Form and Submission Instructions

Form DOE-SU: Sample Suspension Form and Submission Instructions

Form DOE-EX: Sample Expulsion Form and Submission Instructions

Form DOE-EXSU: Sample Expulsion and Suspension Form and Submission Instructions

Form DOE-PE: Sample Pupil Enrollment Report Layout

Form DOE-AT: Sample Attendance Report Form Data Layout

Form DOE-CECP: Sample Certified Employee Report for Contract Information and Certified Position Data Form and Submission Instructions

Form DOE-NE: Sample Non-Certified Personnel Data Form and Submission Instructions

STN Lookup: Sample Student Demographic Data Layout

V. Funding Information and Reporting Financial Information

Important Contact Information

Indiana Department of Education, Office of Financial Management, Analysis, and Reporting

Debbie Hinline, Director
hinline@doe.state.in.us
 (317) 232-0840

State Board of Accounts, School & Township, Accounting & Audits

Chuck Nemeth, Supervisor
cnemeth@sboa.in.gov
 (317) 232-2520

Stan Mettler, Supervisor
smettler@sboa.in.gov
 (317) 232-2520

Important Deadlines

Date*	Requirement	Applies to schools...			
		Opening this fall	Opening in the following fall or thereafter	Currently in first year of operation (or just completed)	Currently in second year of operation (or beyond)
2/1	Submit Form 9 (Biannual Financial Report) for July-December	√	√	√	√
Beginning of April	Apply for loan from Common School Fund (if applicable)	√		√	√
8/1	Submit Form 9 (Biannual Financial Report) for January-June	√	√	√	√
September (dates vary)	State Board of Accounts performs biennial audits			√	√
2 nd Friday after Labor Day	Average Daily Membership (ADM) student count (ACTUAL COUNT DAY)			√	√

Date*	Requirement	Applies to schools...			
		Opening this fall	Opening in the following fall or thereafter	Currently in first year of operation (or just completed)	Currently in second year of operation (or beyond)
4 th Friday after Labor Day	Submit Form DOE-ME (Average Daily Membership count) (LAST DAY TO SUBMIT DATA THROUGH STN APPLICATION CENTER)			√	√
4 th Friday after Labor Day	Form DOE-SR: Charter School Student Residence Report (LAST DAY TO SUBMIT DATA THROUGH STN APPLICATION CENTER)			√	√
10/31	Submit Claim for Textbook Reimbursement			√	√
12/1	Second Average Daily Membership (ADM) student count** (ACTUAL COUNT DAY)			√	√
12/16	Submit Form DOE-ME (Average Daily Membership count) (LAST DAY TO SUBMIT DATA THROUGH STN APPLICATION CENTER)			√	√
12/16	Submit Form DOE-SR: Charter School Student Residence Report (LAST DAY TO SUBMIT DATA THROUGH STN APPLICATION CENTER)			√	√

Date*	Requirement	Applies to schools...			
		Opening this fall	Opening in the following fall or thereafter	Currently in first year of operation (or just completed)	Currently in second year of operation (or beyond)
5/1	Third Average Daily Membership (ADM) student count** (ACTUAL COUNT DAY)			√	√
5/18	Submit Form DOE-ME (Average Daily Membership count) (LAST DAY TO SUBMIT DATA THROUGH STN APPLICATION CENTER)			√	√
5/18	Form DOE-SR: Charter School Student Residence Report (LAST DAY TO SUBMIT DATA THROUGH STN APPLICATION CENTER)			√	√

*Note: Dates may vary slightly each year. All deadlines should be verified with the contact person at the Division of School Finance each year.

**Note: The second and third ADM count will be used by the Indiana Department of Education (IDOE) for informational purposes only.

What to Know and Expect

Reporting Student Data for State and Local Funding

Report of Average Daily Membership

On the 2nd Friday after Labor Day, charter schools are required to conduct and report an Average Daily Membership (ADM) count of the total number of students enrolled in the school, including identifying the counties and school corporations of residence. Once the data is entered into the report, Form DOE-ME (see “Related Information” below for a link to information on the Form DOE-ME), the school should submit the report electronically to the IDOE. The school should

also print a hard copy of the report, which must then be signed by the principal and the school's treasurer and mailed to the IDOE.

Charter schools are also required to complete the Form DOE-SR report which verifies the student residence information for students enrolled in the charter school. See "Related Information" below for a link to information on the Form DOE-SR. Please note that it is critical for schools to verify each enrolled student's school corporation of residence prior to submitting this information to the IDOE. When asked for this information, parents may mistakenly provide the school corporation to which their child is assigned, which may in fact differ from the school corporation of residence. For example, a child residing in Indianapolis Public Schools (IPS) may be assigned to a different school corporation if the child lives in a desegregation transfer area. However, that child still resides in IPS and must therefore be identified as such. The City of Indianapolis' Department of Metropolitan Development may be able to provide schools with assistance in verifying school corporations of residence (see Section XIV of this guidebook for more information). As well, the Mayor's Office's Family Guide to Public Schools in Indianapolis, a web-based parent choice tool, includes a capability to verify school corporations of residence by home address.

What if there is an error in the ADM report?

If a school finds any errors in the enrollment report (Form DOE-ME) after it is submitted to the IDOE, the school should *immediately* make the necessary corrections in the IDOE's student database, generate a new report with the correct information, obtain signatures from the school principal and treasurer, and re-submit both a hard copy and electronic copy to the IDOE.

What if a student enrolls after ADM count day?

If new students enroll in the school after the first ADM count day, schools should submit this information for the second ADM count on December 1st. The second ADM count will be used for informational purposes only and based on current legislation will not affect funding. For each ADM count, schools should only submit information for students enrolled on the three count days.

Maximum Age for Funding Eligibility

Schools will continue to receive funding for students in a regular education program until the student earns a high school diploma. This literally means that a school could have a student who is 30, 40, or 50 years old enrolled and still receive general tuition support for that student until that student graduates. The regulations are different, however, for special education funding. While schools will continue to receive general tuition support for students in special education, after students reach the age of 22 state and federal funding specifically earmarked for special education will no longer be available.

For additional attendance-related information, schools should refer to the State Student Services Manual. See the "Related Information" below for a link to the manual.

Receipt of payments for general tuition support

Through recent amendments to the charter schools law (SB 501), charter schools are now funded as their own separate districts. According to the IDOE, per pupil funding for a charter school in its first year of operation will be the same as per pupil funding for the district in which the charter school is located. The per pupil funding for a charter school open the previous school year is based on the target revenue the school generates through the school funding formula in the same manner it is generated for a school corporation (i.e., based on the previous year's funding level and student counts). For more detailed information, schools should follow up directly with the IDOE's Office of Financial Management, Analysis, and Reporting. The state will pay 65% of this per pupil amount, and the other 35% will be paid through the local property taxes of the charter school student's school corporation of residence. The county auditor will re-direct property tax payments from a charter school student's resident district to the charter school. State payments will also be sent directly to the charter school.

Schools will receive both the state and local portions of general tuition support beginning in the second semester of the charter school's first year of operation, i.e., funding will always be 6 months behind because payments for the current school year will begin in the calendar year following the start of the school year. As stated above, the amount of total funding will be based upon the ADM count taken in September. Charter schools may borrow funds from the Common School Fund in order to cover operational expenses incurred during the first semester of the first school year of operation or to cover operational expenses incurred during the first semester if the school was in operation the previous school year and experiences an increase in enrollment of at least 15%. The IDOE will receive petitions for loans on dates as specified each school year. Loans for first-year operations will be issued in a lump sum shortly after the school submits its loan application, if approved. Repayment of a loan through the Common School Fund would be made by the charter school over a maximum of 20 years at an interest rate set by the State Board of Education (minimum 1%, maximum 4%); or, alternatively, the General Assembly may appropriate tuition support dollars for loan repayment in the years following the years the loans were made.

Note: Schools must remember to submit the Taxpayer Identification Number Request (Internal Revenue Form W-9) to the Auditor of the State as well as a form for Automated Direct Deposit Authorization Agreement (form SF#47551) in order to start receiving payments from the State. The State cannot send any payments to the school until these forms are received. Schools can enter their information directly onto the on-line version of the form W-9 Form. See "Related Information" for a link to a copy of Form W-9. (See "Related Information" for a link to a copy of this agreement). The IDOE will send deposit information directly to the school when a payment is made; usually 24 hours prior to the actual payment.

Biannual Financial Report

Schools are required to submit the Biannual Financial Report (Form 9) to the State 30 days after the close of the reporting period. See the "Related Information" below for a link to a copy of this report. The State operates on a July 1- June 30 fiscal year, and so the reports will be due at the beginning of August (January-June reporting period) and February (July-December reporting period). Each year the State will notify the schools of the exact submission dates for these reports. In some instances, a school may have no financial activity for a particular reporting period, e.g., new schools may not have activity January-June as they have just been chartered

(and reporting is on a cash basis, i.e., schools only report on expenses that have actually been paid and not just accrued). The school is still required to submit a biannual financial report for that period; the school should simply note on the report that no financial activity has occurred and submit it to the IDOE.

Other Funding Opportunities

Textbook reimbursement

Every year, the textbook reimbursement forms must be submitted on October 31. While some school finance deadlines have some leeway (although it is not recommended that schools submit any required information past the established deadlines), **the textbook reimbursement deadline is firm**. Schools must submit student information through the STN Application Center for each student that is eligible for free or reduced priced meals. The IDOE computer system will pre-populate the claim form with student counts and the school will then need to complete the remainder of the claim form. Filing the claim is done electronically on the web and the web program automatically notifies the IDOE once a claim has been filed.

Note that even if a school's curricular materials are not on the State-approved list, the materials are still eligible for reimbursement, provided that the charter school's board officially adopts the materials, e.g., as evidenced through the board minutes. Eligible materials for reimbursement include but are not limited to textbooks, workbooks, instructional software and accompanying workbooks, and science kit replacement items. Schools can also include reasonable amounts for shipping costs in their reimbursement claims. Schools should keep supporting documentation (e.g., textbook receipts, board minutes showing textbook adoption) on file in the event of an audit of State distributions by the State Board of Accounts (SBOA). Additional information about textbook adoption is available at the IDOE website. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section V Funding Information and Reporting Financial Information at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site.

The State receives a single appropriation for textbook reimbursements, out of which every charter school and school corporation will be paid. The percentage of reimbursement will be set once the State determines how much has been requested for reimbursement across the schools as compared to the amount actually appropriated for textbook reimbursement.

Full-Day Kindergarten Grant

This grant is used to assist schools with kindergarten programs that are a minimum of 5 instructional hours long and are in session each school day of the week. The full-day kindergarten grant is paid to schools in January of the current school year. The amount each school receives depends on how many grant applications IDOE receives and the total appropriation for the grant. Prior to submitting a grant application, schools must complete and submit an "Intent to Participate" form to the IDOE. All schools are eligible for the grant, provided they do not charge families for the school-day portion of their kindergarten program – schools may charge fees for after-school programs and still be eligible to receive this grant. See

“Related Information” below for a link to information about applying for the grant and a copy of the “Intent to Participate” form.

Federal Public Charter Schools Program

Charter schools can apply to receive federal funding for planning and implementation. These funds are administered through the IDOE’s charter schools office. Currently, the grant program is available through the 2005-06 school year. The IDOE is currently investigating accessing additional federal funds to extend the program beyond this time frame. To be eligible for these funds, schools must apply to IDOE; schools must renew their grant each year by submitting a renewal application to IDOE. For additional information about the program, including requesting a copy of the grant application, contact Kimb Stewart (refer to Section XVI of this guidebook for contact information).

Additional Funding Opportunities

For information about additional funding offered through the State, see the “Related Information” section below for a link to a list of potential grants for charter schools. (Note: This information was compiled in 2004, so schools should verify with the various contacts that the grants are still available to charter schools.) Schools are encouraged to apply for all grants for which they are eligible.

Note: Pursuant to amendments to the charter schools law made in SB 501, charter schools are required to “...make all applications, enter into all contracts, and sign all documents necessary for the receipt by a charter school of aid, money, or property from the federal government.” (Indiana Code 20-5.5-7-5)

State Board of Accounts

Charter schools are required to be audited by the SBOA, and must manage their financial activity according to a unified accounting system as prescribed by the SBOA. The SBOA will conduct a first year audit and all subsequent audits will be done on a biennial basis. Accordingly, the SBOA has published accounting and compliance manuals for public schools and extracurricular programs. These manuals are available on the SBOA website. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section V Funding Information and Reporting Financial Information at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site. The SBOA has also noted on the tables of contents for these two manuals the items in each that are (or are not) applicable to charter schools (see the “Related Information” section below for links to these manuals and the charter-specific tables of content).

The School Administrator, which is the SBOA newsletter for schools, is also available from the above website. It is recommended that all of the individuals responsible for financial reporting at each school refer to current and past issues of the newsletter for additional information and clarifications of procedures and policies. SBOA has also noted in the index for this quarterly newsletter the items that are (not) applicable to charter schools (see the “Related Information” section for a link to the newsletter and its index).

Items of note

Schools must bond their treasurers; Volume 149 of the *School Administrator* describes the procedures and details of this requirement. (See “Related Information” for more information.)

In accordance with a unified accounting system, the SBOA requires schools to use particular forms in their accounting systems and, if a school chooses to use computer generated forms in place of the prescribed forms, these forms must be approved by the SBOA for use. Part 9 of the public school accounting and compliance manual describes the forms approval process. See the “Related Information” section for a link to the relevant excerpt from Part 9 of the manual, examples of forms, and the use of software to generate the forms

Schools may elect to utilize school accounting software to manage their financial activities. See the “Related Information” section for a link to a list of potential accounting software vendors and their contact information. The first page of the document lists vendors that have been most used in Indiana. While schools do not need to receive SBOA approval for the software programs, they must receive approval for the forms that are generated by these programs.

