



# Missouri Schools for the Severely Disabled (MSSD)

## Long Range Planning Advisory Committee (LRPAC)

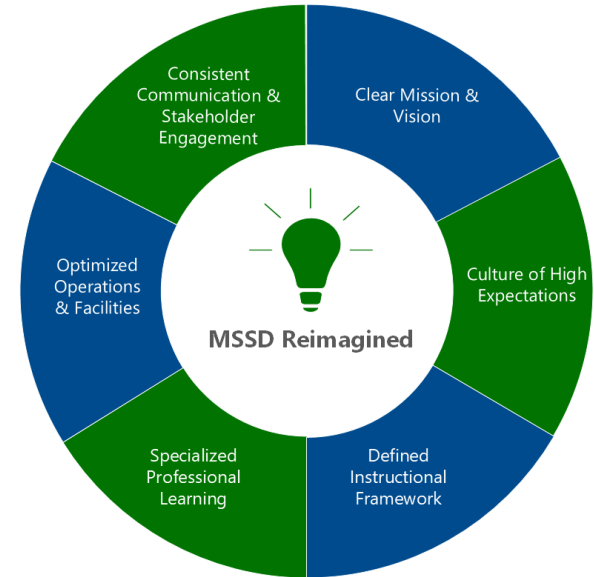
Meeting #2

October 21, 2024

# Agenda



- ☐ Finalize Theory of Action
  - ☐ Small Group Exercise
- ☐ MSSD as a Continuum of Service
- ☐ Academics / Instruction
  - ☐ Small Group Exercise
- ☐ Lunch
- ☐ Technology
  - ☐ Danny Rydman – School Technology Specialist
  - ☐ Craig Sheller – Senior IT Technician
- ☐ Transportation
  - ☐ Amy Sides – District Manager, First Student
  - ☐ Dave Percival – Business Director, MSSD
- ☐ Demographics & Enrollment Trends
  - ☐ Small Group Exercise





Break



Small Group Exercise



Materials in Shared Drive

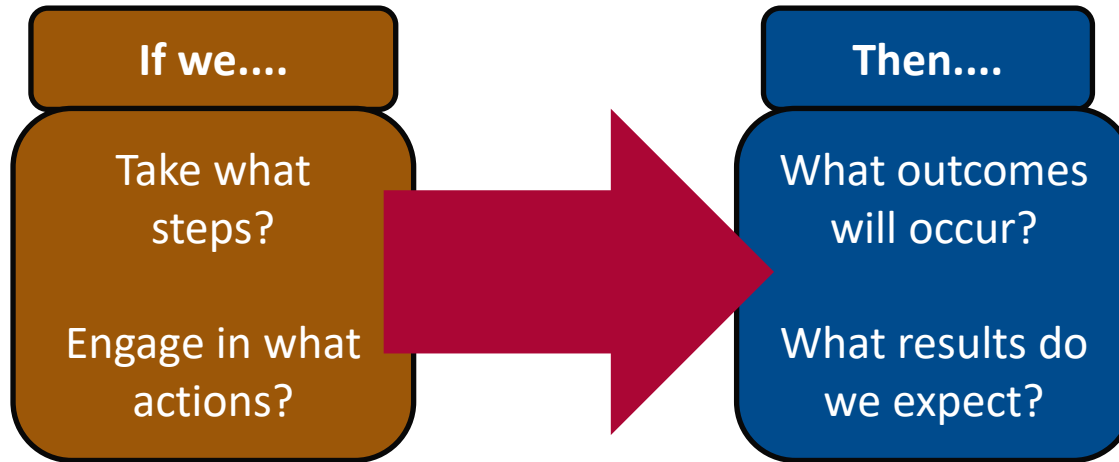


# Finalize Theory of Action

# What is a Theory of Action?



- A simplified programmatic road map connecting intended courses of action with desired results
- Illustrates the logical relationships between activities, resources, and changes/benefits
- Describes the fundamental rationale for a program or initiative
- Supports the development of strategic, aligned goals



Arkansas Division of Elementary and Secondary Education. (n.d.). *Theory of action*.

University of Wisconsin-Madison Division of Extension. (n.d.). *Enhancing program performance with logic models*.



