



OFFICE OF SPECIAL EDUCATION

Charter School Update: Special Education Compliance

September 26, 2013

Missouri Department
of Elementary and Secondary Education

The IDEA

Individuals with Disabilities

Education Act (IDEA)



Federal Regulations



Missouri State Plan
for Special Education



Standards and
Indicators Manual



Local Compliance Plans
and
Assurance Statements



Policies Related to Special Education

3

- ❑ Board approved Local Model Compliance Plan;
- ❑ Board policy for independent educational evaluation (IEE);
- ❑ Board policy for Extended School Year (ESY);
- ❑ Board policy for use of seclusion and restraint.



Key Compliance Topics for Charter Schools

- ❑ Compliance Tiered Monitoring
- ❑ Transfer student process
- ❑ Eligibility determination
- ❑ Reevaluation timelines

Don't Panic!

We are here to help you!



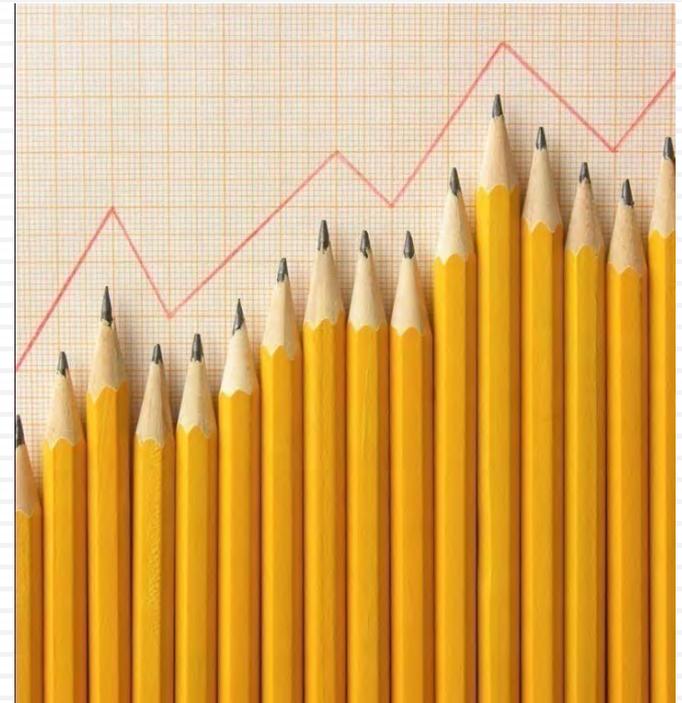
Compliance Tiered Monitoring

2013-14 School Year

Cohort 1 = Maintain/Retrain Year

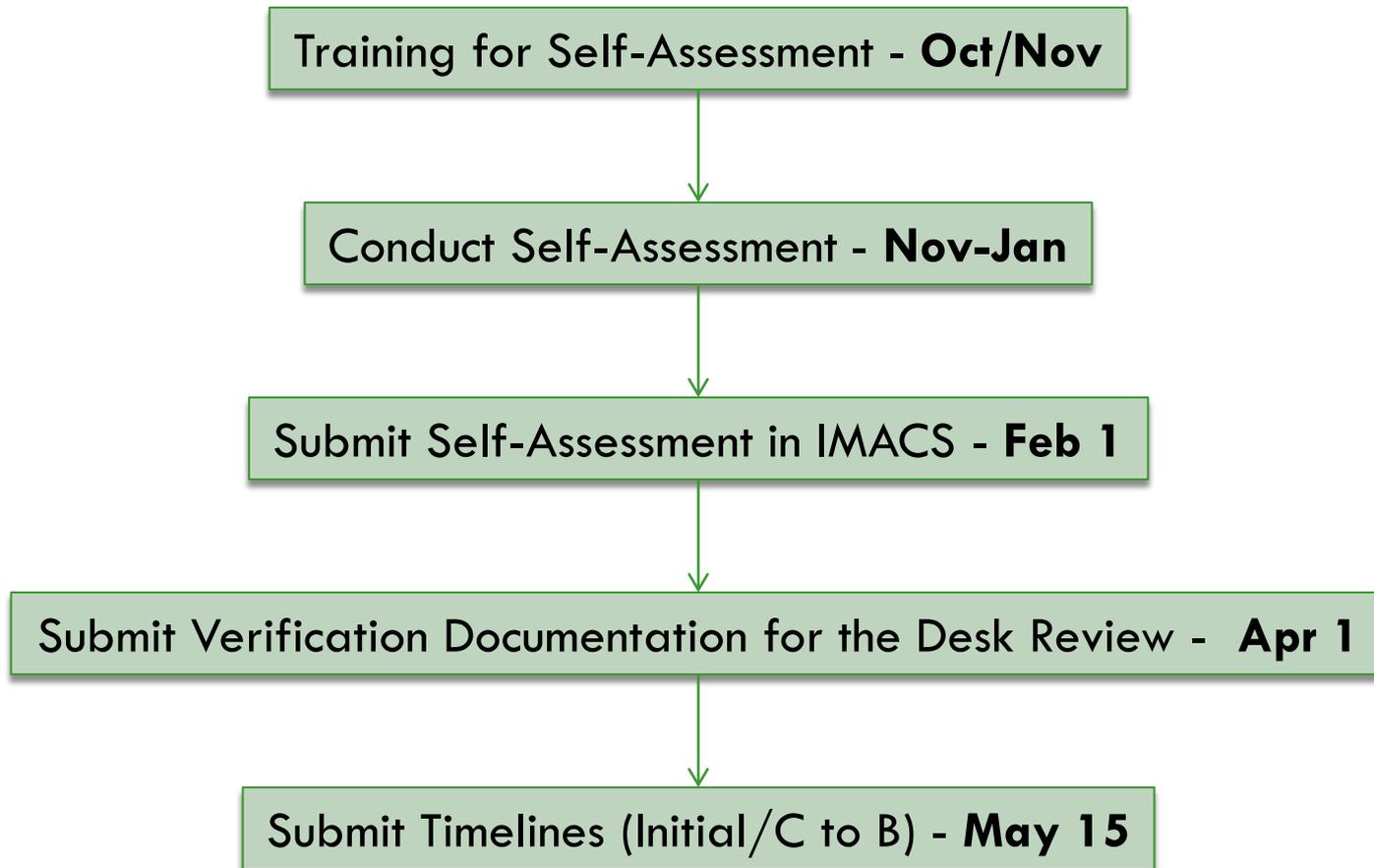
Cohort 2 = CAP Year

Cohort 3 = Self-Assessment Year



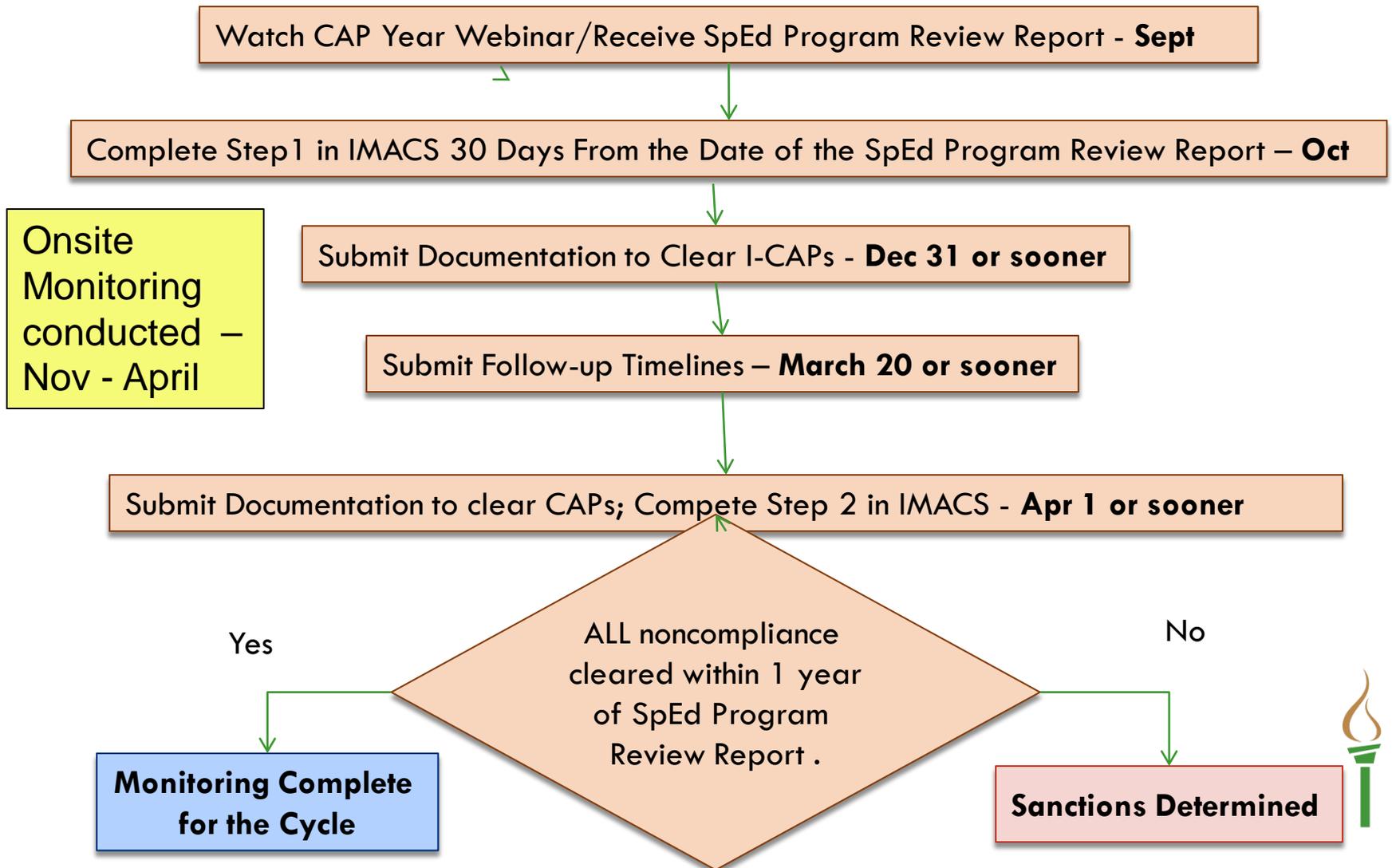
Self- Assessment (Year 1)

