



# OFFICE OF SPECIAL EDUCATION

## *Charter School Update: Special Education Compliance*

September 25, 2014

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

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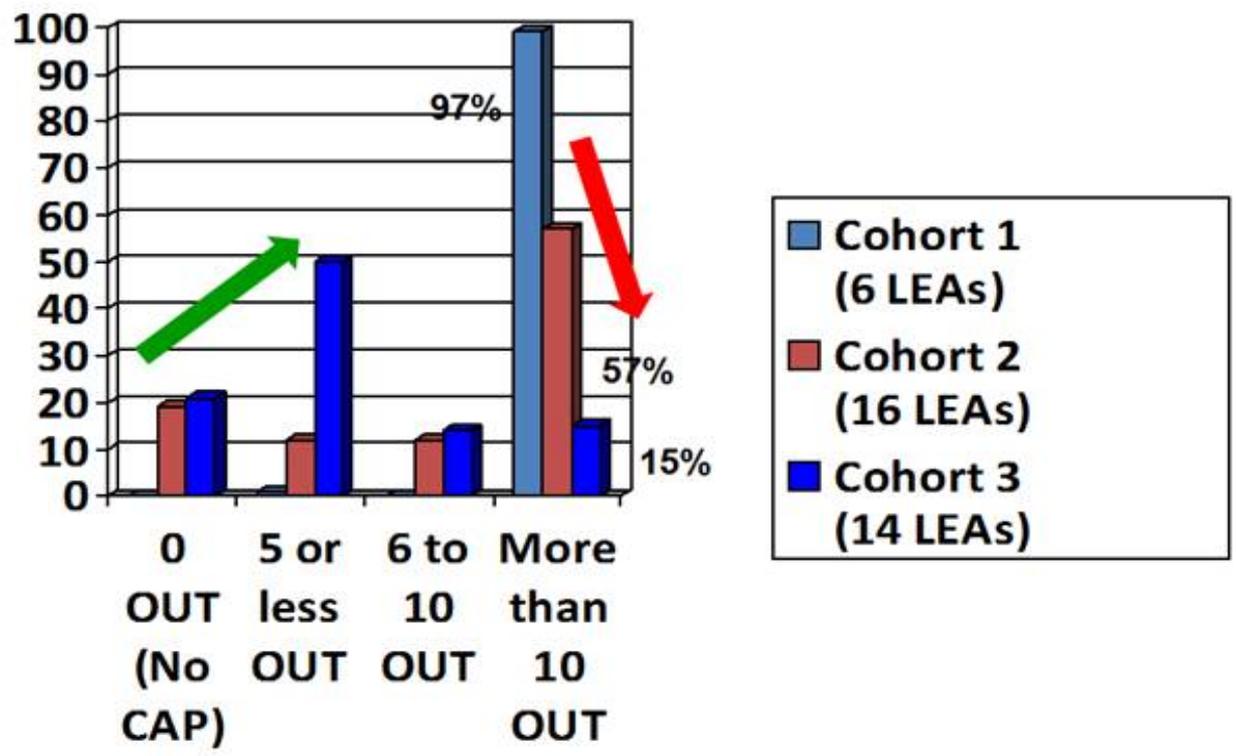
- ❑ Board approved Local Model Compliance Plan;
- ❑ Board policy for independent educational evaluation (IEE);
- ❑ Board policy for Extended School Year (ESY);
- ❑ Board policy for use of seclusion and restraint.



# Compliance Success at Charter Schools

## The POWER of ATTENTION to DATA

PERCENTAGE OF CHARTER SCHOOLS – COMPLIANCE OVER THREE YEARS



# Key Elements for Compliance Success

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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...

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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.).