Volume 152 of the *School Administrator* provides information on preparing for the SBOA audit (see “Related Information” for more information). The SBOA has a listserv that enables schools to receive the *School Administrator* and any other important information of which they should be aware. Schools should e-mail one of the SBOA representatives listed above in order to get on the listserv.

Related Information

Links to the following sample forms and information are available in the Outside Resources for Charter Schools section of the On-Line Guidebook to Charter School Resources at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> under “Related Information” for Section V Funding Information and Reporting Financial Information.

** School corporation ID and password are required to access forms and instructions from the IDOE website.*

Indiana Department of Education Report of Average Daily Membership (Form DOE-ME)

Form DOE-SR: Charter School Student Residence Report Form and Submission Instructions

Indiana State Student Services Manual

Indiana Department of Education Biannual Financial Report (Form 9) Sample Form, Data Layout and Table of Sections (June 2004)

Taxpayer Identification Number Request (Internal Revenue Form W-9)

Direct Deposit Authorization Form

Indiana Department of Education Textbook Reimbursement Claim Form

Indiana Department of Education Textbook Reimbursement Claim Form Applicable Instructions

Indiana Department of Education Full-Day Kindergarten Information and Notification of Intent to Participate Form

Indiana State Board of Accounts Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations

Indiana State Board of Accounts Accounting and Uniform Compliance Guidelines Manual for Extra-Curricular Accounts

Table of Contents for the Accounting and Uniform Compliance Guidelines Manual for Extra-Curricular Accounts

The School Administrator

(published by the Indiana State Board of Accounts)

Index to *The School Administrator*

(published by the Indiana State Board of Accounts)

The School Administrator, Volume 149, Page 3, “Faithful Performance of Duty Bonds”

(published by the Indiana State Board of Accounts)

Indiana State Board of Accounts Prescribed Forms, Taxes and General Information

The School Administrator, Volume 158, Page 5, “Spreadsheet Software Utilization to Generate Exact Replicas of Prescribed Forms”

(published by the Indiana State Board of Accounts)

The School Administrator, Volume 152, Page 5, “Audits”

(published by the Indiana State Board of Accounts)

VI. Serving At-Risk Students – Title I

Important Contact Information

Indiana Department of Education, Division of Compensatory Education

Hazel Beasley, Assistant Director, Fiscal
hbeasley@doe.state.in.us
 (317) 232-0595

Important Deadlines

Date*	Requirement	Applies to schools...			
		Opening this fall	Opening in the following fall or thereafter	Currently in first year of operation (or just completed)	Currently in second year of operation (or beyond)
Mid-March	Schools in operation during current school year: Submit poverty data (October count) to IDOE				√
Beginning of July	Schools in operation during previous school year: Submit application for upcoming school year with an interim expenditure report				√
Mid-September	Newly operating schools: Collect poverty data (i.e., number of students eligible for free or reduced lunch and school districts of residence) and submit to IDOE			√	
Beginning of October	Schools in operation during previous school year: Submit final expenditure reports for funds received during the previous school year				√

Date*	Requirement	Applies to schools...			
		Opening this fall	Opening in the following fall or thereafter	Currently in first year of operation (or just completed)	Currently in second year of operation (or beyond)
Mid-October	Newly operating schools: Complete Title I application after IDOE determines eligibility			√	
November-April	Amendments may not be submitted prior to Nov. 1 of the application year and should not be submitted later than April 1 of the application year.			√	√
11/15	Newly operating schools: Receive first payment			√	

*Note: The Indiana Department of Education (IDOE) will mail out a calendar of important Title I dates during the upcoming school year in August. All deadlines should be verified with the contact person with the Division of Compensatory Education each year.

What to Know and Expect

Use of Title I Funds

Title I funds should be used by eligible schools to fund learning opportunities for students who are below grade level that supplement the school’s regular instructional program. Title I funds should not be used in place of general tuition support dollars. Learning opportunities must be academic in nature. Examples may include (but are not limited to) tutoring; after-, before- and summer school programs; Jumpstart programs to prepare students for grades K-1; and school days that extend beyond 180 instructional days. Funds may also be used for research-based professional development opportunities for teachers and paraprofessionals involved with Title I learning opportunities. It is important to note that students who receive additional instructional support through the use of Title I funds do not necessarily have to be students who are eligible for free or reduced-price lunch – once a school has been deemed eligible to receive Title I funds, any child in the school performing below grade level can receive services through the use of Title I funds. Schools should consult with the IDOE’s Division of Compensatory Education for appropriate uses of Title I funds.

Title I Allocations

Title I allocations to school corporations are based on census poverty data. Since charter schools do not have a census poverty count because students are drawn from across census boundaries, the State must apply a multi-step formula to determine the school’s equivalent of census poverty and then generate the eligibility and allocations. Eligibility is determined by the number of

“formula children” in the charter school, i.e., the number of students eligible for free or reduced-price lunch in relation to the school’s overall census poverty data.

To be eligible for a Title I basic grant, at a minimum a charter school must have at least 10 “formula children” and the number of “formula children” must make up more than 2% of the student population (ages 5-17). A school is eligible for a targeted grant if the school has at least 10 “formula children” and the number of “formula children” make up more than 5% of the student population (ages 5-17). A school is eligible for a concentration grant if the number of “formula children” exceeds 6,500 or is 15% of the total student population. Once eligibility is determined, the charter school will draw Title I funds from each district in which “formula children” reside, and will receive the same amount per “formula child” as that particular district receives. Associates within the IDOE’s Division of Compensatory Education will walk each charter school through the formula once the school has determined its number of students eligible for free or reduced-price lunch and the districts in which the students reside.

Applying for Title I Funds

Once the IDOE determines the charter school’s allocation, it will help the school complete the Title I application, including helping to identify uses for the funds. Schools in operation during the previous school year submit the Title I application at the beginning of July, and schools in the first year of operation submit the application in the middle of October. In the application, the school will indicate what percentage of its allocation it would like to receive each month. Note that in August through October a school can only request up to 20% of its total allocation. Schools can carry over up to 15% of any unused Title I funds to the next school year, provided that 85% of the allocation has been expended. Schools must be careful about planning how to spend Title I funds over the course of the year.

Additional helpful information is available on the IDOE Division of Compensatory Education’s website. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section VI Serving At-Risk Students – Title I at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site.

Related Information

Links to the following information are available in the Outside Resources for Charter Schools section of the On-Line Guidebook to Charter School Resources at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> under “Related Information” for Section VI Serving At-Risk Students – Title I.

United States Department of Education Non-Regulatory Guidance: Allocations to Public Charter Schools Under Title I, Part A

United States Department of Education Non-Regulatory Guidance: The Impact of the New Title I Requirements on Charter Schools

Application for Title I funding

Title I Frequently Asked Questions

VII. Serving Students with Special Needs – Special Education

Important Contact Information

Indiana Department of Education, Division of Exceptional Learners

Hank Binder, Assistant Director
hbinder@doe.state.in.us
 (317) 233-2134

The Virtual Special Education Cooperative

Susan Albrecht, Director
 Teachers College, Room 722
 Ball State University
 Muncie, IN 47306
sfalbrecht@bsu.edu
 (765) 285-5707
 (765) 285-4280 fax

Important Deadlines

Date*	Requirement	Applies to schools...			
		Opening this fall	Opening in the following fall or thereafter	Currently in first year of operation (or just completed)	Currently in second year of operation (or beyond)
7/10	Maintenance of Fiscal Effort Form (to the VSEC)			√	√
7/15	Form DOE-SE-USEQ-6: Indiana Uniform Suspension/Expulsion Questionnaire – Division of Exceptional Learners			√	√
7/15	Form DOE-SE-UEXQ-13 Indiana Uniform Exiting Questionnaire			√	√

Date*	Requirement	Applies to schools...			
		Opening this fall	Opening in the following fall or thereafter	Currently in first year of operation (or just completed)	Currently in second year of operation (or beyond)
Beginning of September	Newly chartered schools: Submit special education estimates in order to begin receiving federal special education funds in September	√		√	
September	Total enrollment (ADM count), total special education count, free and reduced lunch count (to the VSEC)			√	√
10/1	Conduct special education child pre-count	√		√	√
12/1	Conduct special education child count	√		√	√
12/10	Form DOE-SE-UCCQ-1: Indiana Uniform Child Count Questionnaire – Special Education	√		√	√

*Dates may vary slightly from year to year. All dates should be verified with the contact person with the Division of Exceptional Learners each year.

What to Know and Expect

School Responsibilities

Charter schools, like all public schools, must accept all students, including those with disabilities. If a charter school enrolls a disabled student, the school must provide special education services to meet the needs of the student according to the child's Individualized Education Program (IEP). The school must also have a process in place to identify, refer and serve the special needs of students who were previously unidentified as needing special education services. State and federal requirements for serving students with disabilities are extremely complex and detailed. This section of the handbook only touches on some of the major requirements. Schools should seek further guidance on these issues from the state and legal counsel. As well, while the discussion in this handbook is related more to schools that have already been chartered or are already in operation, the planning for special education services should begin far in advance of this time, i.e. during the initial planning phase.

According to its website, the Indiana Department of Education’s (IDOE) Division of Exceptional Learners “...provides leadership and support for gifted and talented programs...and for students with disabilities from ages 3-21. The following disabilities are included: autism spectrum disorder, communication disorder, deaf-blindness, developmental delay, emotional disability, hearing impairment, learning disability, mental disability, multiple disabilities, orthopedic impairment, other health impairment, traumatic brain injury, and visual impairment. The Division ensures that Indiana is in compliance with the federal Individuals with Disabilities Education Act through monitoring of special education programs...provision of mediation and due process rights, and sound fiscal management.”

According to “Live Learn Work Play,” a special education guide published by the IDOE, Indiana’s special education rules collectively are called Article 7. See “Related Information” below for links to additional resources related to Article 7. As this guide explains, Article 7 encompasses the federal Individuals with Disabilities Education Act and other federal regulations. Article 7 describes how “...special education and related services are to be determined and provided by Indiana's public schools...[and] requires that each student with a disability between the ages of 3 and 21, enrolled in a public school, be provided with a *free appropriate public education*” (FAPE). (Note that while schools receive general tuition support for students until they receive a high school diploma, regardless of age, special education funding stops when students turn 22 years old.) See “Related Information” below for a link to an excellent layman’s guide to Article 7 (Live Learn Work Play).

As “Live Learn Work Play” describes, schools are required to provide special education services to any student identified for special education. The school must develop an IEP, which is developed, implemented and revised by the Case Conference Committee (CCC). All decisions about a child’s IEP must be made through the CCC. Article 7 outlines specific times when the CCC must meet; for example, the CCC must meet as soon as a child is suspected of having a disability (but that has not yet been identified), or when a child with an IEP enrolls in the charter school. The CCC should only meet at a time mutually agreed upon by the student’s parents and the school representative. *Decisions by the CCC, for example, to alter or implement the IEP, are made by the student’s parents and the school’s representative.*

Special education students must be assigned a Teacher of Record (TOR). As described in “Live Learn Work Play,” the TOR must be appropriately licensed in the student’s exceptionality area or, where state licensure is not available (for example, autism, traumatic brain injury, other health impairment), the teacher must be appropriately trained in the exceptionality area. Teachers of Record must be full-time employees and cannot be contracted for their services. Related services (supplemental services that are in addition to the student’s instructional program), may be provided by a contracted, licensed professional as necessary. The TOR does not necessarily have to be the individual providing the actual services. The Teacher of Service (TOS) is the one that actually provides the services, e.g. the regular classroom teacher. Among other responsibilities, the TOR works with the TOS and other personnel to ensure the IEP is being implemented correctly.

All public schools in Indiana are required to hire a full-time licensed director of special education to oversee the school's special education services. (Note: this individual may have other responsibilities in addition to serving as the director.) Charter schools, like school corporations, are also required to submit to the State a comprehensive special education plan (IC 20-1-6-15.1) that outlines how the school plans to meet the needs of special education students. The plan must be approved by the IDOE after a recommendation from the State Advisory Council on the Education of Children with Disabilities. The plan must also be reviewed annually by the charter school (or cooperative, if applicable). Subsequent approval of the comprehensive plan is required when the plan is substantively modified or if membership in the cooperative changes (if applicable). See the "Related Information" section below for a link to guidance on creating a comprehensive plan.

Cooperatives

Charter schools, like school corporations, may form a consortium of schools (or a "cooperative") to share a director of special education and other personnel as well as other special education-related costs (IC 20-35-5, 511 IAC 7-18-2c and d, IC 20-26-10, and IC 36-1-7) in an attempt to reach economies of scale while simultaneously effectively meeting the needs of the schools' students with disabilities. Each Cooperative determines how services and expenses will be allocated, based on the terms of the agreement under which the cooperative is formed.

Many of the charter schools currently operating in Indiana have entered into a Joint Services and Supply Agreement as members of The Virtual Special Education Cooperative (VSEC). The schools within the VSEC share a director of special education as well as TOR's. The Director works on behalf of all of the schools to ensure they are meeting the requirements of special education law, submitting necessary reports to the State and accessing all applicable special education funding. The structure, delivery, and supervision of day-to-day special education programs and services are the responsibility of each school. Each school employs Teachers of Record (TOR) for different disability licensure requirements. Schools may share TOR's to work with the Teachers of Service (TOS) of students with disabilities in other schools. (For example, if school Y has a student with an emotional disability, school X's teacher who is licensed to serve students with emotional disabilities can serve as the TOR for the student in school Y. The TOR in school Y has responsibility for that IEP and works with the student's regular teacher in school X to ensure the student's IEP is met.)