6



Corrective Action Plans (Year 2)

7



Maintain and Retrain (Year 3)

8

LEA is **IN** compliance - Identify areas needing retraining or improvement to maintain compliance.

Work with RPDC for targeted training.

Review, maintain, and/or establish policies, procedures and practices to ensure special education compliance.



Compliance Success at Charter Schools

9

- Three Charter Schools with 100% Compliance
(13% of Charters monitored)
- Four Charter Schools with less than five indicators OUT of compliance
(17% of Charters monitored)



Key Elements for Compliance Success

10

1. Sponsor provides resources to support special education compliance.
2. Relationship with Compliance Supervisor and RPDC Compliance Consultants.
3. Having special education staff and administrators trained in the special education process.



Key Elements for Compliance Success

Continued...

11

4. Having procedures and practices in place to implement the special education process at the Charter School.
5. Collaboration between administrators and special education staff.
6. Ongoing training and networking with other Charter School and public school special education administrators (LASE, MO-CASE, CEC conferences, MCPSA, Special Education Network Meetings., etc.).



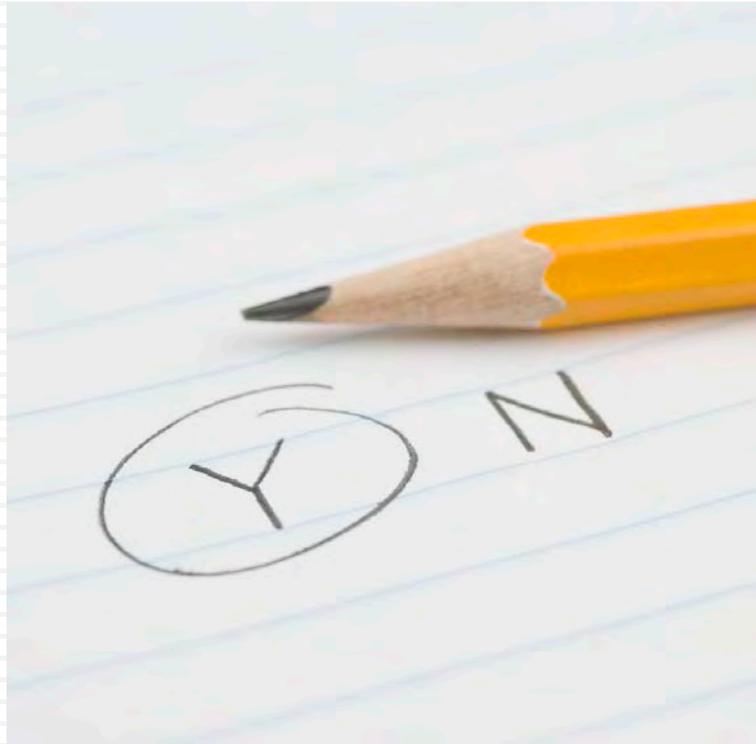
12

The Transfer Process



13

Evaluation and Eligibility Determinations



Exclusionary Statements

14

The disability is not the result of:

- A lack of appropriate instruction in math
- Limited English Proficiency
- A lack of appropriate instruction in reading including the essential components of reading

instruction which includes:

- Phonemic awareness
- Phonics
- Vocabulary development
- Reading fluency including oral reading skills
- Reading comprehension strategies



Notice of Action – Initial Services

Date Notice Provided: _____
mm/dd/yy

Method of Provision:
 Personally Presented
 Mailed

MO STATE SAMPLE
Student's Name _____
Parent/Guardian _____

<Insert District Information>
NOTICE OF ACTION
In accordance with Part B of the IDEA

Prior Written Notice must be given before our district takes certain actions.