# 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!



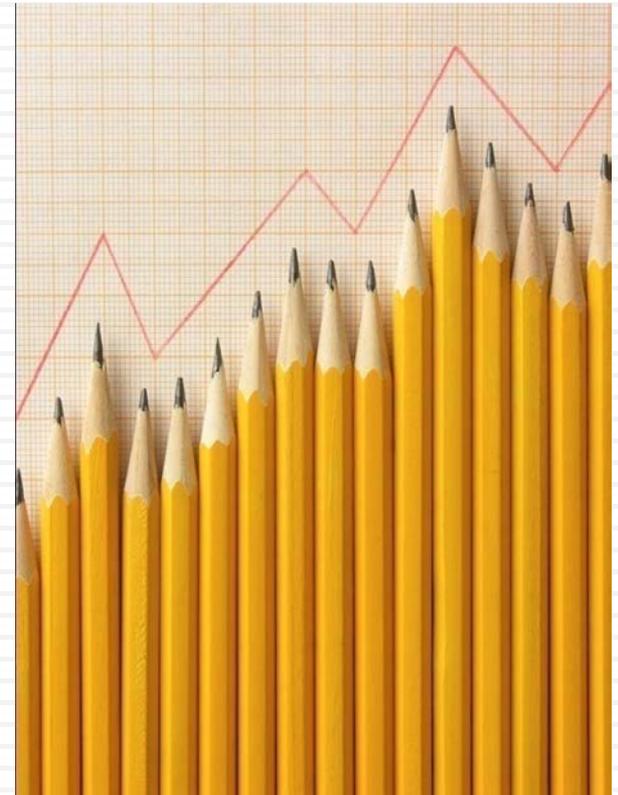
# Compliance Tiered Monitoring

## 2014-15 School Year

**Cohort 1 = Self-Assessment Year**

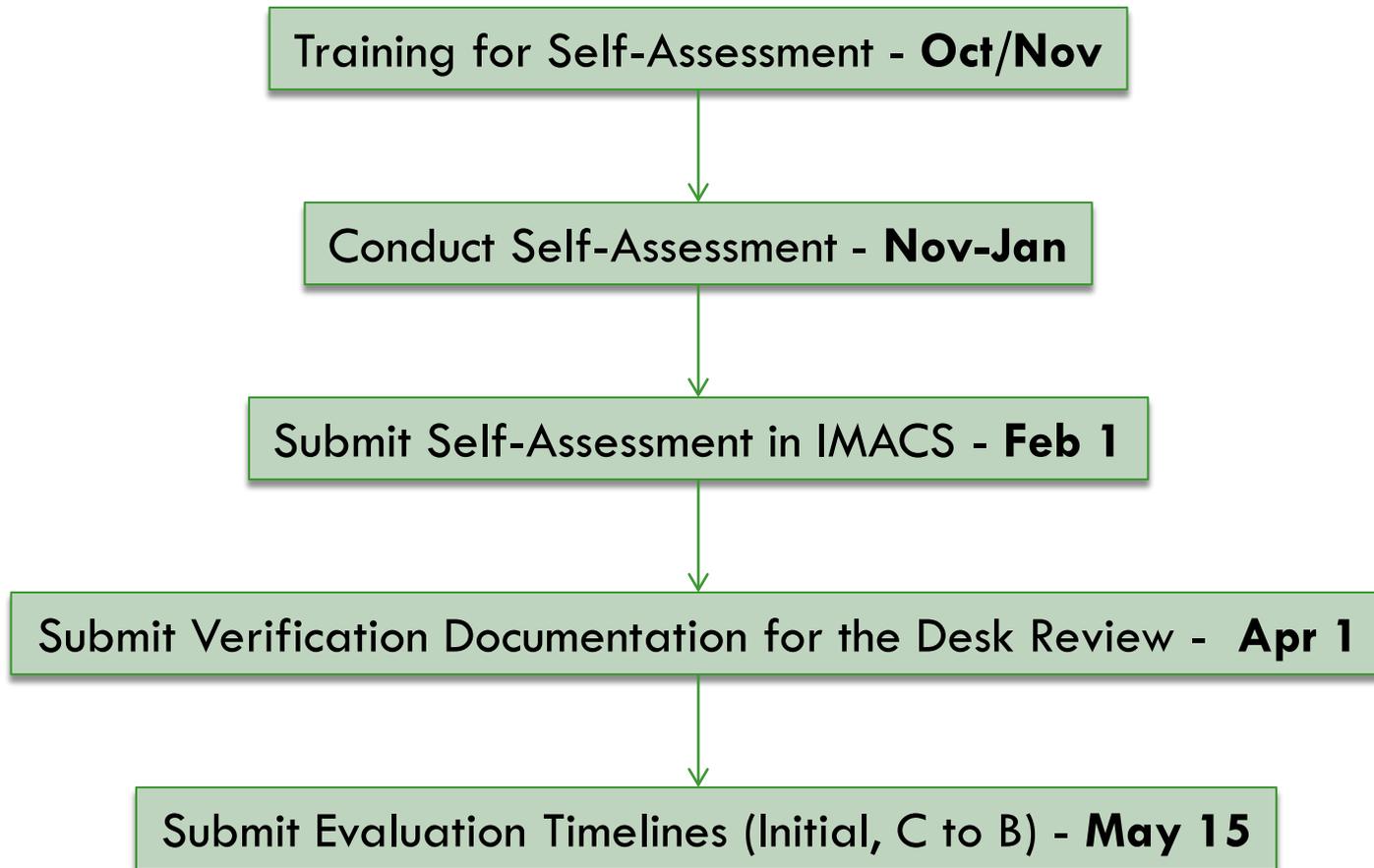
**Cohort 2 = Maintain/Retrain Year**

**Cohort 3 = Corrective Action Plan Year  
(CAP Year)**



# Self-Assessment Year

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# Corrective Action Plan Year (CAP)

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Watch CAP Year Webinar; Receive SpEd Program Review Report - **Sept**

Complete **Plan for Correction** in IMACS 30 Days From the Date of the SpEd Program Review Report – **Oct**

Onsite  
Monitoring  
conducted  
Nov - April

Submit Documentation to Clear I-CAPs - **Dec 31 or sooner**

Submit Follow-up Timelines – **March 20 or sooner**

Submit Documentation to Clear CAPs; Complete **Samples of Correction** in IMACS - **Apr 1 or sooner**

Yes

ALL noncompliance  
cleared within 1 year  
of SpEd Program  
Review Report Letter:

No

**Monitoring Complete  
for the Cycle**

**Sanctions Determined**



# Maintain and Retrain Year

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.



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# The Transfer Process



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## Initials and Reevaluations



# Exclusionary Statements

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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



# Individualized Education Program (IEP)

- ❑ Services Summary page
- ❑ Program Accommodations and Modifications page (Form F)



# Services Summary Page of the IEP

5. Services Summary					
	Amount	Frequency	Location	Begin Date*	End Date*
<b>Special Education <u>Services</u></b>					
Specialized Instruction in Written Expression	300 minutes	weekly	Resource/General Education	_____	_____
<b>Related <u>Services</u></b>					
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
<input type="checkbox"/> N/A	_____	_____	_____	_____	_____



# Services Summary Page of the IEP

5. Services Summary					
	Amount	Frequency	Location	Begin Date*	End Date*
<b>Special Education <u>Services</u></b>					
Specialized Instruction in Written Expression	300 minutes	weekly	Residential General Education	_____	_____
<b>Related <u>Services</u></b>					
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
<input type="checkbox"/> N/A	_____	_____	_____	_____	_____



# Services Summary Page of the IEP

5. Services Summary					
	Amount	Frequency	Location	Begin Date*	End Date*
<b>Special Education <u>Services</u></b>					
Specialized Instruction in Written Expression	150 minutes	Weekly	Special Education	_____	_____