There are no fees for membership in the VSEC. Federal funds that are generated from the student count on Dec. 1 are passed through the IDOE to the VSEC directly. The organization of the VSEC is one of central budgetary authority. Services are provided out of that collective fund to each member school for services and support to include: administrative oversight (required for funding), data management, and contracted services (speech and language therapy, occupational therapy, physical therapy, psychological assessments, TOR services for students with vision or hearing impairments, specialized equipment for students with extenuating needs, such as augmentative communication device or adaptive technology, video conferencing equipment, and professional development training.)

Interested schools may contact the Director of the VSEC expressing their interest in joining. Specific questions regarding the VSEC should be directed to Susan Albrecht, the Director of the VSEC (contact information above). Additional information is available on the VSEC website at www.bsu.edu/teachers/ovsec.

To join the VSEC, a school must provide written assurances for the provision of special education services and sign the Joint Services and Supply Agreement with the other members of the VSEC. (See “Related Information” for a link to information about forming or joining a cooperative). The VSEC Director submits the agreement and a comprehensive special education plan (one plan for all of the schools, see “Related Information” for a link to a sample) to the State Advisory Board for approval. While the Division of Exceptional Learners does not mandate the contents of the joint services or inter-local agreement, the Division does have content criteria for the comprehensive plan that must be submitted and approved. Division staff is available to provide assistance to schools as they develop these documents.

Reporting and Funding

The director of special education is required to report data through an Integrated Electronic Management (IEM) system developed by the IDOE to manage special education data collection (the CODA Project). Hank Binder (contact information above) will work with new directors of special education to ensure they understand their reporting duties, including how to report using the IEM.

Most importantly, schools are required to conduct a special education child count on December 1 (see “Related Information”). (Note: A pre-count is conducted on October 1, which includes an initial special education child count and submission of a teacher roster. The teacher roster is sent to the IDOE’s Division of Professional Standards to verify teacher certification.) All other reporting requirements and funding sources regarding special education are tied to this December 1 count. The IDOE will send detailed information to the schools in mid-November regarding count procedures, important forms, submission instructions, etc.

For operating schools, state special education funds generated through this count will be distributed at the beginning of the next *calendar* year and represent the school’s allocation for the *current* school year. Operating schools are required to submit an application for federal funds on August 15 (see “Related Information” for more information). Federal funds, based on this application and the upcoming December 1 child count, are distributed in July of the next calendar year (i.e., the end of the school year in which the count was taken), and represent the school’s allocation for the *next* school year. See the “Related Information” for a link to information on the estimated amount of federal funding a school can expect to receive.

Note that the IDOE may ask new charter schools to submit an estimated child count during the summer before opening so that the schools may begin receiving federal special education funding at the beginning of the first school year as opposed to the end of the school year; funding will be re-adjusted once actual counts are collected in December. Funding is also based upon the school’s total enrollment and the number of enrolled students receiving free or reduced-price

lunch. Therefore, new schools who wish to receive their funding beginning in September will need to submit their estimated enrollment and free and reduced-price lunch count in August along with the special education child count estimate. (See Section VIII of this guidebook for information on collecting free and reduced-price lunch data.) Operating schools do not need to submit a separate estimate of enrollment for free and reduced-price lunch to the Division of Exceptional Learners – this Division will collect the enrollment information from data submitted to the Division of Educational Information Systems and the Division of School and Community Nutrition Programs.

Schools participating in a cooperative will submit their child counts through individual IEM systems directly to the Cooperative’s Director of Special Education in order to utilize one IEM system to submit information on behalf of all participating schools. After all of the necessary data is entered into the IEM system, the system automatically generates the reports that must be submitted on December 10.

Finally, IDOE will collect suspension/expulsion data for special education students (Form DOE-SE-USEQ-6) in mid-June. The data is collected by disability category as well as by race/ethnicity. All schools must complete and submit this information. The IDOE will send detailed instructions and information to the schools at the beginning of May.

Related Information

Links to the following sample forms and information are available in the Outside Resources for Charter Schools section of the On-Line Guidebook to Charter School Resources at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> under “Related Information” for Section VII Serving Students with Special Needs – Special Education.

“Primers on Special Education and Charter Schools: Compilation of Full Primer Set”
(published by the National Association of State Directors of Special Education, Inc.,)

“Charter Schools and the Education of Children with Disabilities”
(published by the Charter Friends National Network, May 2001)

Indiana State Board of Education, Special Education Rules, Title 511 Article 7, Rules 17 - 31

“Live Learn Work Play: A Guide to the Education of Students with Disabilities” (Companion Guide to Special Education Rules, Article 7)

Guidance in Developing a Comprehensive Plan for Delivery of Special Education and Related Services (cooperative and single school information)

The Virtual Special Education Cooperative Joint Services and Supply Agreement

The Virtual Special Education Cooperative Comprehensive Plan for the Delivery of Special Education and Related Services

Indiana Department of Education Form DOE-SE-UCCQ-1: Indiana Uniform Child Count Questionnaire – Special Education

Indiana Department of Education Memorandum, Instructions and Application to Apply for Federal Funding

Indiana Department of Education Special Education Funding Levels Memorandum and Guidance

Indiana Department of Education Form DOE-SE-USEQ-6: Indiana Uniform Suspension/Expulsion Questionnaire – Division of Exceptional Learners

VIII. Serving Limited English Proficient (LEP) Students

Important Contact Information

Indiana Department of Education, Division of Language Minority and Migrant Programs

Lauren Harvey, Assistant Director
lh Harvey@doe.state.in.us
(317) 232-0555

Important Deadlines

Date	Requirement	Applies to schools...			
		Opening this fall	Opening in the following fall or thereafter	Currently in first year of operation (or just completed)	Currently in second year of operation (or beyond)
March	DOE-LM: Language Minority & Immigrant Student Enrollment Report			√	√
End of August	Submit application for Title III federal funding			√	√

* Deadlines for these reports will vary slightly from year to year. All deadlines should be verified with the contact person from the Division of Language Minority and Migrant Programs each year.

What to Know and Expect

School Responsibilities

The Indiana Department of Education's (IDOE) Division of Language Minority and Migrant Programs has issued the following *guidelines* to help schools follow federal law for meeting the needs of students with limited English proficiency (LEP). For additional information about "Applying Federal Civil Rights Laws to Charter Schools: Educating Students Who Are Limited English Proficient," see the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section VIII Serving Limited English Proficient (LEP) Students at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the document. The guidelines below are based on federal law and supported by state law, and thus schools should use the information below strictly for reference and should consult with legal counsel if they are unsure of guidelines they are required to follow.

For a more complete description of the guidelines, see the “Related Information” below for a link to the “Division of Language Minority and Migrant Programs Guidelines to Satisfy Legal Requirements.” Included here is a summary of the most critical items listed in this document:

1. Administer a home language survey to all enrolled students.
2. Assess all students whose first language is other than English to determine English language proficiency – this assessment should be administered at the time of enrollment and again each year. (A link to information on State-approved assessments is provided in “Related Information.”)
3. Place students in the appropriate grade (age appropriate).
4. Provide English language development opportunities to allow the student to participate in the school’s core instructional program. (Note: the school can determine the appropriate language support program, e.g., English as a Second Language instruction, bilingual programs, tutoring, etc. – the use of a translator is not a form of support recommended by IDOE.) IDOE recommends that, at a minimum, a period of each day should be set aside for English language development and that mainstream teachers should make modifications to their instructional delivery and in-class assessments (e.g., quizzes) as necessary.
5. Make referrals to special education only after the student goes through a pre-referral process which includes assessment in the native and English languages to prove that a difficulty other than limited language proficiency exists.
6. Students should not be retained at a particular grade level solely based on level of language proficiency.
7. Provide instructional services through a licensed staff person – an aide should only provide instruction under the supervision of a licensed teacher.
8. Establish criteria to determine when students no longer require language services.
9. Communication with the home should be conducted in the native language if possible.
10. Maintain records (e.g., individual learning plan is recommended by IDOE) that include the English language proficiency level and the assessment used to determine the level, type/frequency of instructional services received, and other intervention strategies employed.

IDOE’s Division of Language Minority and Migrant Programs monitors schools through informal phone calls and visits. Schools receiving Title III federal funding (see below) undergo a more formalized monitoring process (e.g., submission of performance reports).

Funding and Reporting

Charter schools are eligible to receive Title III (Language Instruction for Limited English Proficient and Immigrant Students) federal funding through the IDOE. To be eligible, schools must meet a minimum requirement of the number of LEP students they enroll. For example, in the 2005-06 school year, a school had to have at least 42 LEP students enrolled to be eligible for Title III funding; the minimum requirement may vary each year. Schools may also submit a joint application together in order to meet the minimum enrollment requirements. For example, schools could form a consortium identifying one school as the fiscal agent responsible for receiving the funds from the State and distributing them to the other schools in the cooperative. In the 2005-06 school year, schools received \$239/LEP student. The rate of distribution, which varies from year to year, is based on the state's total Title III allocation and the number of students in need at eligible schools. Schools should apply for Title III funding in July and can expect to receive funds in the fall of the upcoming school year. All schools are also required to submit the DOE-LM: Language Minority & Immigrant Enrollment Report each spring. This count factors into the State's total Title III allocation, so it is imperative that *all* language minority and immigrant students are counted.

Additionally, schools automatically receive state funding through the Non-English Speaking Language Assistance Program based upon a current count of LEP students enrolled at the school (In 2005-06, the allocation was approximately \$21/LEP student.) Schools take a count of all enrolled language minority students and submit the Language Minority & Immigrant Enrollment Report (DOE-LM) online via the Student Test Number (STN) system. State LEP allocations are based upon this report, as are federal Title III funds. IDOE will send a reminder to schools earlier in the school year about the exact due date for this report (see "Related Information" for a link to a copy of the report). The state funding is distributed shortly after the DOE-LM report is submitted.

Related Information

Links to the following sample forms and information are available in the Outside Resources for Charter Schools section of the On-Line Guidebook to Charter School Resources at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> under "Related Information" for Section VIII Serving Limited English Proficient (LEP) Students.

Indiana Department of Education Division of Language Minority and Migrant Programs
Guidelines to Satisfy Legal Requirements

Indiana Department of Education Division of Language Minority and Migrant Programs Serving
Language Minority Students Informational Brochure

DOE-LM: Sample Language Minority & Immigrant Student Enrollment Form and Submission
Instructions

Title III: Language Instruction for Limited English Proficient and Immigrant Students Grant
Application and Related Information

Indiana Department of Education Memorandum regarding Documentation of Citizenship Status
of Enrolled Students

Sample Forms for ESL Individual Learning Plans

Checklist for the Referral and Evaluation of Language Minority Students for Special Education
Services

Additional Information regarding Meeting the Needs of English Language Learners in the
Mainstream Classroom, Including List of Additional Resources

IX. School Nutrition

Important Contact Information

Indiana Department of Education, Division of School and Community Nutrition Programs

Diane Rice, Education Consultant

drice@doe.state.in.us

(317) 232-0850

Important Deadlines

Date	Requirement	Applies to schools...			
		Opening this fall	Opening the following fall or thereafter	Currently in first year of operation (or just completed)	Currently in second year of operation (or beyond)
Due 6/20	Schools <u>already</u> on a Child Nutrition Program will automatically receive a contract for the next year by mid-May			√	√
Anytime	Schools <u>not already</u> on a Child Nutrition Program may call anytime to request a contract. To be eligible for reimbursement when school starts, allow one month prior to opening to get contract process completed.	√		√	√

What to Know and Expect

Schools are encouraged to frequently visit the Indiana Department of Education's (IDOE) Division of School and Community Nutrition Programs website for the latest information and resources. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section IX School Nutrition at

www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm for a link to the site.

Contract Information

The Division of School and Community Nutrition Programs offers several USDA Child Nutrition Programs for schools, including breakfast, lunch, milk, after-school snacks and summer food. New schools must request an information packet or contract for the upcoming school year. To participate in the programs, the school should determine how it will be providing food services – e.g., ready-made meals supplied by a vendor, or meals prepared on-site. In order to participate in the nutrition programs offered, all schools are required to sign a contract with the IDOE. Reimbursement for meals is not possible until the contract is signed by the IDOE, the Department of Administration, and the State Budget Agency. Please allow about 4 weeks for this process. Along with a new contract, the Division will provide guidance on completing additional forms and information online.

Determining Student Eligibility

Once a school submits the contract to the IDOE, it should then begin collecting free and reduced-price lunch eligibility information from families. ***It is important to remember that just because a family completes an eligibility form, it does not necessarily mean that they are eligible.*** Schools will need to go through the process of determining eligibility for each family who applies. Refer to the Eligibility Guidance for School Meals Manual for information on determining eligibility (see “Related Information” below). In addition, the Division of School and Community Nutrition Programs can assist schools in the process of determining eligibility.

Verification of Eligibility

Free and reduced applications are approved based upon the information provided on the applications. Verification is a second process that requires a minimum percentage of the approved applications on file to be verified with a pay stub or Food Stamp letter ‘proving’ the application to be correct. There is a report that must be completed annually as to the results of this verification process. This process is also detailed in the Eligibility Guidance Manual.

Accountability

All meals must be accounted for daily at the point of service by category (adult, paid student, free student, and reduced-price student) in such a way as to not overtly identify anyone as free or reduced-price. Also, there should be planned menus with production records to document that the meals meet the requirements for reimbursement.