Key themes across draft theories of action from meeting one

Facilities/Learning Environment

Leadership

Student Services

Staff

# Example of Themes



## Student Services:

### If We...

- Improve implementation of assistive and educational technology
- High quality provision of special education and related services that maintains high expectations for each individual learner
- Institute rigorous, research-based curricula designed for the specialized population of students served
- Develop programmatic level data collection methods to continuously monitor outcomes and improve academic, function, and post-school outcomes for students

## Student Services:

### Then...

- Increased community involvement
- Stronger student outcomes in academics, life skills, and post-school independence

# Theory of Action Themes



## Proposed Actions (“If we...”)

### Facilities/Learning Environment:

- Ensure facilities are optimized for student safety, learning, and enrichment

### Leadership:

- Establish a clear mission and vision for who we serve
- Ensure all schools have consistent site-based leadership

### Student Services:

- Improve implementation of assistive and educational technology
- High quality provision of special education and related services that maintains high expectations for each individual learner
- Institute rigorous, research-based curricula designed for the specialized population of students served
- Develop programmatic level data collection methods to continuously monitor outcomes and improve academic, function, and post-school outcomes for students

### Staff:

- Develop strong professional learning programs for staff
- Ensure each school provides a work culture of collaboration and prioritized staff wellbeing
- Develop and institute an improved salary system with pay incentives
- Develop recruitment plan to ensure all classrooms are staffed with educators who have, or are committed to developing, specialized teaching skills aligned to the population of students served

## Expected Outcomes (“Then...”)

### Facilities/Learning Environment:

- Resources will be leveraged more effectively to support students
- Students and staff will experience increased physical safety
- Schools can optimize resources to serve students

### Leadership:

- Establish stronger relationships with sending LEAs and campuses
- Stronger communication within and across campuses
- Staff have clear expectations for roles and responsibilities

### Student Services:

- Increased community involvement
- Stronger student outcomes in academics, life skills, and post-school independence

### Staff:

- Educators and school staff will develop specialized skills and techniques to better serve the student population
- Staff will be more likely to remain employed with MSSD



# A Proposed Theory of Action



## **If we...**

- Implement a mission and vision for MSSD that drives site-based leadership;
- Optimize facilities/learning environments for student safety, learning, and enrichment;
- Provide students with rigorous, individualized special education and related services, including the use of assistive and educational technologies;
- Increase community involvement;
- Provide specialized, ongoing professional development;
- Develop an action plan for retention and recruitment of MSSD staff;

## **Then...**

- Resources will be leveraged to efficiently and effectively serve students;
- Students will experience stronger academic, functional, and post-school outcomes;
- Staff will be equipped with specialized skills needed to serve MSSD students; and
- MSSD will retain and attract high-quality talent to serve its students.



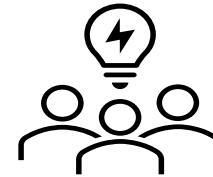
What resonates with you about the proposed theory of action?

What revisions, if any, do you believe are needed?



## Small Group Exercise #1

Return at **10:40**



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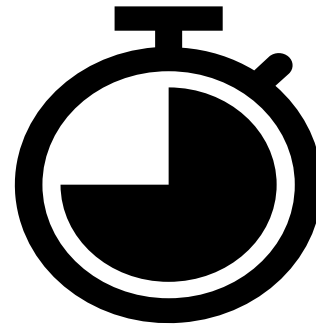
<https://drive.google.com/drive/u/2/folders/1-1YwY-AN8uR8IWSAPXYUEkEP3MDwbv8J>



# Break

## Grab a Snack!

Return at **11:07**





# MSSD as a Continuum of Service





- ❑ The **Least Restrictive Environment (LRE)** continuum represents a range of educational settings for students with disabilities, from the least restrictive (such as the general education classroom) to the most restrictive (such as home instruction or residential placements).
- ❑ An integral part of deciding whether or not the student will be educated within the general education classroom is an IEP team inquiry into the possible range of supplementary aids and services that are needed to ensure the student can be satisfactorily educated in that environment.
- ❑ However, the IEP team may determine that the student cannot be educated satisfactorily in the general education classroom, even when supplementary aids and services are provided. An alternative placement must then be considered.