The following is to describe the action(s) Proposed or Refused by our district.

<input type="checkbox"/> Initial evaluation	<input type="checkbox"/> Initial placement
<input type="checkbox"/> Reevaluation	<input type="checkbox"/> Change of placement
<input type="checkbox"/> Ineligibility for services	<input type="checkbox"/> Change of services
<input type="checkbox"/> Change in Eligibility	<input type="checkbox"/> Graduation with regular diploma
<input type="checkbox"/> Initial services	<input type="checkbox"/> Other: (Specify) _____

Explanation of Action: (The reason(s) for the proposal or refusal):

Options Considered and Why Rejected:

- Option(s) that was/were considered by the IEP team:
- The reason(s) why each option was rejected:

Basis for the Action: (A listing or attached description of each evaluation procedure, assessment, record, or report used as a basis for the action):



Reevaluation Timelines



Reevaluation

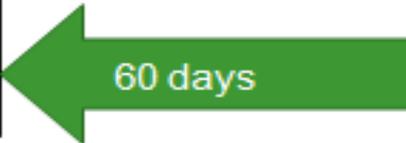
At least once every three years – **CANNOT** be extended

10/23/10 → 10/23/13

Conduct evaluation and determine continued eligibility

Notice of Action (proposed) for reevaluation

Timeline IF reevaluation with assessment



18

Contracting for Evaluations and Services

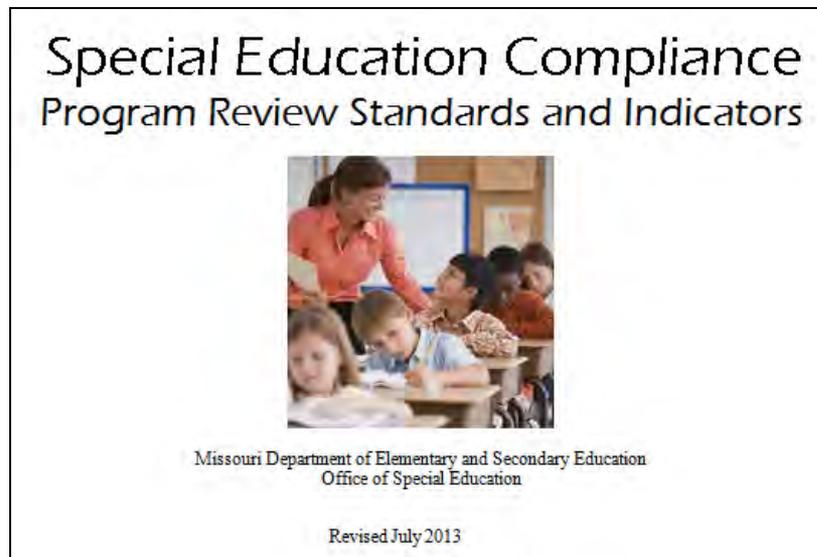


Contracting for Evaluations

19

Contractors **MUST** :

- Follow timelines.
- Write assessment results consistent with the Standards and Indicators.



Eligibility Determination Meeting

20

Contractor does NOT have authority to determine eligibility.



Contracting for SPED Services

21

- Charter School is **STILL** responsible for:
 - IEP being implemented as written.
 - The entire special education process.
- Be sure to **MONITOR** the contractor for compliance.



Remember when Contracting. . .

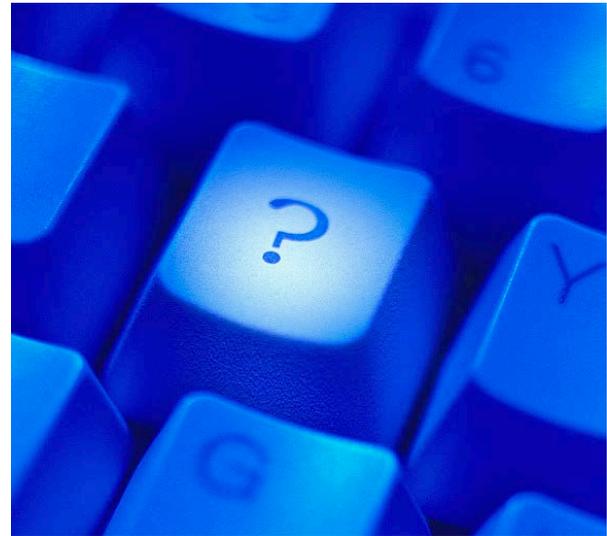
22

The Charter School is ultimately responsible
for the entire special education process
. . . NOT the contractor.



Questions...

23





Thank you for participating!

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