Collecting Reimbursements

Reimbursement is not automatic. Schools must request reimbursement ONLY for ***eligible student meals served*** from the daily counts at the point of service through the monthly ‘claims’ process. After the calendar month is over, the school submits an online monthly claim for reimbursement for meals served to children. Schools must submit claims to the IDOE within 60 days of the end of the month; otherwise, they forfeit reimbursement for that month without a written explanation for the delay. There can be only one *one-time-exception* in a three year period.

Annual Financial Report

Schools on the National School Lunch Program must annually submit a financial report for food service income (School Lunch, School Breakfast, and Other Food [non-reimbursable items]) and expenses for July 1-June 30 each year. This report is submitted online and must be approved for the previous year before the October claim will be paid in the current year.

Schools are encouraged to frequently visit the Division's website for the latest information and resources. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section IX School Nutrition at www.indy.gov/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm for a link to the site.

Related Information

A link to the website is available in the Outside Resources for Charter Schools section of the On-Line Guidebook to Charter School Resources at www.indy.gov/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm under "Related Information" for Section IX School Nutrition.

Indiana Department of Education Division of School and Community Nutrition Programs –
School Nutrition Programs

The following information can be accessed at the Division's website:

- Average Attendance Factor (for the state)
- Benefit Forms and Letters for all programs, including Spanish versions
- Child Nutrition Program Instructions (Policies)
- Eligibility Guidance for School Meals Manual
- Income Eligibility Guidelines
- Meal Requirements for National School Lunch, School Breakfast
- Menu Planner for Healthy School Meals, 1998
- Rates of Reimbursement
- Review Information (what is expected of schools when their operations are reviewed)
- Snacks in After School Care Programs
- Staff Contacts
- Verification – letters and summary report

X. Health and Safety

Important Contact Information

Student Health

Indiana State Department of Health
Carol Briley, Immunization Director
Cbriley@isdh.in.gov
(317) 233-7010

Indiana State Department of Health
Kathy Newland, Coordinated School Health Program Director
knewland@isdh.in.gov
(317) 234-3345

Phyllis Lewis, MSN, Health Services Coordinator
plewis@doe.state.in.us
(317) 232-9142

Indiana Department of Education, Office of Student Services
Sue Henry, RN, BSN, Health Services Consultant
shenry@doe.state.in.us
(317) 232-9133

Indiana Department of Education, Office of Student Services
Gaylon Nettles, Director of Student Services, State Attendance Officer
gnettles@doe.state.in.us
(317) 232-9132

School Safety and Emergency Planning

Indiana Department of Education, Office of Student Services
Indiana School Safety Specialist Academy
Clarissa Snapp, Director
csnapp@doe.state.in.us
(317) 232-9111

Indiana Department of Education, Office of Student Services
Indiana School Safety Specialist Academy
David Woodward, Program Coordinator
dwoodwar@doe.state.in.us
(317) 232-6975
(317) 232-9140 fax

Indiana Department of Education, Division of School Traffic Safety and Emergency Planning
 Tobi Gummer, Administrative Assistant
tgummer@doe.state.in.us
 (317) 232-0890

Important Deadlines

Date	Requirement	Applies to schools...			
		Opening this fall	Opening in the following fall or thereafter	Currently in first year of operation (or just completed)	Currently in second year of operation (or beyond)
5/2	Submit Vision, Audiometric and Postural Screening Report following Indiana State Department of Health (ISDH) requirements to ISDH.			√	√
5/2	Submit School Corporation Vision, Audiometric and Postural Screening Report following Indiana Department of Education (IDOE) requirements to IDOE.			√	√
11/1	Submit Summary Reports on the Immunization Status of Students following ISDH requirements (grades K,1,6) to ISDH.			√	√

* Deadlines for these reports can vary slightly from year to year. All deadlines should be verified with the contact person from the ISDH and the contact person with the IDOE Office of Student Services each year.

What to Know and Expect

Student Immunizations

In accordance with IC 20-34-4-5, every child in the school must be immunized, and schools are required to maintain immunization records for each student. The immunization requirements, timelines, enrollment provisions, and reporting forms are found in the “School Reporting Information” section of the ISDH’s website. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section X Health and Safety at

<http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site. For questions regarding immunization requirements, schools can contact Carol Briley, ISDH, Immunizations Director (contact information above).

Per IC 20-34-4-2, each school shall notify each parent of a child who enrolls in the school that the child must be immunized and that the immunization is required for the child’s continued enrollment, attendance, or residence at the school. If a student does not meet the minimum requirements, schools can issue a waiver to the family that allows 20 days to have the student properly immunized. Refer to the above statute for guidance on actions if a child does not have the necessary immunizations by the first day of school or the child’s family objects to the immunizations for religious or health reasons, and see “Related Information” below for additional information. For questions and clarifications related to the enrollment and attendance of students who do not meet the minimum immunization requirements, please contact Gaylon Nettles, IDOE, State Attendance Officer (contact information above).

Schools enrolling students in grades K, 1 and/or 6 must complete a Summary Report on the Immunization Status of Students for each applicable grade and submit them to the ISDH. Refer to “Related Information” for a link to sample summary reports. Schools should receive information about these forms sometime in the fall. (Note: the ISDH will access school contact information from the IDOE database, so there is no need to contact the ISDH directly unless a school has specific questions.) Reports must be returned to the ISDH by November 1 each year.

A recent change in Indiana Code is applicable to those schools that serve high school students. IC 20-34-4-2 paragraph (f) states that "After June 30, 2005 every child in Indiana who enters grade 9 and grade 12 shall be immunized against hepatitis B. However, a child may not be prevented from enrolling in, attending, or graduating from high school for the sole reason that the child has not been immunized under this subsection. Beginning in the 2007-2008 school year, a high school is not required to notify each parent of a child enrolled to enter grade 9 of the immunization requirement in this subsection. The exceptions in sections 2 and 2.5 of this chapter apply to this subsection. This subsection expires July 1, 2008."

Additionally, the ISDH sends out a vaccine e-letter every Friday with important up-to-date immunization information and news. Schools can sign up to receive the newsletter by contacting Carol Briley (contact information above).

Note: Refer to Indiana Code 20-34-4-2, for information on the addition of the chicken pox vaccine to the list of immunizations students must have before entering kindergarten or first grade. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section X Health and Safety at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link.

Health Services

When schools are planning their health services, the IDOE recommends schools consider first and foremost whether the provisions are in the best interest of the health and safety of the students, and how it will best be able to address medical emergencies that occur (e.g., what will a school do in the event a child has an asthma attack?). While charter schools are not required to employ a full-time physician or nurse on staff, they must have provisions in place for meeting student health needs, including the administration of medications and responding to emergencies.

To provide for the day-to-day health needs of students, schools may elect to hire a nurse or contract with an outside health services agency (e.g., Marion County Health Department, local hospital). If a school elects to hire or contract with a nurse, the nurse must either be an RN or may be an LPN supervised by an RN. Per the Nurse Practice Act, it is very important that in the latter case the LPN and RN explicitly determine the scope of responsibilities for each and adhere to these responsibilities. The LPN cannot be listed as a school nurse, but as a licensed practical nurse due to licensure.

Medications to be administered must be available to students. An unlicensed staff member can be trained to carry out this responsibility on a daily basis, however, the training must be taught by a licensed health professional, and documentation of such training must be maintained on file. Laws and regulations also are in place regarding the transportation of medications to and from school, and the ability of students with a chronic disease or medical condition to self-administer medications. See IC 20-33-8-13 and IC 20-34-3-18 for specific guidelines and requirements.

Charter schools should contact the IDOE for additional guidance and assistance on providing day-to-day health needs and administering medications. Schools can also refer to State Board of Education rules online for helpful guidelines on meeting the health-related needs of their students. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section X Health and Safety at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link.

Health screenings

According to IC 20-34-3, schools must conduct vision, hearing and postural screenings on enrolled students. Screenings must be completed on students in mandated grades, transferring students, and those students suspected of having a vision, hearing or postural concern. Visit the IDOE website for additional information. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section X Health and Safety at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site. Schools are required to maintain detailed records for all three screenings in student files, and must submit a report to IDOE in June verifying the grades and student groups that were screened (see “Related Information” below for a link to a sample memo and forms). For questions regarding the health screenings’ reports for the IDOE, schools can contact Sue Henry, IDOE, Health Services Consultant (contact information above).

Schools must also submit screening forms to the ISDH by June 1 of each year. Visit the ISDH website to access the forms that must be completed. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section X Health and Safety at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site. For questions regarding ISDH screening forms, schools can contact Kathy Newland with the Indiana State Department of Health (contact information above).

School Safety and Emergency Preparedness Plans

Per the Charter Agreement, Indianapolis Charter Schools are required to develop, implement and maintain a school safety plan.

The school safety plan must include emergency preparedness plans for natural and manmade disasters. In addition, per the State’s special education rules (Article 7, see Section VI of this guidebook for more information), emergency preparedness plans should also include provisions for warning and evacuating students whose disabilities require special warning or evacuation procedures. The plans should also include the following:

- Appropriate warning systems;
- Posting of evacuation routes;
- Emergency preparedness instruction for staff and students;
- Steps that should be taken prior to a decision to evacuate the building or dismiss classes;
- Provisions to protect the safety and well being of staff, students and the public in case of:
 - Fire
 - Natural disasters such as tornado, flood or earthquake
 - Adverse weather conditions such as winter storms or extreme heat
 - Nuclear contamination such as power plant or transport vehicle spills
 - Exposure to chemicals, such as pesticides, industrial spills and contaminants, laboratory chemicals, and cleaning agents
 - Manmade occurrences, such as a student disturbance, weapon, weapon of mass destruction, contamination of the water or air supply, and hostage and kidnapping incidents;

- Plans to conduct tornado (shelter) preparedness drills at least twice during each semester or trimester; and
- Plans to conduct fire drills once a month, in accordance with the rules of the Fire Prevention and Building Safety Commission.

For additional guidance on the tornado and fire drills and for information on natural disasters, schools should visit the IDOE's website or contact Tobi Gummer at the IDOE (contact information above). For information on developing school safety plans and school safety & violence prevention information/resources, visit the IDOE's website, or contact Clarissa Snapp or David Woodward (contact information above). See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section X Health and Safety at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site.

The IDOE's website contains information about the School Safety Specialist Academy offered through the IDOE. Note that although charter schools are not required to participate in the academy, they may elect to do so. Information about the academy is available online. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section X Health and Safety at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site. "Basic training" for school safety specialists begins with two days of training in November. An online training is then completed between November and April. New school safety specialists are certified in April. Each fall and spring an "advanced training" conference is held for those school safety specialists who are already certified.

For guidance on developing emergency preparedness plans for manmade disasters, including a copy of the checklist for a safe and secure school environment, sample emergency preparedness plans, and other resources, go to the IDOE's website or contact Clarissa Snapp or David Woodward (contact information above). Schools should also contact Clarissa Snapp or David Woodward for guidance on developing safety plans, or go online. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section X Health and Safety at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site. Links to additional important resources recommended by IDOE are listed below under "Related Information."

The aforementioned website also has information about the school safety specialist academy offered through the IDOE (note that charter schools are not required to participate in the academy). A copy of the academy's brochure is available online. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section X Health and Safety at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site. A two-day orientation for the academy takes place in November with a one-day wrap-up the following April. The bulk of the training is completed on-line between November and April. School safety specialists may also participate in the Marion County Commission,

which is comprised of all of the county's school safety specialists. Schools can contact Clarissa Snapp or David Woodward for more information about the commission. Finally, the IDOE has a listserv for school safety specialists, and Clarissa Snapp or David Woodward can provide more information about this as well.

Note: Refer to House Enrolled Act 1620 for amendments related to teacher conduct and student safety. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section X Health and Safety at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link.

Related Information

Links to the following sample forms and information are available in the Outside Resources for Charter Schools section of the On-Line Guidebook to Charter School Resources at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> under "Related Information" for under Section X Health and Safety.

Indiana State Department of Health Minimum Immunization Requirements for School Entry

Indiana State Department of Health Quick Reference Guide: School Immunization Requirements

Indiana State Department of Health Frequently Asked Immunization Questions

Work Sheet for Determining the Immunization Status of Students

Summary Report on the Immunization Status of Students Enrolled in Kindergarten

Summary Report on the Immunization Status of Students Enrolled in Grade 1

Summary Report on the Immunization Status of Students Enrolled in Grade 6

Vision, Hearing, and Postural Screening Forms

Indiana Department of Education Memorandum regarding Reporting Form for Vision, Audiometric, and Postural Screening

Indiana School Corporation Screening Report

Indiana School Safety Specialist Academy

School Safety History and the Law

School Safety Programs, Resources, and Related Web Sites

Sample Emergency Preparedness Plans

XI. State Assessments and Annual Reporting

Important Contact Information

Indiana Department of Education, Division of School Assessment
 Wes Bruce, Director and Assistant Superintendent
wbruce@doe.state.in.us
 (317) 232-9050

Important Deadlines

Date	Requirement	Applies to schools...			
		Opening this fall	Opening in the following fall or thereafter	Currently in first year of operation (or just completed)	Currently in second year of operation (or beyond)
1/15-31	Publish Annual Performance Report				√
Beginning of September	Submit requested data to Indiana Department of Education (IDOE) for Annual Report			√	√
Begins 2 nd Monday after Labor Day (2 week period)	Administer ISTEP+			√	√

What to Know and Expect

ISTEP +

Per the federal No Child Left Behind legislation (NCLB), public schools, including charter schools, are required to implement state-approved English language arts and mathematics assessments annually in all grades 3-8 and once in grades 10-12 no later than 2005-06. Indiana offers the ISTEP+, the Indiana Statewide Testing for Educational Progress, as the state-approved annual assessment in English language arts and mathematics for all of the mandated grades. Currently, ISTEP+ assessments for English language arts and mathematics are required in every grade 3 through 10. Students in grades 5 and 7 will also take ISTEP+ science. Indiana will implement the science assessment that must be administered per NCLB in grade 9 no later than 2007-08. The ISTEP+ testing period always takes place for 2 full weeks beginning on the 2nd Monday after Labor Day. See the ISTEP+ website for the testing schedule through 2008-09.

