

Preface: Organizational Profile

P. 1. a. (1) Bartholomew Special Education, located at 1200 Central avenue, Columbus, Indiana, provides a free appropriate public education to 1,571 students ranging from 3 through 21 years of age. Bartholomew Special Education student to teacher ratio is approximately 16:1 which includes elementary, middle school, and high school. Bartholomew Special Education provides services to students who qualify based on federal and state law (IDEIA and Title 511 Article 7, Rules 17-31) in one or more of the following areas:

Autism Spectrum Disorder	Language or speech impairment	Cognitive Disability
Deaf or hard of hearing	Orthopedic Impairment	Emotional Disability
Blind or Low Vision	Specific learning Disability	Multiple Disabilities
Developmental Delay	Other Health Impairment	Traumatic Brain Injury
Deaf-Blind		

Special education services are defined as specially designed instruction, at no cost to the parent, designed to meet the unique needs of a student eligible for special education and related services. Instructional services are provided in general education classrooms, self-contained classrooms, learning resource centers, homes, hospitals, institutions and other settings where appropriate. We operate on a four nine week grading period and extended school year services.

P. 1. a. (2) The district vision is provided by the local school board and central administration. The vision, updated yearly, is shown in Figure P.1, below:

Figure P.1 District Vision

BCSC is a world-class community learning system.

Bartholomew Special Education’s mission is in alignment with BCSC which “creates a process that achieves educational excellence for all through a commitment to:

- Individual Learner Success
- Professional Growth and Development
- Accountability
- Continuous Improvement

The end result of educational excellence is the mastery of skills, the acquisition of knowledge, and the ability to use technology so all learners are productive, responsible citizens, who lead meaningful, challenging lives.

Bartholomew Special Education has developed a vision statement (Figure P.2) that reflects our key stakeholder requirements. The vision was developed by the Continuous Improvement Council (CIC) and is reviewed annually. Bartholomew Special Education uses our vision to help align information gathering, staff development, strategic planning, process design and management, and our leadership system. Senior leadership, along with staff and the Parent Advisory Council, monitor the effectiveness of the desired outcomes described by the vision.

Figure P. 2 Bartholomew Special Services Vision

Special Education is a flexible system of leadership and support that mobilizes resources and services to enable schools, families, and community to assist children and young adults in experiencing success.

P.1. a. (3) Bartholomew Special Service’s staff profile is provided in Figure P.3.

Figure P.3 Bartholomew Special Services Faculty and Staff Profile

Functional Area	Number	Years at BCSC (Range)	Degree Types and Numbers
Administration	2	4-10.5	1Ed.D., 1 Master
Teachers	96	1-32	28.5 Bachelors, 59 Masters
Psychologist	4	2-27 yrs	1 Master, 2 Specialists, 1 Doctorates
Speech Therapist	13.6	1-28 yrs	All Masters
Teacher Assistants	119	1-29 yrs	NA
Secretarial Staff	4	6yrs-26yrs	2 Associates, 1 Bachelor, 2 High School
Physical Therapist	4	2- 12 yrs	1 Bachelor, 2 Masters
Occupational Therapist	6.4	1-11 yrs	1 Bachelors, 5 Masters

Our employee base is 99% Caucasian, <0% African-American, <1% Asian-American

P. 1. a. (4) Bartholomew Special Education staff members are provided up to date computers, email, voice mail, and internet access. All Students served by Bartholomew Consolidated School Corporation are afforded the same access and opportunities to the technologies available in all buildings throughout the corporation. Students with disabilities determined in need of assistive technology and or augmentative communication devices are provided appropriate technology used to increase, maintain, or improve the functional capabilities of the student with a disability. Bartholomew Special Education maintains a library of assistive technology hardware and software to be used by students and families along with professionals trained in assessing technology needs of students with disabilities.

P. 1. a. (5) Bartholomew Special Education is a division of the Bartholomew Consolidated School Corporation. As such, we must be aware of and adhere to Indiana regulations regarding safety, curriculum, staff certification requirements, hours of operation, accountability, and staff development (as examples). We are mandated to follow the Indiana Academic Standards and must administer the ISTEP+ or IMAST exam for grades 3, 4, 5, 6, 7, and 8 annually. End of Course Assessments are

administered in grades 9 and 10. We are also responsible to administer and report ISTAR reports to the Department of Education, Division of Special Education, for those students who the case conference committee determine ISTEP is not an appropriate assessment for, based on the Indiana Department of Education guidelines. We are also required to adhere to a number of federal laws and regulations such as Americans with Disabilities Act, Title I, Title IX, and all federal and state Special Education laws. Bartholomew Special Education provides physical and financial support to school districts located in our cooperative area outside of Bartholomew County (Brown County, Decatur County, Seymour, Greensburg). However, this report reflects the services provided for students within Bartholomew Consolidated School Corporation boundaries and the CIC responsibilities. Bartholomew Consolidated Schools serve all students in Bartholomew County with the exception of the Flatrock Hawcreek School Corporation located in the northeastern part of the county.

P. 1. b. (1) The age range of students served in special education is 3-21. Students may enter our Early Childhood program or kindergarten and exit after completing the 12th grade or upon their 22nd birthday if determined appropriate by the case conference committee. In the 2010-11 school year, Bartholomew Special Services had an enrollment of 1,571 students ranging from the age of 3 to 21 in all disability categories. Student enrollment of each program level is as follows along with the number of students in each disability category.