The Individuals with Disabilities Education Act (IDEA) states that all public schools and districts are required to ensure:

*To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.*

# Current | MSSD Services Along Continuum of Educational Placements



## Regular Class with Accommodations/Modifications

Co-taught, instructional aide, behavioral aide, push-in related service, and/or assistive technology

Students with disabilities & non-disabled peers educated together

## Regular Class with Pull-Out Services

Specialized Academic Instruction, intervention, or related service (OT, PT, Speech, ABA)

Students with disabilities spend most of their day with non-disabled peers

## Separate Classroom

Can be called “Mild-Mod”, “Mod-Severe”, Life Skills, Functional Skills, etc.

Students with disabilities spend little to no learning time with non-disabled peers

## Separate School

Non-public school, regional program, county program

No non-disabled peers available

## Home Education Options

Independent study, home hospital, homeschool

No peers available

## Most Restrictive Placements

Residential or institutional care, hospital, incarceration



MSSD brick & mortar schools

# Potential Future | MSSD Services Along Continuum of Educational Placements



## Regular Class with Accommodations/Modifications

Co-taught, instructional aide, behavioral aide, push-in related service, and/or assistive technology

Students with disabilities & non-disabled peers educated together

## Regular Class with Pull-Out Services

Specialized Academic Instruction, intervention, or related service (OT, PT, Speech, ABA)

Students with disabilities spend most of their day with non-disabled peers

## Separate Classroom

Can be called “Mild-Mod”, “Mod-Severe”, Life Skills, Functional Skills, etc.

Students with disabilities spend little to no learning time with non-disabled peers

## Separate School

Non-public school, regional program, county program

No non-disabled peers available

## Home Education Options

Independent study, home hospital, homeschool

No peers available

## Most Restrictive Placements

Residential or institutional care, hospital, incarceration



MSSD/PRDCs provide training to LEA teachers



MSSD manages class cooperatives physically in and on behalf of LEAs



MSSD brick & mortar schools





# Academics / Instruction



Mission and Vision

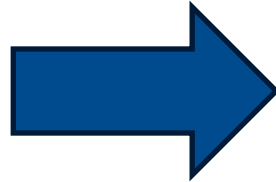
**High Expectations**

**Instructional Framework**

Professional Learning

Operations and Facilities

Stakeholder Engagement





- Sensory needs are recognized and met.
- Structures are in place to support transition (visual schedule, social stories, Velcro picture symbols, etc.).
- Teachers and paraprofessionals are trained on strategies.
- Communication is addressed:
  - Immediately to reduce behavior, and
  - Longer term using augmentative and alternative communication (AAC).

- Accommodations are provided (e.g., response options).
- Speech therapy is integrated and aligned to needs.
- Peer support is leveraged.
- Parents/family are involved.
- Principal/administration is supportive.
- Adults are collaborative.



**High  
Expectations**

≠

Unreasonable  
Expectations

**Presumed Competence**

≠

Ignoring  
Reality

**Least Dangerous  
Assumption**

≠

Challenges  
Cease to Exist

# Flawed Assumptions



1. Intelligence is something that can be reliably measured. **FALSE**
2. Students determined to have significantly subaverage intelligence cannot learn much of the general education curriculum, and if they could, why would they need to? **FALSE**
3. Students who cannot learn much of the general education curriculum will not benefit from having access to standards-aligned curriculum and should be taught functional skills instead. **FALSE**
4. When students cannot effectively communicate, assumptions are based on what they currently know, and what they might be able to learn is based on whatever communication abilities they have or lack. **FALSE**

# New Assumptions



1. Intelligence is not a single measurable characteristic.
2. All students have different talents and skills.
3. Students learn best when they feel valued, when people hold high expectations for them, and when they are taught and supported well.
4. When students cannot communicate that they are smart, in whichever way that means for them, presume that they are and develop their educational programs accordingly.