See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section XI State Assessments and Annual Reporting at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site.

Additionally, high schools are required to administer the Graduation Qualifying Exam (GQE) to all students beginning in the fall of 10th grade. Students who do not pass the test in 10th grade will have the opportunity to retake the test in the fall and spring of their junior and senior years as well. See the ISTEP+ website for additional information as well as the schedule for administering the GQE.

Each school should identify an ISTEP+ test coordinator. As the central point of contact, this individual will receive a Test Coordinator Kit as well as all testing materials. The test coordinator is responsible for ensuring that the test is administered according to applicable rules and regulations as well as for notifying the IDOE in the event the school has a shortage of testing materials. The test coordinator will receive 2 packages of materials in August in anticipation of the September testing period: the first package will contain test coordinator manuals and instructions for ordering additional student testing materials; the second package will contain the actual student testing materials. The test coordinator should also go to the above website in order to sign up for the ISTEP+ listserv. During the last two weeks of August 2005 (August 23 – September 2), the Division of School Assessment (ISTEP+ office) will conduct a series of workshops across the state to prepare ISTEP+ test coordinators and schools for the upcoming assessments. At least one person from every school is required to attend.

In addition to assessments mandated by NCLB and Indiana state law, per the Charter agreement with the Mayor's Office, charter schools are also required to administer the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment yearly in the fall and spring to all students. See the Indianapolis Mayor's Office Accountability Handbook for additional information and guidance (refer to Section II of this guidebook for more information).

Annual Report

Charter schools are required to submit an annual report to the IDOE as well as to the Mayor's Office. Pursuant to the charter law, the annual report to the IDOE must contain the following information:

- (1) Results of all standardized testing, including ISTEP+ and GQE;
- (2) A description of the educational methods and teaching methods employed;
- (3) Daily attendance records;
- (4) Graduation statistics (if appropriate), including attainment of Core 40 and Academic Honors Diplomas;
- (5) Student enrollment data, including the following:
 - (A) The number of students enrolled;
 - (B) The number of students expelled; and
 - (C) The number of students who discontinued attendance at the charter school and the reasons for the discontinuation.

The Mayor's Office may also require additional annual report requirements, including some of the items listed below that are required for the annual performance report as well as other requirements that are currently under development.

The IDOE will send a memorandum and form listing the data schools must submit to satisfy the IDOE's Annual Report requirement, including the date by which this information must be submitted. While in 2003 this information was requested in June, it is possible this information may be requested at another time in future years. Schools should follow up directly with Kimb Stewart in the IDOE's Charter School Office for more information.

Annual Performance Report

Charter schools are required to publish an annual performance report between January 15 and January 31 (IC 20-20-8-3 as amended by House Enrolled Act 1120).

Refer to IC 20-20-8 for a complete list of items schools must publish in the annual performance report. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section XI State Assessments and Annual Reporting at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link.

The IDOE will compile and compute the data required for the performance report; to ensure consistency in the data across Indiana schools, schools *must* use the data the IDOE generates. The data will be generated through information the IDOE has collected from the schools throughout the school year, i.e., schools will not need to submit any additional information to the IDOE for the performance report. Rather, 6-8 weeks prior to the January time period in which schools are required to publish the performance report, the IDOE will electronically send schools the following information for the last 3 school years or for as many years as data is available for the charter school if less than 3 years (as schools are required to publish multi-year data).

- 1.) School level data:
 - c. Total expenditure per pupil, 3-year average
 - c. Average teacher salary
 - c. Percent of students in special education
 - c. Percent of students in gifted and talented education
 - c. Percent high school vocational education
 - c. Percent of students receiving free lunches/textbooks
 - c. Total ISTEP+ remediation funding
- 1.) Data for a high school:
 - c. Graduation rate
 - . Percent of graduates who have passed the GQE
 - . Percent of graduates granted waivers for the GQE
 - c. Grade 10 percent passing GQE math standard
 - c. Grade 10 percent passing GQE language arts standard
 - c. Advanced placement percent of students with average score ≥ 3

- a. Advanced placement percent of 11th and 12th graders tested
- a. SAT average score
- b. Percent of 12th graders taking SAT
- b. Percent academic honors diplomas
- b. Percent Core 40 diplomas
- b. Percent of graduates pursuing college education
- b. Attendance rate
- b. Number of suspensions
- b. Number of expulsions
- b. Number of expulsions or suspensions involving drugs, weapons or alcohol
- 1.) Data for a middle school:
 - b. Grade 6 percent passing ISTEP+ math standard
 - b. Grade 6 percent passing ISTEP+ language arts standard
 - b. Grade 8 percent passing ISTEP+ math standard
 - b. Grade 8 percent passing ISTEP+ language arts standard
 - b. Attendance rate
 - b. Number of suspensions
 - b. Number of expulsions
 - b. Number of expulsions or suspensions involving drugs, weapons or alcohol
- 1.) Data for an elementary school:
 - b. Grade 3 percent passing ISTEP+ math standard
 - b. Grade 3 percent passing ISTEP+ language arts standard
 - b. Number of students per teacher
 - b. Attendance rate
 - b. Number of suspensions
 - b. Number of expulsions
 - c. Number of expulsions or suspensions involving drugs, weapons or alcohol

If a school has any questions, concerns, or disputes with the data the IDOE has sent, the school should contact the IDOE as soon as possible. Additional information about this process will be included in a memorandum the IDOE sends to the schools when it sends the pertinent data.

While schools may only use data generated by IDOE, schools may determine their own format for publishing the information and have the flexibility to publish more than the basic information required by law. According to the IDOE, in past years some school corporations have elected to simply publish the information the IDOE sent, and other schools have elected to publish a tabloid insert in the newspaper which may include additional information such as, for example, community and business partnerships, a calendar for the upcoming school year, a narrative highlighting past accomplishments, programs and initiatives, and/or a financial report.

The annual performance report must be published in concert with the requirements specified in IC 5-3-1.

For additional information on publishing the annual performance report, visit the IDOE website for information on the submission of the 2004-05 annual performance reports in January 2006. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter

School Resources under Section XI State Assessments and Annual Reporting at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site.

XII. Facilities Preparation

Important Contact Information

City of Indianapolis

Department of Metropolitan Development
Steve Kerzan, Manager of Construction Inspections
skerzan@indygov.org
(317) 327-5550

Kirt Havlin, Zoning and Permitting
khavlin@indygov.org
(317) 327-5020

Scott Mason, City Building Inspector
dsmason@indygov.org
(317) 327-5550

Adam Holman, Building Code Information
aholman@indygov.org
(317) 327-5552

Department of Public Works
Michael Rogers
Mjrogers@indygov.org
(317) 327-4683

Indianapolis Fire Department
Captain Fred Pervine
P8043@Indygov.org
(317) 327-6006

Disabilities Coordinator
Juli Paini, Executive Assistant, Department of Public Works
jpaini@indygov.org
(317) 327-3798

Office of the Indiana State Fire Marshal

Director of Fire Code Enforcement
Richelle Wakefield
swakefield@dhs.in.gov
(317) 232-2228

Indiana State Department of Health

Dennis Ehlers
dehlers@isdh.in.gov
(317) 233-7588

Marion County Health Department

Suzanne Mouser
smouser@hhcorp.org
(317) 221-2262

Important Deadlines

Date	Requirement	Applies to schools...			
		Opening this fall	Opening in the following fall or thereafter	Currently in first year of operation (or just completed)	Currently in second year of operation (or beyond)
3/30	Prior Action: Acquire physical plant and submit documentation (Charter Prior Actions Section 1.1)	√			
6/1	Prior Action: Submit documentation that necessary steps are being taken to ensure all inspections are completed in a timely manner prior to opening (Charter Prior Actions Section 1.1)	√			
6/1	Prior Action: Submit documentation that all zoning, land use or other building-related permits have been obtained (Charter Prior Actions Section 1.1)	√			
7/15	Prior Action: Complete all facilities inspections (Charter Prior Actions Section 1.1)	√			

Date*	Requirements	Applies to schools...			
		Opening this fall	Opening in the following fall or thereafter	Currently in first year of operation (or just completed)	Currently in second year of operation (or beyond)
7/22	Prior Action: Submit documentation that facilities inspections are complete (Charter Prior Actions Section 1.1)	√			
30 days before school opening	Receive approval of physical plant (Charter Prior Actions Section 1.1)	√			
Before 9/1	Submit report of heating system inspection to State Fire Marshal			√	√

What to Know and Expect

Overview

Some of the steps charter schools will need to take to prepare their facilities will depend upon whether the facility will be a new construction or an existing building to be renovated. Before signing a lease or purchase agreement for the facility or land, the school should contact the city's Department of Metropolitan Development to determine for what purposes the facility or land are currently zoned, and what steps the school will need to take in order to get the facility re-zoned (if necessary) and/or what permits or variances will be needed to use the facility as a school.

The school should contact the following agencies *prior* to beginning any construction, renovation or demolition work on the facility: Indiana State Department of Health (ISDH) and Marion County Health Department (MCHD). It is advised that schools also contact the City Building Inspector (through the Department of Metropolitan Development), Office of the State Fire Marshal (OSFM) and the Indianapolis Fire Department (IFD) at this time in order to verify any inspections or steps that need to be taken in cooperation with these agencies.

As each school's facility situation will be unique, the following information is meant to be a guide to help schools get started in the facilities process. School organizers, however, should work in partnership with the various agencies discussed below along with the school's architect and/or construction manager to ensure all of the necessary steps are being taken to prepare the facility for the charter school.

City of Indianapolis, Department of Metropolitan Development

Schools should contact the Department of Metropolitan Development as soon as a site is identified to verify current zoning and options for re-zoning, variances and permits.

If the land on which the facility is located currently is not zoned for school purposes (e.g., a community center may not necessarily be converted to a school without a re-zoning or a variance if the zoning for the property on which the community center is located does not allow for school use), the process to re-zone or be granted a variance may take several weeks or months.

Additionally, schools may need to obtain storm water drainage, sewer construction, driveway/access and structural permits for the facility. Schools should contact Kirt Havlin (contact information above) immediately after identifying a facility or vacant land for information and assistance with zoning and land use. More information regarding zoning and land use is also available on-line. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section XII Facilities Preparation at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site.

The City of Indianapolis *does not* issue certificates of occupancy nor does it provide any written documentation during the inspections process. However, the city building inspector will still inspect the facility to ensure it meets all applicable code requirements. City inspections are done in partnership with IFD and the OSFM (see below for more information) to check/test the school's emergency life safety systems. The school should ensure that any inspections conducted with the local or state fire departments are also coordinated with the city building inspector. Contact the city building inspector, Scott Mason (contact info above), immediately after identifying a facility. More information about inspections is also available online. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section XII Facilities Preparation at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site.

Additionally, schools will be required to submit copies of the following prior to occupancy:

- Statement of Substantial Completion
- Design and Inspecting Professional Completion Cards
- Permit Obtainers (structural, electrical/HVAC and plumbing)
- Sprinkler Certification/Sprinkler Installer (NFPA 13)
- Alarm Certification/Alarm Installer (NFPA 72)

Schools should contact Kirt Havlin (contact information above) immediately after identifying a facility for information and assistance with permits. More information about permits is also available online. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section XII Facilities Preparation at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site.

City of Indianapolis, Department of Public Works

The Department of Public Works will be able to assist schools with issues about parking and traffic around the school including, for example, traffic signs, speed bumps, etc. Contact Michael Rogers (contact information above); he will direct the school to the right contacts in the Department of Public Works depending upon the school's needs.

Indianapolis Fire Department

IFD is the primary agency to conduct safety inspections for facilities in coordination with the city's Department of Metropolitan Development and the OSFM. In some instances, IFD will perform the inspection on behalf of the other 2 agencies. It is the school's responsibility, however, to notify the City Building Inspector and the OSFM of scheduled visits with IFD so these two agencies may also participate in the inspection visits if they choose to do so.

IFD will check/test the following emergency life systems (if applicable): emergency lighting, exiting systems, exit and emergency signage, elevator recall and fire department controls, smoke control and removal systems, fire suppression systems, and alarm and emergency communication and power systems. IFD will also check fire alarm and sprinkler system paperwork as well as the school's emergency/evacuation plans. IFD does not provide schools with any written documentation during the inspection process. After the school submits the required documents and IFD checks the emergency life safety systems, the school may be asked to make certain modifications to their facility. After the tests are completed and the school makes any required adjustments to the facility, the school should schedule a final walkthrough with IFD with all equipment and furniture in place. Schools should also notify Department of Metropolitan Development and the OSFM of the scheduled final walkthrough.

Contact with IFD should be made through Captain Fred Pervine (contact information above).

Office of the State Fire Marshal

The OSFM will conduct facility inspections in coordination with IFD and will approve a facility on the same basis as determined by IFD (see above for details). It is the school's responsibility to contact the OSFM at the same time IFD is contacted in order to facilitate coordination of the inspections.

