

## Questions and Answers/March 4, 2009, Webinar

1. If a youngster previously identified as YCDD is evaluated during their Kindergarten year and found ineligible for a categorical disability, must they exit all special services at that point?

Answer: Yes; but see page 37 of the state plan for explanations. These regulations address the different ways that school districts may adopt policies regarding this. But it appears that ultimately, when the child is first grade eligible, if they do not meet the categorical eligibility, they are exited. In your question, it appears you are talking about a child who is now first grade eligible.

2. If we have further questions about End of Course Exams and IEP students, who would be the best contact person?

Answer: Please call the DESE Assessment Section.

3. Can you use the option of "selected items" where the student only had to attempt to answer a few questions for EOC exams like we used with the MAP tests?

Answer: Yes.

4. We have 2 students with cochlear implants; we are currently sending them to MOOG in Columbia for services. What training is available to help our district work with these students rather than send them an hour away?

Answer: There is training currently available from the three approved private agencies providing Oral programs; additionally there is free consultation available through a DESE contract with Missouri State University (see SELS messages for contact information) and through Missouri School for the Deaf. Some of the private providers are considering ways to make training opportunities more accessible; in particular, Missouri State University is preparing a proposal on Visual Phonics training. We will explore arranging for training to serve kids with cochlear implants.

5. Please clarify how consultation (for example OT) within an IEP is addressed (service as a related service or supports for school personnel).

Answer: You need to be specific on the IEP; it doesn't matter really where on the IEP you place it, as long as it clearly identifies the consultation and everyone can understand reading the provision that you are not talking about direct therapy for those minutes, but instead consultation.

6. Do the same accommodations apply for EOC Exam as for MAP? Can the English EOC Exam be read to them?

Answer: Yes the same accommodations and rules apply.

7. Heidi, Is there any discussion or thinking about pursuing training again for district personnel on IEP Facilitation?

Answer: MPACT provides IEP facilitation training and I think that school districts would be interested in this and I would be happy to discuss options with MPACT about pursuing this.

8. What partnership expectations does DESE have between the Thompson Center and districts that successfully complete the Tier I, II, & III Training?

Answer: Not sure what you mean about “partnership expectations” between the MU Thompson center and school districts. DESE is working on making scholarships available to school districts folks to attend the MU Thompson Center Tier trainings.

9. If the student is a senior and not enrolled in any of the courses this graduation year, does that student still take the EOC exams before graduation?

Answer: NOTE – HEIDI answered this incorrectly on the webstream: The correct answer is NO.

10. Can you write an interim IEP for 60 days when you have an out of state transfer since we have 60 days to conduct the evaluation to determine MO eligibility?

Answer: It doesn't matter whether you call it an “interim” or an “IEP” – it is an IEP either way. Yes, you can write an interim, but really you don't need to call it that...once the evaluation is completed, you are going to be reviewing eligibility either way and exit the child if he is not eligible.

11. We have had a parent schedule an outside agency to come into the school to work with her daughter, with disabilities, during the school day. What course of action should the school system take toward this request?

Answer: This is a matter of local discretion. Each school district has policies and practices that address when or if outside agencies are allowed in to the building and if so under what conditions.

12. Did I understand you to say the IEP team may choose to exempt a student from taking the EOC Exams? Is this for just the additional assessments or does it include the four major ones (Algebra I, English II, Biology, and Government)? Do they have to take them before graduating?

Answer: Students with disabilities can only be exempt from the additional assessments; they must take the four you list above.

13. We received a SELS message from Funds Management that the FER for this year will be due June 15 instead of May 15 Will we still get the rest of our money in the June payment or will it be later?

Answer: If they get their FER in before June 1 (even though it isn't officially due until June 15), they will get their payment in June. Otherwise, any FERs received from June 15 through July 1 will be paid in July. FERs received from July 2 through July 31 will be paid in August. We changed the due date to June to align with other federal programs.

14. Are there specific guidelines for the number of Special Education minutes a student should or must have for ESY?

Answer: No, it is individually determined.

15. Having read the SELS message on EOC Assessments, we would like to verify that IEP teams may choose to exempt students with IEPs from taking the “Additional” EOC Assessments even when these exams are no longer field tests and have become required assessments for general education students. The only EOC Assessments required for IEP students prior to graduation include: Algebra I, English II, Biology, and Government.

Answer: correct. See SELS message of February 12.

16. What are all the incidents when you would do a review of existing data?

Answer: Initial evaluations, reevaluations.

17. I know there are many unanswered questions about stimulus money, but if districts DO receive a windfall in Part B dollars, is DESE planning to revise MOE requirement?

Answer: The MOE requirement is not a DESE requirement so DESE would not have authority to waive it. Based on information received at this point, it does appear that the MOE requirement is in place for the stimulus IDEA monies.

18. We were discussing at a LASE meeting about the forms being changed throughout the school year. Is there any way that the changes can be posted only once a year?

Answer: Over the past year, we changed the Model IEP three times: twice to address End of Course Exams, and once to address referral to Rehabilitation Services for the Blind (RSB). These changes were made in an effort to be responsive to stakeholders. Keeping in mind that such changes are to a MODEL form, which is not a mandatory form, I am reluctant to hold onto them for a once a year release. Districts are not required to make these changes to their own IEP forms if they choose not to do so.

19. A student transfers from out of state and does not meet initial Missouri eligibility criteria for any categorical disability. Due to this, the district rejects the evaluation and IEP and proceeds with a re-evaluation within 30 days. Based on the current information provided in the transfer evaluation report that is about a year old, the district suspects that the student will not qualify once re-evaluated. Is the district required to provide comparable services during the evaluation?

Answer: Yes, you must serve the student until he is determined ineligible under Missouri’s criteria, and then provide written notice of ineligibility. See standards and indicators 550.220-55.240.

20. Please define the "person to interpret instructional implications" who is required to be at IEP and review of existing data meetings. Does this person need to be a psych. examiner? Or can this person be an educational diagnostician who serves as the process coordinator?

Answer: In general, we would expect any certificated educator to be this person; we do not believe that this person must be a psych examiner or a process coordinator.