**ABSENCE OF  
EVIDENCE IS NOT  
EVIDENCE OF  
ABSENCE.**



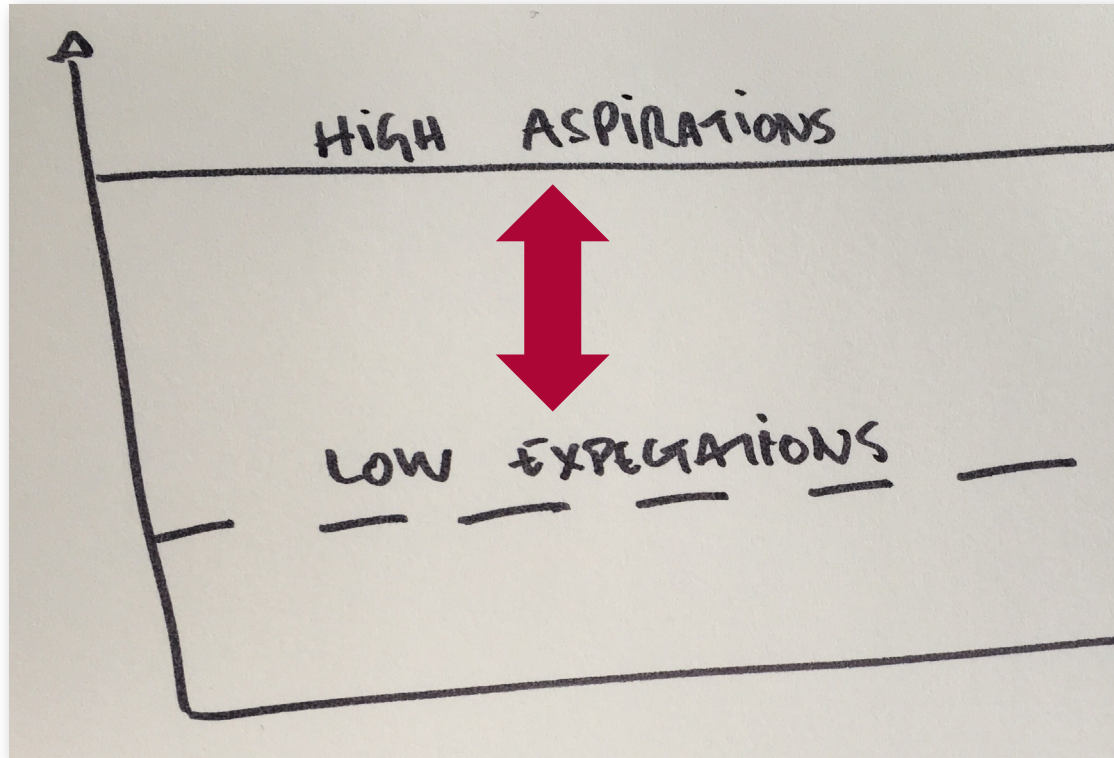
**While MSSD staff excel in creating caring and supportive environments, their varied approaches to a growth mindset must be consistently paired with high expectations to fully unlock students' academic and functional potential.**

