Special Education Compliance
Program Review Standards and Indicators

Missouri Department of Elementary and Secondary Education
Office of Special Education

Revised July 31, 2015

Special Education Compliance
Program Review Standards & Indicators

Table of Contents

DESE Mission Statement i
Special Education Vision ii
Preface iii
General Information for Use of this Manual iv
State Performance Plan (SPP) Indicators ..... Section I
Compliance Standards & Indicators ..... Section II

100 Administrator Checklist
200 Special Education Process
300 Discipline
400 Speech Implementer
500 Transfer In-State
550 Transfer Out-of-State
600 Eligibility Criteria: Autism
700 Eligibility Criteria: Deaf/Blind
800 Eligibility Criteria: Emotional Disturbance
900 Eligibility Criteria: Hearing Impairment/Deafness
1000 Eligibility Criteria: Intellectual Disability
1100 Eligibility Criteria: Multiple Disabilities
1200 Eligibility Criteria: Orthopedic Impairment
1300 Eligibility Criteria: Other Health Impairment
1400 Eligibility Criteria: Specific Learning Disability
1500 Eligibility Criteria: Language Impairment
1600 Eligibility Criteria: Sound System Disorder (Articulation and/or Phonology)
1700 Eligibility Criteria: Speech-Fluency
1800 Eligibility Criteria: Speech-Voice
1900 Eligibility Criteria: Traumatic Brain Injury
2000 Eligibility Criteria: Visual Impairment/Blindness
2100 Eligibility Criteria: Young Child with a Developmental Delay

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.