Specialized Instruction in Written Expression	150 minutes	Weekly	General Education	_____	_____
<b><u>Related Services</u></b>					
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
<input type="checkbox"/> N/A					



# Program Accommodations and Modifications

Student Name \_\_\_\_\_ Date of IEP \_\_\_\_\_  
**Alternate Form F**  
 Indicate below the accommodation/modifications for the student to be used in general and/or special education and supports to be provided to school personnel.

Location											Modifications/Accommodations	Duration*					
All Areas	Language Arts	Mathematics	Science	Social Studies	Health	Fine Arts	PE/Athletics	Reading	Related Ser.	Other: **		Daily	Wed	Mon	Other	Beg. Date	End Date
											<b>1. Grading</b>						
<input type="checkbox"/>	Modify weight of course examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
<input type="checkbox"/>	Modify weight of course components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
<input type="checkbox"/>	Use weekly grade checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
											<b>2. Text</b>						
<input type="checkbox"/>	Audio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
<input type="checkbox"/>	Digital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
<input type="checkbox"/>	Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
<input type="checkbox"/>	Highlighted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												

\*\* Must describe "Other"

For LOCATION:	For FREQUENCY:



# Contracting for Evaluations and Services



# Contracting for Evaluations

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Contractors **MUST** :

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

## Special Education Compliance Program Review Standards and Indicators



Missouri Department of Elementary and Secondary Education  
Office of Special Education

Revised July 2014



# Eligibility Determination Meeting

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Contractor does NOT have the authority to determine eligibility.

Only the LEA and a group of qualified professionals, along with the parent of the child **have the authority** to determine if a child is eligible for special education and related services.



# Contracting for SPED Services

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- 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. . .

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



# Questions...

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**Thank you for participating!**

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