

Special Education Compliance Program Review Standards and Indicators



Missouri Department of Elementary and Secondary Education
Office of Special Education

Revised July 2014

Special Education Compliance Program Review Standards & Indicators

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Missouri Department of Elementary & Secondary Education

Mission Statement

The Department of Elementary and Secondary Education is a team of dedicated individuals working for the continuous improvement of education and services for all citizens. We believe that we can make a positive difference in the quality of life for all Missourians by providing exceptional service to students, educators, schools and citizens.

We provide leadership and promote excellence. We

- Champion high-quality public education
- Advocate equity for every learner
- Develop school leaders and other educational team members
- Establish standards that demand excellence and build a solid foundation for lifelong learning, workplace skills and citizenship
- Evaluate program and policy effectiveness
- Share best practices
- Carry out programs with the least administrative burden and cost
- Assist persons with disabilities by providing individualized support and services
- Create a caring workplace that fosters teamwork and personal and professional growth

We promise to greatly exceed customers' expectations. We

- Listen to those we serve in order to improve our operations and adapt to changing needs
- Forge partnerships to improve our services
- Value each employee's contribution to achieving this mission



Missouri's Vision for Special Education Services

We, the people of Missouri, believe that diversity enhances our culture; therefore, we commit our resources and efforts to accept, educate, and support all children and youth. All children and youth, being of diverse backgrounds and abilities, will have access to all learning activities with accommodations and supports to enable them to succeed. All children and youth are actively engaged in creating their own futures and are prepared for life as independent, informed, and empowered citizens; and, are embraced as vital, valued, and contributing members of their communities.

Therefore, we need inclusive communities and schools that:

- recognize that all children and youth can learn;
- commit to providing equitable opportunities for all children and youth;
- build on the individual strengths and abilities of each child and youth;
- collaborate for the benefit of all children and youth; and,
- recognize and involve families as full partners.

Special Education Compliance Program Review Standards & Indicators

PREFACE

The Compliance Section of the Division of Special Education supports the mission of the Department of Elementary and Secondary Education and the Vision of the Division of Special Education by providing leadership in establishing standards which promote improved outcomes for students with disabilities as well as consistency in the procedures public agencies implement for meeting compliance with state and federal regulations.

This standards and indicators manual represents the collaborative efforts of many dedicated individuals from across the state who have responsibilities for working with students with disabilities. As a result of these efforts and their willing cooperation, this manual provides a resource for special educators in their work of providing quality special education services to children with disabilities throughout the State of Missouri.

General Information for Use of this Manual

Codes and abbreviations used throughout manual:

| | |
|----------------|---|
| 300.: | Legal citations beginning with this number refer to 34 Code of Federal Regulations Part 300 |
| Agency: | Responsible public agency (i.e., local school district special school district, Charter School, State board Operated Program, or other public agency) |
| DESE: | Department of Elementary and Secondary Education |
| DFS: | Department of Family Services |
| DMH: | Department of Mental Health |
| DOC: | Department of Corrections |
| DYS: | Division of Youth Services |
| ECSE: | Early Childhood Special Education |
| EDGAR: | Education Department General Administrative Regulations |
| FAPE: | Free appropriate public education |
| FERPA: | Family Educational Rights and Privacy Act |
| GEPA: | General Education Provision Act |
| IDEA: | Individuals with Disabilities Education Act |
| IEP: | Individualized Education Program |
| LRE: | Least Restrictive Environment |
| NIMAC: | National Instructional Materials Accessibility Center |
| NIMAS: | National Instructional Materials Accessibility Standards |
| Part C: | The section of IDEA that provides for children with disabilities ages birth to three. |
| RSMo: | The Public School Laws of Missouri (Regulations of the State of Missouri) |
| RtI: | Response to Intervention |
| SP(): | The Missouri State Plan for Special Education and specific section number |

Additional information regarding the manual's format:

- A. This Manual is divided into two (2) main sections.
 - 1) Section I: State Performance Plan (SPP) Indicators
 - 2) Section II: Compliance Program Review Standards & Indicators
- B. Legal citations are found at the beginning of a section or throughout each document.
- C. Each document has a three-column format.
 - 1) The “Legal Requirements” column, on the left, states the requirement and cross-references each to the appropriate legal citation.
 - 2) The “Indicators” column, in the center, provides an explanation for meeting the legal requirement. In some cases, additional clarification or examples are provided. The format for this section is as follows:
 - a) Numbered items identify required components
 - b) Open round bullets provide additional information to clarify the requirement
 - 3) The “Documents” column provides examples for documentation of the required information. Information may not necessarily be found in all sources or limited to only those listed.