High School 421	Middle School 227	Elementary 778	Early Childhood 145
Cognitive Disabilities 173	Language or speech impairment 396	Developmental Delay 49	
Emotional Disability 94	Deaf or hard of hearing 28	Blind or low vision 6	
Orthopedic Impairment 17	Autism Spectrum Disorder 104	Other Health Impairment 69	
Traumatic Brain Injury 7	Specific Learning Disability 618	Multiple Handicap 10	

Bartholomew Special Education student to staff ratio for the elementary schools is approximately 14:1, middle schools have an 18:1 student to staff ratio, and the high schools have a 20:1 student to staff ratio.

Stakeholders include our students, their parents and family members, staff, other schools in our district, the local community (citizens, higher education, and employers), and the State of Indiana and the Federal Government. These stakeholders require that we meet the standards established in our mission and vision and abide by all the state and federal rules and regulations regarding Special Education. Approximately 13.9% of the students served by BCSC have special needs, and this percentage has remained decreased over the past three years. Based on the conceptual framework Universal Design for Learning (UDL), specialized services are provided including differentiated instruction in small and large groups, physical and occupational therapy, behavioral counseling, special health care services, speech / language therapy, and special transportation. In addition, supplementary aids and services are provided in general education classes or other education-related settings that enables students with disabilities to be educated with non-disabled peers to the maximum extent possible. Every student eligible for Bartholomew Special Education operates on an Individualized Education Plan that is developed on the

basis of assessments, knowledge of Indiana Academic Standards, and teacher, student, and parent input. Section 7.0 provides an analysis of student performance in relation to ISTEP+ and state standards.

P. 1. b. (2) A number of partner/supplier relationships exist with Bartholomew Special Education. The interagency agreements with these partners are designed to promote services, collaboration, and provide smooth transitions from one agency to another. Bartholomew Special Education is required to establish, maintain and implement policies and procedures to assist children participating in early intervention services (Part C) of the Individuals with Disabilities Education Act who will be participating in early childhood special education (Part B) experience a smooth and effective transition. First Steps provides services to children birth to 3 and then help the children transition to the public school system for early childhood services from age 3 to 5. Other agencies involved may be Office of Family and Children and the Community Early Intervention Council. The partner/supplier relationship that exists between Bartholomew Special Education and the Department of Vocational Rehabilitation provides on-going services to students with disabilities in post secondary institutions and also provides employment services. Another partner/supplier relationship exists with our local rehabilitation centers, Developmental Services Inc. and Stone Belt Center, who provide services to students when they transition from school to adult services. Work Force Development of South Central Indiana is another partner in providing employment skill training and counseling for students in and out of school. Perhaps the most significant partner relationship (in number only) would be the relationship with the community business leaders and the Chamber of Commerce who are very actively involved in assisting schools prepare future employees. Parents are also suppliers to Bartholomew Special Education. Bartholomew Special Education communicates with parents via parent conferences, case conferences, PTO meetings, parent advocacy groups, Parent Advisory Council (PAC), parent support groups, parent training events/ seminars, and building newsletters. Other key supplier/partner connections include the grade level teachers (Early Childhood supplies kindergarten; kindergarten supplies grade 1, Learning Resource Staff supply services to all students kindergarten through grade 12).

P. 2. a. (1) Indiana has recently enabled communities to establish charter schools and also has a long tradition of home-schooling and religious schools. All three alternatives could be viewed as competitors. Realistically, Bartholomew Special Education does not operate in a true competitive market due to federal and state laws that require the public schools to provide appropriate services to any student with a disability, regardless of the setting (i.e. home-schooled, private school, institution/treatment facility). The services could be consultation, direct instruction, related services, speech/language, or other supplementary aids and services deemed appropriate.

P. 2. a. (2) We are confident that the principle reasons for our success in providing quality services to children includes the work of our senior leadership, staff, parents, and our CIC's commitment to maintaining a safe and positive environment for all learners (adult and students), and to the deployment of Continuous Quality Improvement.

P. 2. b. Bartholomew Special Education CIC has identified the following strategic areas and is implementing strategies to address key issues. (1) Providing in-services focused on the implementation of UDL. (2) Monitoring performance data for all students participating in ISTEP+ to determine effectiveness of instruction in the areas of language arts and mathematics. (3) Implementing parent satisfaction surveys to monitor satisfaction. (4) Utilize a Parent Advisory Council to assist senior leadership in addressing issues specific to Special Education at the local, state and federal levels.

P. 2. c. The Baldrige Education Criteria for Performance Excellence help the CIC maintain our performance focus. We conduct a yearly self-assessment that is submitted to the BCSC district continuous improvement council (CCIC) for review and comment. Based on their feedback, we institute improvements. Our leadership system also monitors monthly performance by reviewing our self-assessment time line. Our strategic planning process timeline is presented in the Leadership section 1.0. Staff members have been trained to review progress more frequently (daily and weekly). Along with senior leadership, the Parent Advisory Council will provide valuable stakeholder information to assist the CIC in future planning and keeping focused toward our vision. Building administrators as well as central office administrators will assist the CIC in evaluating its goals for improvement, which align with the district goals. We are in the process of establishing a culture that values organizational and personal learning (continual improvement toward high standards). All staff are actively involved in training opportunities and continue to improve in the areas identified by our CIC. Bartholomew Special Education also participates in ongoing compliance monitoring by the Indiana Department of Education. This monitoring requires us to look at indicators for improvement and compliance within our special education department.