If a charter school plans to locate in an existing school facility, the OSFM will likely require only 1 or 2 inspections prior to opening. However, if the school is building a facility or plans to renovate a non-school building, then OSFM (in partnership with IFD) will likely conduct several inspections throughout construction or renovation. **It is therefore imperative that schools contact the OSFM and IFD as soon as possible after a facility has been identified.** Like IFD, the OSFM does not provide any written documentation of approval. Schools should contact Richelle Wakefield (contact information above) to begin the facility approval process with the OSFM.

Additionally, schools are required to perform an annual test on their heating systems and submit such documentation to the OSFM. The report form (see “Related Information”) must be submitted to the OSFM before September 1 of each year. If the school has a fire alarm system and/or sprinkler system, each system is required to be inspected annually and the inspection report must be kept on-site for review by the inspectors for both OSFM and IFD. If a facility’s fire alarm system includes smoke detectors, the smoke detectors must be sensitivity tested every other year and that test documentation must be kept on-site for review by the inspectors from both OSFM and IFD. Fire drills shall be conducted monthly per Chapter 4 of the 2003 Indiana Fire Code and the drill reports must be kept on site for the inspectors as well.

Indiana State Department of Health

Schools should contact the ISDH for site approval *before* commencing any renovations or construction (including demolition) on the facility. ISDH can also approve a school’s site before the school formally acquires the site or before the construction plans are reviewed (see below).

After a school submits an Application for Construction Permit for School Facilities (see “Related Information”), the ISDH facility review and approval takes place in a 3-step process:

- *Preliminary Site Visit:* To receive a construction permit from ISDH, schools must undergo a preliminary site inspection by ISDH. The inspection should take approximately 30 minutes, and consists of a basic walk-through by ISDH. While school representatives do not have to be present for the inspection, it is advised that the school’s construction manager or architect be available in case ISDH notices any issues that need to be addressed.
- *Initial Plan Review:* Schools must submit their initial site plans and specifications for ISDH review. Schools may be asked to make certain modifications based on the site visit and plan review. ISDH will then send the school written authorization to move forward with construction or renovation.
- *Final Inspection:* Approximately 2 weeks prior to opening, the ISDH will conduct a final inspection on the facility; schools should contact ISDH to schedule this visit. If ISDH notices any issues with the facility, the school should correct any deficiencies and contact ISDH upon successful completion. ISDH will then send the school a letter of approval for the facility.

For more information, and to begin the site approval process, contact Dennis Ehlers (contact information above).

Marion County Health Department

Schools must contact the MCHD prior to any construction or renovation work related to food services. Note that MCHD has advised that schools may go ahead with certain construction or renovation prior to any approvals, such as to the floors, walls and ceilings, as it is likely these areas will be approved without issue. (See “Related Information” below for a link to a complete step-by-step description of the MCHD food services approval process.)

Schools must first submit a detailed, scale-drawn floor plan, a description of the food service equipment and plans for providing food services (i.e., prepare food on-site or transport prepared meals to the school). Schools should also submit the New Food Establishment Information form (see “Related Information”) along with the plans. Once MCHD reviews the plans, which takes about 2 weeks, it will mail a plan review to the school noting any changes or modifications that must be made. Schools may then begin work on their food services facilities. MCHD can also conduct a preliminary site inspection if requested by the school. It is recommended that schools request such an inspection to ensure the school has enough time prior to the final inspection and school opening to make any other modifications as necessary. MCHD will conduct a final inspection of the food services facility and provide the school with a signed narrative report. Schools should submit the food services license application and fee within 2 weeks after the final inspection.

MCHD has established specific criteria to which new food establishments, including schools, must adhere (see “Related Information”). Schools should also refer to “Licensing Requirements and Standards for Retail Food Establishments” online. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section XII Facilities Preparation at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site. For more information, and to begin the site approval process, contact Suzanne Mouser (contact information above).

Compliance with the Americans with Disabilities Act

The Americans with Disabilities Act (ADA) requires that educational programs, as well as physical facilities, be inclusive of persons with disabilities and accessible. While the ISDH includes a review for compliance with the ADA, schools should also conduct independent, detailed investigations to ensure full compliance with ADA.

Schools should contact Juli Paini, the Mayor’s disabilities coordinator, (contact information above) for assistance in complying with ADA. Juli may visit each new Mayor-sponsored charter school during the facilities construction/renovation phase to meet with school officials and the architect and/or construction manager and to tour the facilities. Juli’s visits are not regulatory in nature, nor will Juli provide legal advice. Instead, she will help schools think through appropriate measures to take with regards to ADA, and will serve as an “extra set of eyes” to help schools comply with the law.

In addition, school officials, in conjunction with the architect and/or construction manager, should complete the self-evaluation checklist in “Compliance with the Americans with Disabilities Act: A Self-Evaluation Guide for Public Elementary and Secondary Schools,” a publication of the United States Office for Civil Rights. Schools can contact the Mayor’s Office for a copy of this publication. Schools can also contact the Mayor’s Office for another excellent resource, “All Kids Count – Child Care and the Americans with Disabilities Act.” The United States Department of Justice also offers technical assistance with regard to compliance with the Americans with Disabilities Act. You can access the Department's Technical Assistance Line by calling 800-514-0301 (voice) or 800-514-0383 (TTY) or by visiting its website. See the Outside

Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section XII Facilities Preparation at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site.

Related Information

Links to the following sample forms and information are available in the Outside Resources for Charter Schools section of the On-Line Guidebook to Charter School Resources at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> under “Related Information” for Section XII Facilities Preparation.

Indiana Office of the State Fire Marshal Inspection Report

Indiana State Department of Health Application for Construction Permit for School Facilities

Marion County Health Department Concerns for Charter Schools

Marion County Health Department Steps for Obtaining a Food Establishment License

Marion County Health Department New Food Establishment Information Form

Marion County Health Department Criteria for Newly Constructed or Renovated Food Establishments

Marion County Health Department Licensing Requirements and Standards for Retail Food Establishments

XIII. Responsibilities of a Public Organization

Important Contact Information

City of Indianapolis, Office of the Mayor
Tavonna Harris Askew, Public Access Counselor
PAC@indygov.org
(317) 327-5827

Karen Davis
Indiana Public Access Counselor
(317) 233-9435

For link to the Indiana Public Access Counselor's website, see the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section XIII Responsibilities of a Public Organization at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm>.

What to Know and Expect

Indiana law provides that the public records and open meetings laws that apply to all public schools are applicable to charter schools. For additional information about public access refer to the Handbook on Indiana's Public Access Laws (see "Related Information" below). Schools are also encouraged to call the Mayor's Public Access Counselor, Tavonna Harris, with additional questions (contact information above).

Parental Access to Records and Disclosure of Student Records under Federal Law

Note: The information in this section was obtained through a report entitled "Legal Issues Involving the Educational Records of Students: Confidentiality Concerns and Disclosure" written by Kevin McDowell, General Counsel for the Indiana Department of Education.

Under the Family Educational Rights and IC 20-33-7, parents and students have full access to the student's educational records unless the school is provided with evidence specifically revoking or limiting these rights (e.g., court order, state statute or document related to divorce, separation or custody). Access must be provided within 45 days of the request. A release form or explanation cannot be required prior to gaining access, and the set fee of \$.04 per page can only be charged for copying (not accessing) the records if the fee does not prevent the parent or student from accessing the records.

Generally, before information can be released to the public or a third party that may personally identify a child (e.g., name, address, parent information, or personal characteristics) schools must obtain written parental consent. Consent should specify the records being disclosed, the purpose for the disclosure, and the party to whom the records are being disclosed. Parent consent is not needed in all cases, including, for example, to release records to:

- officials (including teachers) within the school;
- officials in a school in which the student is trying to enroll;
- the U.S. Comptroller General, U.S. Secretary of Education, or a state or local education agency for audits or program evaluations;
- state or local officials who have disclosure rights per state law;
- organizations conducting studies on behalf of the school for tests, student aid programs or instructional improvement;
- comply with a judicial order or subpoena (after making a reasonable attempt to notify the parent); or
- respond to a health or safety emergency.

Access to Public Records under Indiana Law

The Access to Public Records Act of Indiana states that “...it is the public policy of the state that all persons are entitled to full and complete information regarding the affairs of government and the official acts of those who represent them as public officials and employees. Providing persons with the information is an essential function of a representative government and an integral part of the routine duties of public officials and employees, whose duty it is to provide the information. This chapter shall be liberally construed to implement this policy and place the burden of proof for the nondisclosure of a public record on the public agency that would deny access to the record and not on the person seeking to inspect and copy the record.” (IC 5-14-3-1)

All records of a public agency, including writings, reports, maps, tape recordings and photographs, are public records and must be disclosed upon request, unless the record falls under an exception under the statute. A public agency must prove that the record falls under such an exception in order to withhold a particular record. An agency is only required to disclose existing records. Under the law, an agency is not required to create any record(s) in response to a request (but obviously may not destroy records in order to avoid disclosure either). Public records that are disclosable may be inspected and/or copied.

Some public records may not be disclosed under any circumstances:

- Federal or state law makes the records confidential, such as adoption or patient medical records
- Trade secrets
- Confidential financial information obtained upon request of an agency

Other public records may be disclosed at the discretion of the agency:

- Law enforcement investigatory records
- Advisory materials expressing opinions and used for decision-making
- School safety and security measures, plans and systems, including emergency preparedness plans

Certain personnel file information is required by law to be released upon request. *See IC 5-14-3-4(b)(8)*. Materials from a public employee’s personnel file required to be disclosed include basic information such as name, compensation, job title, business address and telephone number, job

description, and background. Indiana recently tightened what is required to be released regarding employee disciplinary records. *See IC 5-14-3-4(b)(8)*. Schools must disclose: “the factual basis for a disciplinary action in which final action has been taken and that resulted in the employee being suspended, demoted, or discharged.” For instance, if an employee received a letter of reprimand (without suspension or demotion) for a certain incident, under the new law, nothing would be required to be disclosed from the file, whereas previously, “information” about the incident would have been required to be released.

If a public record contains both disclosable and nondisclosable information, the public agency shall separate the material that may be disclosed and make it available for inspection or copying. This may be done by redacting, or marking out, the nondisclosable information.

Requests for inspection or copies may be made in person or by telephone (although an agency may require requests to be put into writing); a request may also be in writing. A request must identify with reasonable particularity the record(s) being requested. With few exceptions, no request may be denied because the person making the request refuses to state the purpose of the request. Prior to making a request, it is advisable to first contact the public agency to determine if a request form is required and/or if specific information is required to quickly locate the particular documents. It is also advisable to make any request in writing to document the particular request.

The law requires a public agency to respond to requests within a certain time. A public agency must respond to an oral request or a request made in person at the office within 24 hours. A public agency must respond to a written request received by mail or facsimile within 7 days of receipt. A “response” does not mean that the requested records must be produced in that timeframe. The agency must at a minimum acknowledge receipt of the request. The records, if disclosable, must then be produced within a reasonable period of time. If no response is given within the prescribed time period, the request is deemed to have been denied. An agency may also expressly deny the request. An in-person or telephone request may be denied orally or in writing. A written request must be denied in writing. Any written denial must provide the specific statutory reason/basis relied upon for nondisclosure and the name and title of the official responsible for the denial.

Public agencies may charge fees for copies. No fees may be charged for inspection. For example, for City-County offices, the City-County Council has set the copy fee at \$0.04 per page. For state offices, the uniform copying fee is \$0.10 per page. For non-standard materials such as maps, surveys and tapes, an agency may charge the actual cost of duplication, which may not include labor, overhead or search fees.

Note: these points are meant to be a general guide to Indiana’s Access to Public Records Act (IC 5-14-3). If a school has questions about disclosing public records, or if a school has been denied access to public records and is not sure whether the records are disclosable or nondisclosable, the school should check with its attorney, the Public Access Counselor for the State of Indiana, or the City-County Public Access Counselor (contact information for the state and city public access counselors is above). Each school’s circumstances, however, will be subject to the specific provisions of the Act. You may contact the Public Access Counselor for advice as to the

public access laws or for assistance in obtaining certain records from a public agency. For more information, go to the Indiana Public Access Counselor website. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section XIII Responsibilities of a Public Organization at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site.

The Open Door Law

The Open Door Law of Indiana states that "...the general assembly finds and declares that this state and its political subdivisions exist only to aid in the conduct of the business of the people of this state. It is the intent of this chapter that the official action of public agencies be conducted and taken openly, unless otherwise expressly provided by statute, in order that the people may be fully informed." IC 5-14-1.5-1.

All meetings of the majority of a governing body of a public agency, such as a council or board, are subject to the Open Door Law. All meetings must be open to the public unless the law expressly permits an executive session (private meeting not open to public). If the presiding officer of the governing body or the governing body appoints a committee, the meetings of the committee must be open to the public unless the law expressly permits an executive session.

In order to have an executive session, the meeting must fall into one of the recognized exceptions. The following are some of the general exceptions to the general rule of openness:

- Discussion of strategy regarding collective bargaining, litigation, or security systems
- Receive information about and interview prospective employees
- Discuss records classified as confidential by state or federal law
- Discuss job performance evaluation/discipline of individual employees

When an executive session is held, any vote on a motion, proposal, resolution or ordinance must be taken at a meeting open to the public. No secret ballots are ever permitted.

Notice of the date, time and location of any public meeting or executive session must be posted at least 48 hours in advance outside the principal office of the governing body or the meeting location. If a school does not have a facility yet, the notice should be posted at the school's current place of business and at the meeting site. Schools can also post the notice on the web (although this step is not required). The notice must also be sent to any media that have requested such notice by January 1 of that calendar year. This 48-hour period does not include Saturdays, Sundays or legal holidays. The notice for an executive session must state the meeting's subject matter by specific reference to the provision permitting the meeting to be held as an executive session under the Open Door Law.