**1**

**Establish high expectations for and presume competence of all students**



# High Expectations





## Reflecting HIGH Expectations

Provide **more** wait time

Ask **more challenging** and/or specific questions

Use **more complex** modes of presentation and evaluation

Call on **more** often

Ask probing questions to **follow up** on yes/no answers

## Reflecting LOW Expectations

Provide less wait time

Ask less challenging and/or specific questions

Use simpler modes of presentation and evaluation

Call on less often

Accept surface level answers



## Reflecting HIGH Expectations

Make more **eye contact**

Engage in more **playful or light** dialogue

**Physically closer** to students

**Smile** more

Display **supportive and interested** disposition

## Reflecting LOW Expectations

Make less eye contact

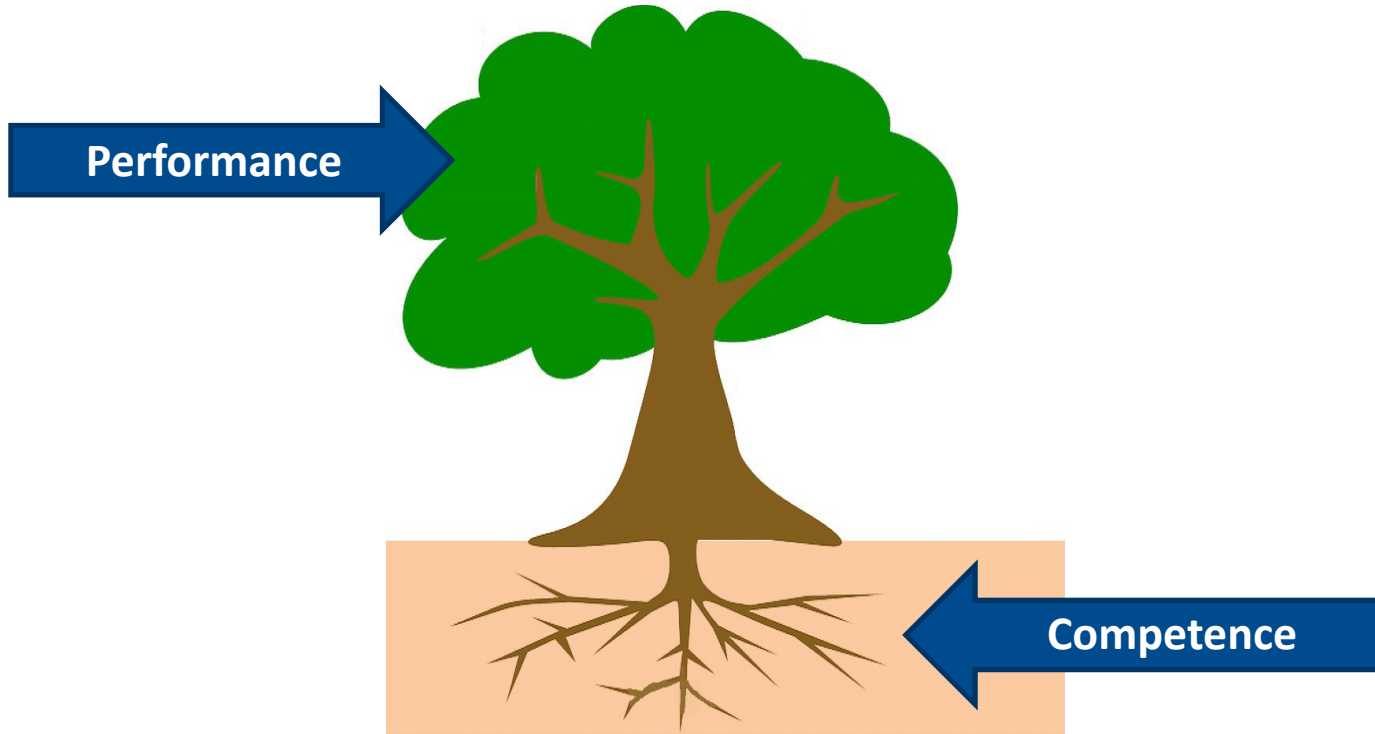
Engage in more serious or monotone dialogue

Physically farther from students

Smile less

Display annoyed or uninterested disposition

# Presumed Competence





By presuming competence, we influence...

...how **actively** we engage with students with extensive support needs (ESN),  
and

...how **engaged** the student is in their education

...how **often** we talk to students with ESN, what kind of **tone** we use, and

...how we speak about the student to others

...the **complexity** of information and materials we offer, and

...how much **effort** and **patience** we use to resolve challenges



“The criterion of least dangerous assumption holds that in the absence of conclusive data, educational decisions ought to be based on assumptions which, if incorrect, will have the least dangerous effect on the likelihood that students will be able to function independently as adults” (Donnellan, 1984)

Video: [Least Dangerous Assumption \(2:02\)](#)

# Least Dangerous Assumption



What if we assume students can learn, so we give them every opportunity, and it turns out they can't?

vs

What if we assume students can't learn, so we don't give them every opportunity, and it turns out they can?

**The least dangerous assumption is to have high expectations for all students.**



Focus on who students are becoming, not what they are doing.

- Start small but think big.
- Every interaction matters.
- Assume intentionality in communication.

See student strengths.

- What can they do?
- How can you shape what they do?





While MSSD's focus on functional academics is essential, the lack of a structured literacy program for students with significant disabilities highlights an urgent need to integrate literacy into the curriculum to ensure a comprehensive education that fosters both functional and literacy skills.

