



Special Education Data Report

2022-2023

Name of School: _____

Report Submission and School Information:

Please submit the completed report to the Center via Epicenter per the Master Calendar of Reporting Requirements.

December 15, 2022 Submission – Data is based on the school's fall count report and pertains to September –November 2022.

June 30, 2023 Submission – Data is based on the June 30, 2023 data submission to MDE and pertains to the 2022-23 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

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

Reduced School Day

	December Submission	June Submission
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		



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Special Education Transfer

	December Submission	June Submission
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)

	December Submission	June Submission
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

	December Submission	June Submission
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		

Revocation of Special Education

	December Submission	June Submission
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		



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

	December Submission	June Submission
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

	December Submission	June Submission
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		



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Special Education Additional or Re-evaluation Data

	December Submission	June Submission
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

	December Submission	June Submission
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)		

Answer Yes/No

Were FAPE services provided to all students beginning on the 11th day of removal?		
» December Submission — If no, explain:		
» June Submission — 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 11th day of removal)?		
» December Submission — If no, explain:		
» June Submission — If no, explain:		



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Special Education Restraint and Seclusion

	December Submission	June Submission
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)		

State and Federal Special Education-Related Complaints

	State Special Education Complaints (Reported in Catamaran)		Michigan Office of Civil Rights		Office of Civil Rights (OCR)	
	December Submission	June Submission	December Submission	June Submission	December Submission	June Submission
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						
	Answer Yes/No		Answer Yes/No		Answer Yes/No	
Were all corrective actions completed within required timelines?						
» December Submission — If no, explain:						
» June Submission — If no, explain:						



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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.

For the **December report submission**, please complete the chart below with data that reflects the school's fall count report (September – November).

For the **June report submission**, if changes are needed to the data provided below an addendum to this report will be required. A blank Staff and Contract Provider table is provided with this form for the school's use in submitting any revised year-end data.

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
	Answer Yes/No									

Ancillary/Itinerant Services:

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

Teacher Consultant:

EI										
LD										
CI										
ASD										
DHH										
VI										
POHI										
Other (specify)										



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	Answer Yes/No									

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										