Memoranda must be kept of each meeting. Generally, memoranda include the date, time and place of the meeting, members present or absent, the general substance of matters discussed or decided, and a record of votes taken, by individual if a roll call vote was taken. Memoranda must be made available for public inspection and copying within a reasonable period of time after the meeting. Minutes, if any, are to be open for public inspection and copying. The

requirements for maintaining minutes and memoranda are modified as to executive sessions. The memoranda and minutes of an executive session must identify the subject matter considered by specific reference to the provision permitting the meeting to be held as an executive session, and certify by statement in the memoranda and minutes of the governing body that no other subject matters were discussed in executive session.

The Open Door Law permits members of the public to attend, observe and record the business of a governing body—there is no “right to speak” provided in the law, but opportunities to speak may be provided at the discretion of the governing body. All meetings that are open to the public must be held in rooms/buildings that are accessible to persons with disabilities.

Refer to Senate Enrolled Act 169, an amendment regarding school bus drivers, for information about discussing school bus drivers under the Open Door Law is available online. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section XIII Responsibilities of a Public Organization at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link.

Note: these points are meant to be a general guide to Indiana’s Open Door Law (IC 5-14-1.5). If the school has any questions about its responsibilities under the Open Door Law, has been denied access to a public meeting, or is not sure whether a private meeting of a governing body may have been held in violation of the Open Door Law, the school should check with its attorney, the Public Access Counselor for the State of Indiana, or the City-County Public Access Counselor (public access counselor contact information above). Each school’s circumstances, however, will be subject to the specific provisions of the Law. The Public Access Counselor can advise you about the Open Door Law and assist you in dealing with a board, council, commission or agency. For additional information, go to the Indiana Public Access Counselor website. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section XIII Responsibilities of a Public Organization at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site.

Related Information

Links to the following information is available in the Outside Resources for Charter Schools section of the On-Line Guidebook to Charter School Resources at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> under “Related Information” for Section XIII Responsibilities of a Public Organization.

Handbook on Indiana’s Public Access Laws

XIV. Staffing and Governance

Important Contact Information

Teacher Licensing

Indiana Department of Education, Division of Professional Standards
Shawn Sriver, Director
101 W. Ohio Street, Suite 300
Indianapolis, IN 46204-1953
Mailing Address:
Room 229
Statehouse
Indianapolis, IN 46204-2798
(317) 232-9010
(866) 542-3672

State Retirement Funds

Teachers Retirement Fund
James Gray
jgray@trf.in.gov
(317) 233-0911

Public Employees Retirement Fund
Karen Vise
kvise@perf.in.gov
(317) 233-4149

Background Checks

Indianapolis Police Department
Theresa Bockbrader, Criminal Records Supervisor
B3499@indygov.org
(317) 327-3402

Indiana State Police
Inez Ford
(317) 234-2717

Important Deadlines

Date	Requirement	Applies to schools...			
		Opening this fall	Opening in the following fall or thereafter	Currently in first year of operation (or just completed)	Currently in second year of operation (or beyond)
August	Submit Enrollment Form for Charter Schools to Teachers Retirement Fund	√			
August	Submit Actuarial Survey to the Public Employee Retirement Fund	√			
90 days after Charter signing	Complete background checks on current board member	√			
14 days prior to appointing new board members	Complete background checks	√	√	√	√

What to Know and Expect

Requirements for Teachers

According to *draft* guidance issued in March 2003 for the federal No Child Left Behind (NCLB) legislation (see attached guidance in Section V of this guidebook), teachers of core academic subjects in charter schools must meet certain basic requirements: they must hold a four-year college degree and demonstrate competence in the core subject area in which they teach. (Core academic subjects include: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.) Beyond these requirements, the federal legislation defers to state charter law regarding certification requirements.

Per the Indiana charter law, an individual who teaches in a charter school (i.e. “teacher”) must either be licensed to teach in Indiana or be in the process of obtaining an instructional license through a transition to teaching program. Teachers who are not licensed in Indiana but wish to teach in a charter school must do one of the following to obtain a license:

- Teachers licensed out-of-state must contact the Division of Professional Standards to determine the applicability of their license in Indiana, and any additional steps they may need to take in order to be licensed to teach in the state. More information on teacher

licensing is available online. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section XIV Staffing and Governance at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site.

- This link will also provide additional information for teachers with out-of-state licenses. Unlicensed teachers in a charter school may obtain a license by completing a transition to teaching program that is approved by the Division of Professional Standards. Currently, Indiana does not recognize any out-of-state teacher preparation institutions or out-of-state on-line programs (e.g., University of Phoenix, an on-line program) for the transition to teaching program. While some out-of-state teacher licensure programs list Indiana on their websites as providing teacher preparation that meets Indiana requirements, the state itself may not recognize these programs. Likewise, it is possible that an in-state program may state that it meets the requirements of a transition to teaching program, but may not in fact be characterized as an actual transition to teaching program. **It is imperative that charter school administrators and their teachers verify with the Division of Professional Standards that the program in which the teacher plans to enroll is an approved one.** Unlicensed teachers must successfully complete the transition to teaching program within three years after they begin teaching in the charter school. More information about transition to teaching and a complete list of eligible transition to teaching programs and their admissions requirements is available online. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section XIV Staffing and Governance at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site.
- Some transition to teaching programs will require teachers to take the Praxis I and II as a condition of enrollment. More information on taking the Praxis is available online at the Educational Testing Service website. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section XIV Staffing and Governance at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site.

Emergency Permits

Unlicensed teachers must obtain an emergency permit from the Division of Professional Standards. To be eligible for recommendation for the emergency permit, a person must hold a minimum of a bachelor's degree and be eligible for admission to a teacher preparation program that is approved by the Division of Professional Standards. The recommendation for an emergency permit must come from the charter school leader (i.e., principal or equivalent). An emergency permit may be renewed two times for a maximum of three years total. The holder of the emergency permit must make yearly progress toward full licensing by enrolling in a program that is accredited by the Division of Professional Standards, by completing a minimum of six semester hours of coursework in an approved teacher education program, that lead to licensing or satisfying other requirements necessary to obtain full licensure. Information on emergency permits will be mailed to charter school administrators. In addition, this information is available on the Division of Professional Standards website. See the Outside Resources for Charter

Schools section of the On-line Guidebook to Charter School Resources under Section XIV Staffing and Governance at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site.

Beginning Teacher Internship Program/Indiana Mentoring and Assessment Program

As part of the overall process to redesign its teacher preparation and licensing system, the Beginning Teacher Internship Program (BTIP) is being phased out and replaced with the Indiana Mentoring and Assessment Program (IMAP). Enrollment requirements are the same for both programs. The following lists the classifications of teachers who must participate in IMAP: those who are employed in an Indiana public school, those who hold an Indiana Initial Practitioner License acquired after July 1, 2003, those who hold a reciprocal license acquired after July 1, 2004, those who hold an Indiana Standard License or Reciprocal License issued under Rules 46-47 with an internship requirement and have not completed BTIP (these teachers must complete only the first year of IMAP), those without two years of experience as licensed teachers in out-of-state accredited schools, and those who are employed as teachers for at least three clock hours per day in a content area listed on the Initial Practitioner License or an Indiana Standard License. IMAP is organized around Division of Professional Standards performance-based portfolio assessments with related building level support, and correspond to the content/developmental standards.

After receiving an Initial Practitioner License, the beginning teacher will participate in a two-year period of mentorship. The culmination of this mentorship period is the submission of a portfolio, which includes evidence regarding lesson planning, student work and assessment, and teaching. These data are collected from an entire unit or topic of instruction. The beginning teacher portfolio is uniquely designed to equip teachers for teaching practice by providing instruction and reflective inquiry that relates to learners. The portfolio focuses on teachers' abilities to effect growth within learners and calls upon their reasoning and judgment to link the success of the learner to their instructional practice.

Note: Schools are responsible for providing this program for beginning teachers.

Schools are encouraged to review the "Guide for Beginning Teachers." See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section XIV Staffing and Governance at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site.

More information regarding mentor teachers is available online at the Division of Professional Standards website. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section XIV Staffing and Governance at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site.

Note: Refer to House Enrolled Act 160 for amendments related to teacher conduct and student safety. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section XIV Staffing and Governance at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link.

Requirements for Paraprofessionals

According to the NCLB *draft* guidance, paid paraprofessionals who provide instructional support in charter schools receiving Title I funds must have at least a high school diploma or G.E.D. *and* meet one of the following guidelines:

- Completed at least 2 years in an institution of higher learning
 - Schools and paraprofessionals should contact the institution of higher learning to verify the completed coursework is the equivalent of 2 years of credits
- Possess at least an associate's degree
- Demonstrate subject matter competence through a formal assessment
 - Indiana has approved Para Pro as the assessment paraprofessionals may take to comply with NCLB –more information is available on-line at the Educational Testing Service website. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section XIV Staffing and Governance at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site.
 - Passing score on the Para Pro test for Indiana is 460.

These requirements only apply to *paid* paraprofessionals, and not to parent or other classroom volunteers. Paraprofessionals in new charter schools (i.e., in existence after January 2002) must meet these requirements immediately. More information on the requirements for paraprofessionals is available online. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section XIV Staffing and Governance at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site.

Board Members

Pursuant to each school's charter agreement with the Mayor's Office, new board members of a school are required to successfully complete background checks before they may be approved to serve on the charter school's board. Board members of schools elected before the school entered into a charter agreement with the Mayor's Office must also successfully complete background checks. In addition, board members of charter schools have an ongoing obligation to disclose any conflicts of interest they may have related to their board responsibilities.

Refer to Section 3.4 of the Charter for information about what is considered a conflict of interest. Schools should keep signed conflict of interest statements on file for each board member.

National, state, and local background checks must be completed on each board member to the fullest extent allowed by law. Pursuant to Section 3.2(b) of the Charter, schools must conduct background checks on currently appointed board members *within 90 days* after the charter agreement is signed. And, pursuant to Section 3.2(c) of the Charter, schools must conduct background checks *14 days prior* to approving any new board members.

Schools do not need to inform the Mayor’s Office of the results of the background checks. If, however, a charter school wishes to appoint or confirm a board member whose background check shows a conviction of any offense described in Section 20-26-5-11 of the Indiana Code or any theft, misappropriation of funds, embezzlement, misrepresentation or fraud, then the school must first obtain the charter schools director’s written approval to do so. Otherwise, individuals with convictions for the above offenses would be precluded from serving on the board. Schools must obtain signed consent from each board member prior to conducting the background checks. Signed consent forms and background check results should be maintained on file for each board member.

Conducting Background Checks

Pursuant to the charter agreement, schools must conduct, to the fullest extent permitted under applicable law, local, state, and national background checks on all current and prospective board members (Section 3.2 of the Charter), and local and state background checks on current and prospective employees of the school who have direct, ongoing contact with children within the scope of their employment (Section 8.4 of the Charter). In addition, schools must conduct, to the fullest extent permitted under applicable law, local and state background checks on employees of contractors or sub-contractors of the charter school who have direct, ongoing contact with children within the scope of their employment. Schools must obtain written consent in order to conduct these background checks.

Local checks

These checks are completed through the Indianapolis Police Department and cost \$10 per person. These checks take approximately 3 days to complete. Schools must submit payment and a request for limited criminal history for each individual on which a check is being performed (see “Related Information” for links to sample forms). The local check will provide detailed information on any arrests, convictions and sentences on record. For more information and assistance, contact Theresa Bockbrader (contact information above).

State checks

These checks can be completed through the Indiana State Police. A limited criminal history check, which typically costs \$7 and can be requested by the school on behalf of the individual, will be performed for free for school volunteers who have direct contact with children as well as for all employees who work at the school and board members. The limited criminal history will provide information about any arrests within the past year and any arrests with a conviction. Schools can request the limited criminal history check by completing the Request for Adult Criminal History Information (see “Related Information”). Limited criminal history checks may also be conducted online instead of submitting request forms to the state police. An annual \$50

subscription fee to Access Indiana will allow the school to conduct the checks online using the individual's date of birth and full name with middle initial. In order to be eligible for the \$7 fee exemption online, schools will need to submit a request for fee exemption to the State Police. More information on accessing limited criminal history information is available online. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section XIV Staffing and Governance at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site.

A full criminal history check requires fingerprints, costs \$10 and must be requested by the individual. This more comprehensive check will provide information about any arrests that have occurred regardless of conviction. Information about completing a full criminal history check is provided on the reverse side of the Request for Adult Criminal History Information form.

Neither the limited nor the full state criminal history checks provide detailed information as to the specific offenses for which an individual was arrested or convicted. The State will instead simply certify whether the individual has or has not been convicted of any offense listed under Section 20-26-5-11 of the Indiana Code (see "Related Information" for a link to the code). For more information on conducting and interpreting state checks, contact Inez Ford (contact information above).

National checks

These checks can also be completed through the Indiana State Police. National checks cost \$28 for a school volunteer and \$34 for an employee who works at the charter school, and take several weeks to complete. For more information on conducting national checks, contact Inez Ford (contact information above).

There are also some privately-run websites that do national background checks. The fees and depth of information varies from site to site.

Related Information

Links to the following information are available in the Outside Resources for Charter Schools section of the On-Line Guidebook to Charter School Resources at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> under "Related Information" for Section XIV Staffing and Governance.

