



## Special Education Data Report

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Name of School: \_\_\_\_\_

### Report Submission and School Information:

Data is based on the June 30, 2022 data submission to MDE and pertains to the 2021-22 school year.

Report Completed By: \_\_\_\_\_ Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Date Report Completed: \_\_\_\_\_ School's UIC: \_\_\_\_\_ ISD/RESA: \_\_\_\_\_

### School Administrator:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

### School Special Education Contact:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

### District Transition Coordinator:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

### District Representative at IEPT Meetings:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

### For more information, please contact:

Kathy Barker, KBarker@TheCenterForCharters.org

### Pupil Count Information

Total Number for Year

Number of students attending your school (all students)	
Special Education headcount	
Percent of total student population with IEPs	



## Special Education Data Report

### Reduced School Day

Total Number for Year

Number of students with an IEP that were placed on a reduced school day	
Number of students with an IEP placed on a reduced school day as a result of a physician's script/recommendation and IEPT decision	
Number of students placed on a reduced school day based on an IEPT decision	
Number of students placed on a reduced school day at the request of administration with no IEP decision	

### Special Education Transfer

Total Number for Year

Number of students with an IEP that transferred into your school	
Number of students with an IEP that transferred from your school to another school	
Number of students with an IEP that transferred and moved to the next instructional level (e.g. MS to HS) during this year	
Number of students with an IEP that transferred from your school to another school at the recommendation of district staff/administration	

### Pupil Drop Information (dropped from enrollment within your school)

Total Number for Year

Number of students with IEPs dropped following an actual or anticipated suspension/expulsion	
Number of students with IEPs dropped as a result of absenteeism	
Number of students with IEPs dropped and not picked up by another school	

### Exited Special Education

Total Number for Year

Number of students with an IEP that exited them from special education	
Number of students with an IEP that exited them from special education within one year of transferring into your school	
Number of students exited from special education at the request of the parent	
Number of students exited from special education at the request of administration/staff	
Number of students exited from special education because of no longer meeting eligibility criteria	
Number of students exited as result of graduation	



## Special Education Data Report

### Revocation of Special Education

Total Number for Year

Number of parents who revoked consent for special education services for their child	
» Number of parents reported above who revoked consent for special education at the recommendation of administration/staff	

### Primary Disability – Number of students with a Primary Disability identified as:

Total Number for Year

Autism Spectrum Disorder (ASD)	
Cognitive Impairment (CI)	
» Mild Cognitive Impairment (CI)	
» Moderate Cognitive Impairment (MoCI)	
» Severe Cognitive Impairment (SCI)	
Deaf-blindness (DB)	
Deaf/Hard of Hearing (DHH)	
Early Childhood developmental delay (ECDD)	
Emotional Impairment (EI)	
Specific Learning Disability (LD)	
Other Health Impairment (OHI)	
Physical Impairment (PI)	
Speech and Language Impaired (SLI)	
Severe Multiple Impairment (SX)	
Traumatic Brain Injury (TBI)	
Visual Impairment (VI)	

### Special Education Initial Evaluation Data

Total Number for Year

Number of Initial Special Education Referrals	
Number of Initial Special Education Referrals that resulted in evaluations	
Number of Initials found eligible for Special Education Services	
Number of Initials found not eligible for Special Education Services	
Number of students whose parent(s) rescinded consent for their child/student to be evaluated for special education eligibility	
Percent of Initial Evaluations completed within the required timelines	



## Special Education Data Report

### Special Education Additional or Re-evaluation Data

Total Number for Year

Number of Initial, Additional, and/or Re-evaluations completed	
» Number of evaluations reported above that were completed within the required timelines	

### Special Education Discipline Data

Total Number for Year

Number of students with IEPs suspended less than 10 cumulative school days	
Number of students with IEPs suspended for 10 or more cumulative days	
Number of students with IEPs who received a suspension for more than 10 consecutive days	
Number of students with IEPs expelled	
Number of students with IEPs placed into an Interim Alternative Placement due to "Special Factors" (Weapon, drugs, or serious bodily injury)	

Yes/No

Were FAPE services provided to all students beginning on the 11 <sup>th</sup> day of removal?	
» If no, explain:	
Were all procedural requirements followed consistent with MARSE/IDEA for each "Change in Placement" (Including: Notice requirements, Procedural Safeguards provided to parent, MDR, Provision of FAPE services beginning on the 11 <sup>th</sup> day of removal)?	
» If no, explain:	

### Special Education Restraint and Seclusion

Total Number for Year

Number of students with IEPs reported to have been restrained	
Range of restraint incidents for total students with IEPs; from least times of year to most (e.g. 1 to 4)	
Number of students with IEPs reported to have been placed in seclusion	
Range of seclusion incidents for total students with IEPs; from least to most (e.g. 1 to 4)	



## Special Education Data Report

### State and Federal Special Education-Related Complaints – Year-End Summary Data

	State Special Education Complaints (Reported in Catamaran)	Michigan Office of Civil Rights	Office of Civil Rights (OCR)
Number of complaints received			
Number resolved through an agreement			
Number dismissed by the agency			
Number in process/under investigation			
Number requiring corrective action			
Number of cases officially closed by the referenced agency			
	Yes/No	Yes/No	Yes/No
Were all corrective actions completed within required timelines?			
» If no, explain:			

### Special Education Programs and Services Staff and Contract Provider Information

The school must ensure a “continuum of alternative placements” is available, so each child with a disability may be educated in the least restrictive environment (LRE). In addition, the school must verify that service providers/teachers are fully licensed/endorsed consistent with state requirements and MARSE.

Types of Special Education Services and Program Options	Continuum of SE Services LRE Options		Employment Information				Credentials/Licensing Michigan/MARSE Requirements			
	Check all options currently available at your school	Check all options currently implemented at your school	Total Staffing Headcount	Total FTE for each service provider	Total FTE Employed by the school or management co.	Total FTE ISD employed	Total FTE Contracted/Purchased Services	Providers are fully credentialed	Credentials are on file	ISD provided contracted providers credentialed
								Yes/No	Yes/No	Yes/No

#### Ancillary/Itinerant Services:

Speech/Language Path									
School Social Worker									
Occupational Therapist									
Physical Therapist									
School Psychologist									
Assistive Technology									
Orientation & Mobility									
Other (specify)									



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	Yes/No	Yes/No						Yes/No	Yes/No	Yes/No

Teacher Consultant:										
EI										
LD										
CI										
ASD										
DHH										
VI										
POHI										
Other (specify)										

Special Education Programming:										
Gen Ed with Ancillary/Itinerant Support										
Itinerant Support										
Co-Teaching in Gen Ed (Collaborative Team Teaching with Gen Ed & Special Ed)										
Pull-out Resource Room										
Categorical Classroom (List type of program)										
Regional Categorical Programs										
Special Schools (Center based programs, regional programs)										
Home Based Instruction (not homebound/hospitalized)										
Homebound/Hospital Based Instruction										
Residential/Institution Instruction										

Paraprofessional (Para) Staffing:										
LRE Aide/Behavior Para (supports inclusion)										
Health Care Aide/Para										
SE Classroom Program Aide/Para (MARSE/ISD Plan)										
Act 18 ISD Funded Para										