Indiana Code 20-26-5-11 regarding Criminal History Checks

Indianapolis-Marion County Records Repository Request for Limited Criminal History through the Indianapolis Police Department CivicNet Site

Indiana Request for Adult Criminal History Information

“Charting a Clear Course: A Resource Guide for Building Successful Partnerships Between Charter Schools and School Management Organizations”
(published by the Charter Friends National Network, May 2001)

XV. Student Recruitment and Enrollment

Important Deadlines

Date	Requirement	Applies to schools...			
		Opening this fall	Opening in the following fall or thereafter	Currently in first year of operation (or just completed)	Currently in second year of operation (or beyond)
January-March	Submit documentation of recruiting and admissions/lottery process for upcoming school year to Mayor's Office (must be submitted 2 months prior to the lottery)	√		√	√

What to Know and Expect

Student Recruitment

Charter schools are open to all students, and it is therefore critical that they recruit families from all segments of the community. Particularly strong efforts must be made to reach those families traditionally less informed of their educational options. For example, schools targeting or expecting a significant proportion of students from families limited in English proficiency should provide school information and applications in multiple languages.

The Lottery

The Mayor's Office does not mandate the process schools should use to conduct the admissions lottery. At a minimum, however, according to the charter law, lotteries should be open to all students who submit a timely application and should give each student in a particular grade level an equal chance to enroll. The only preference that may be given is to siblings of enrolled students providing that seats are available in the applicable grade level; if a student is accepted through the lottery, all of the students' siblings who also are participating in the lottery may automatically receive admission as well, providing that seats are available in the applicable grade levels.

Schools are encouraged to rehearse the lottery proceedings prior to the official drawing in order to ensure the process runs smoothly and is as open and fair as possible. Strategies that schools have used in the past to conduct lotteries to ensure the process runs smoothly and is open and fair for all students include:

- Asking a reputable third party or firm to administer, monitor, or oversee the lottery to avoid conflicts of interest
- Inviting the media and families to attend the lottery to demonstrate the process is fair and open
- Reviewing the application and lottery procedures with the audience
- Sending parents their students' lottery numbers prior to the day of the lottery
- Publicly cross-checking the numbers assigned to student applications with the numbers on the cards to be drawn during the lottery (note: per FERPA, student names should not be used at any time during the public lottery)
- Noting siblings' lottery numbers on the cards so that siblings may be placed in appropriate grades (providing spaces are available) as soon as one sibling is selected in the lottery
- Displaying the results of the lottery as they occur on a board visible to the audience
- Taping the lottery proceedings

See the “Related Information” for a link to a sample description of the lottery process for one of the Mayor-sponsored charter schools.

Requesting Student Information from Parents

Once a student has submitted an application and has been enrolled in the school, the school should begin to collect pertinent information about the student in anticipation of a variety of reporting purposes as well as to determine how best to meet individual student needs. It is suggested that schools should ask parents, at a minimum, for the following information for every student that is *enrolling in* the school:

- Name
- Age (proof may be requested, but is not required – see below for more information)
- Home address
- School corporation of residence
 - Note: Schools should verify each student's school corporation of residence as parents may inadvertently report this information incorrectly. The school corporation in which the student attends school may not always be the school corporation of residence (e.g., in the case of students residing in desegregation zones). Schools may contact the City of Indianapolis' Department of Metropolitan Development for assistance in verifying students' school corporations of residence. (Contact Andy Swensen at (317) 327-5132 for more information about how the City can assist schools in this process). You can also use the Family Guide to Public Schools on the Mayor's Office website. At this site, you can enter the student's home address, and the correct school corporation will be provided to you.
- Special education status (if any)
- English language learner status (if any)
- Signed consent to release student records from the student's former school, including the release of any special education records
- Immunization records

- Documentation of eligibility for free/reduced-price lunch

(Note: Schools should be careful about what information they request from parents during the application stage. They should not ask for any information that could leave the impression that a student’s particular status would have an impact on his/her admission to the school, or that might discourage a student from applying, e.g., status regarding special education, limited English proficiency or free or reduced-priced lunch eligibility.)

For additional suggestions on what schools may ask for during the application and enrollment period, see the link to materials from operating Mayor-sponsored charter schools in the “Related Information” section.

According to the Indiana Department of Education’s Division of Language Minority and Migrant Programs, while it is important that schools collect all pertinent information about their students, **it is critical that schools are aware of information for which they *cannot* ask.** Schools cannot ask students or their families about their immigration status, or ask questions that could expose a student’s or family’s undocumented status. This also means that schools cannot require a social security card or green card as a condition of enrollment. Additionally, schools cannot share any information with other agencies that might expose a student’s or family’s undocumented status. A school may ask for a birth certificate as evidence of the student’s date of birth. If a birth certificate is not available, the family must be allowed to submit another form of evidence. If no documentation of age is available, the school must still enroll the child. For more information on educating children of undocumented immigrants, refer to the “Related Information.”

Additionally, refer to Senate Enrolled Act 186, an amendment related to student discipline, for information on the enrollment requirements for students expelled from charter schools. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section XV Student Recruitment and Enrollment at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link.

Age Requirements for Enrollment

According to IC 20-33-2, a child must be 5 years old by July prior to the start of the school year to officially enroll in a Kindergarten program. However, a school can enroll a younger child through an appeals process established by the school’s governing board allowing parents to submit an appeal to allow their under-age child to enroll. Charter school boards should formally adopt a procedure for parent appeals. Once this procedure is documented (i.e., as evidenced in board minutes), then schools are allowed to enroll students falling below the official age restriction. It is also important to note that enrolling an under-age child in kindergarten does not affect the child’s enrollment (or the school’s funding) when the child moves into first grade.

There is no maximum age limit for enrolling students.

For additional attendance-related information, schools should refer to the State Student Services Manual, available on-line. See the Outside Resources for Charter Schools section of the On-line Guidebook to Charter School Resources under Section XV Student Recruitment and Enrollment at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link to the site.

Accessing Student Records from the Sending School Corporation

As noted above, schools should ask parents to sign a release form to allow the charter school to access students' previous school records. The release form should specifically request both the student's general file as well as any special education records.

As parts of student files are often housed in different places within a school corporation, schools should contact both the district's central office as well as the student's former school to ensure all records for a student are received. This will help to ensure the charter school receives *all* files for its students. Contact information for all public schools and school corporations as well as for non-public schools can be found online. See the Related Information section of the On-line Guidebook to Charter School Resources under Section XV Student Recruitment and Enrollment at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> for a link. Contact information for school corporations located in Marion County is listed below.

MSD of Decatur Township
5275 Kentucky Ave
Indianapolis, IN 46221-9616
Phone: (317) 856-5265
Fax: (317) 856-2156

MSD of Pike Township
6901 Zionsville Rd
Indianapolis, IN 46268-2467
Phone: (317) 293-0393
Fax: (317) 297-7896

Franklin Township Comm. School Corp.
6141 S Franklin Rd
Indianapolis, IN 46259-1399
Phone: (317) 862-2411
Fax: (317) 862-7238

MSD of Warren Township
975 N. Post Rd.
Indianapolis, IN 46229-2032
Phone: (317) 869-4300
Fax: (317) 869-4399

MSD of Lawrence Township
7601 E 56th St
Indianapolis, IN 46226-1306
Phone: (317) 423-8357
Fax: (317) 543-3534

MSD of Washington Township
8550 Woodfield Crossing Blvd
Indianapolis, IN 46240-2478
Phone: (317) 845-9400
Fax: (317) 205-3362

MSD of Perry Township
6548 Orinoco Ave
Indianapolis, IN 46227-4820
Phone: (317) 789-3700
Fax: (317) 780-4224

MSD of Wayne Township
1220 S High School Rd
Indianapolis, IN 46241-3199
Phone: (317) 243-8251
Fax: (317) 243-5744

Beech Grove City Schools
5334 Hornet Ave

Beech Grove, IN 46107-2306
Phone: (317) 788-4481

Fax: (317) 782-4065
Indianapolis Public Schools
120 E Walnut St

Indianapolis, IN 46204-1389
Phone: (317) 226-4411
Fax: (317) 226-4936

School Town of Speedway
5335 W 25th St
Speedway, IN 46224-3905
Phone: (317) 244-0236
Fax: (317) 486-4843

Related Information

Links to the following sample forms and information are available in the Outside Resources for Charter Schools section of the On-Line Guidebook to Charter School Resources at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Starting/guidebook.htm> under “Related Information” for Section XV Student Recruitment and Enrollment.

Contact information for all public schools and school corporations as well as for non-public schools

Indiana Department of Education Memorandum regarding Documentation of Citizenship Status of Enrolled Students

21st Century Charter School Lottery Protocol

21st Century Charter School Sample Application and Enrollment Materials

Christel House Academy Sample Application

Charles A. Tindley Accelerated School Sample Application

XVI. Comprehensive Charter Contact Sheet

Background Checks

- Indianapolis Police Department
 - Theresa Bockbrader, Records Supervisor, B3499@indygov.org, (317) 327-3402
- Indiana State Police
 - Inez Ford, (317) 234-2717

City of Indianapolis

- Department of Metropolitan Development
 - Steve Kerzan, Manager of Construction Inspections, skerzan@indygov.org, (317) 327-5550
 - Adam Holman, Building Code Information, aholman@indygov.org, (317) 327-5552
 - Kirt Havlin, Zoning & Permitting, khavlin@indygov.org, (317) 327-5020
 - Scott Mason, City Building Inspector, dsmason@indygov.org, (317) 327-5550
- Department of Public Works
 - Michael Rogers, mjrogers@indygov.org, (317) 327-4683
- Indianapolis Fire Department
 - Captain Fred Pervine, P8043@indygov.org, (317) 327-6006
- Disabilities Coordinator
 - Juli Painsi, jpainsi@indygov.org, (317) 327-3798

Indiana Department of Education

- Charter School Consultant
 - Kimb Stewart, kstewart@doe.state.in.us, (317) 234-2137
- Special Assistant for Technology
 - Mike Huffman, mhuffman@doe.state.in.us or mhuffman@comcast.net (317) 232-6672
- Division of Educational Information Systems
 - Anne Brinson, Director, abrinson@doe.state.in.us, (317) 232-0807
 - EIS Information Line: (317) 232-0808
 - Data collection website: <http://www.doe.state.in.us/htmls/education.html>
- Office of Financial Management, Analysis, and Reporting
 - Debbie HineLine, Director, hineLine@doe.state.in.us, (317) 232-0840
- Division of Compensatory Education (Title I)
 - Hazel Beasley, Assistant Director, Fiscal, hbeasley@doe.state.in.us (317) 232-0595
- Division of Exceptional Learners
 - Hank Binder, Assistant Director, hbinder@doe.state.in.us, (317) 233-2134
- Division of Language Minority and Migrant Programs
 - Lauren Harvey, Assistant Director, lharvey@doe.state.in.us, (317) 232-0555
- Division of School and Community Nutrition Programs
 - Diane Rice, Education Consultant, drice@doe.state.in.us, (317) 232-0850

- Office of Student Services
 - Gaylon Nettles, Director of Student Services and State Attendance Officer, gnettlles@doe.state.in.us, (317) 232-9132
 - Sue Henry, Health Services Consultant, shenry@doe.state.in.us, (317) 232-9133
 - Phyllis Lewis, Health Services Coordinator, plewis@doe.state.in.us, (317) 232-9142
 - Clarissa Snapp, Director, Indiana School Safety Specialist Academy, csnapp@doe.state.in.us, (317) 232-9111
 - David Woodward, Program Coordinator, Indiana School Safety Specialist Academy, dwoodwar@doe.state.in.us, (317) 232-6975
- Division of School Traffic Safety and Emergency Planning
 - Tobi Gummer, Administrative Assistant, tgummer@doe.state.in.us, (317) 232-0890
- Division of School Assessment
 - Wes Bruce, Director and Assistant Superintendent, wbruce@doe.state.in.us, (317) 232-9050
- Division of Professional Standards
 - Shawn Sriver, Director, (317) 232-9010

Indiana State Department of Health

- Carol Briley, Immunization Director, cbriley@isdh.in.gov, (317) 233-7010
- Kathy Newland, Coordinated School Health Program Director, knewland@isdh.in.gov, (317) 234-3345
- Dennis Ehlers, dehlers@isdh.in.gov, (317) 233-7588

Indiana State Fire Marshal

- Richelle Wakefield, Director of Fire Code Enforcement, swakefield@dhs.in.gov, (317) 232-2228

Indianapolis Charter Schools, Office of the Mayor

<http://www.indygov.org/eGov/Mayor/Education/Charter/home.htm>

- Dan Roy, Director, droy@indygov.org, (317) 327-3165
- Nicole Wiltrout, Accountability Manager, nwiltrou@indygov.org, (317) 327-7458

Marion County Health Department

- Suzanne Mouser, smouser@hhcorp.org, (317) 221-2262

Open Door Law and Public Records Act

- Indiana Public Access Counselor
 - Karen Davis, www.in.gov/pac/, (317) 233-9435
- City of Indianapolis Public Access Counselor

- Tavonna Harris Askew, pac@indygov.org, (317) 327-5827

State Retirement Funds

- Teachers Retirement Fund
 - James Gray, jgray@trf.in.gov, (317) 233-0911
- Public Employees Retirement Fund
 - Karen Vise, kvise@perf.in.gov, (317) 233-4149

State Board of Accounts, School & Township, Accounting & Audits

- Chuck Nemeth, Supervisor, cnemeth@sboa.in.gov, (317) 232-2520
- Stan Mettler, Supervisor, smettler@sboa.in.gov, (317) 232-2520

The Virtual Special Education Cooperative

- Susan Albrecht, Director of Special Education, sfalbrecht@bsu.edu
(765) 285-5707