- 1 Select and implement high-quality curricular resources
- 2 Establish higher standards for IEP development and robust progress monitoring
- 3 Implement best practices for students with significant behaviors
- 4 Expand resources for and focus on assistive technology (AT) and AAC
- 5 Hire related service providers and require IEP participation
- 6 Expand post-secondary transition planning



**IMPORTANT**

“Under the IDEA, in order to make **FAPE** available to each eligible child with a disability, *the child’s IEP must be designed to enable the child to be **involved in and make progress in the general education curriculum.***”

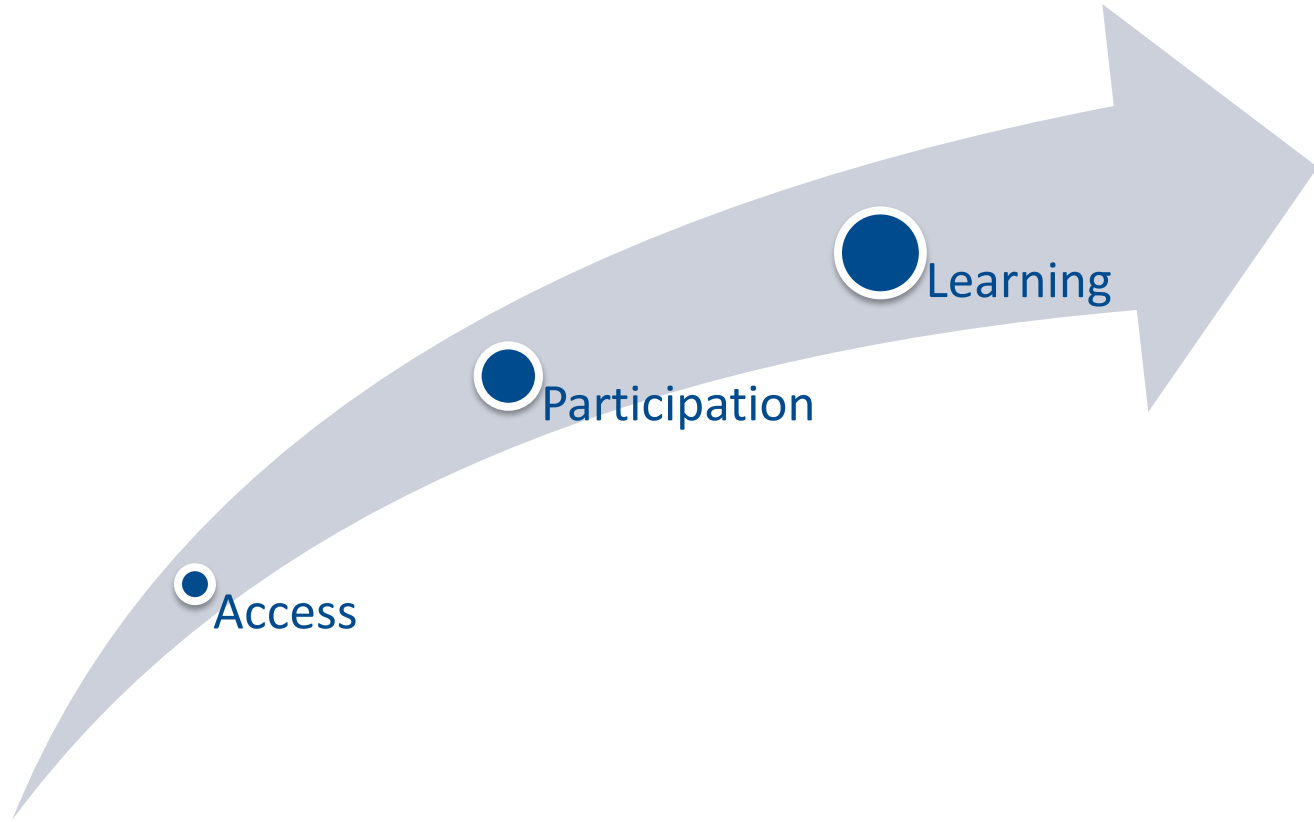
*Dear Colleague Letter*, US Department of Education,  
Office of Special Education and Rehabilitative Services, 11/16/15

**IDEA** = Individuals with  
Disabilities Education Act

**FAPE** = Free Appropriate Public  
Education

**IEP** = Individualized Education  
Program

# A Little Access Goes a Long Way





The Literacy Bill of Rights for people with disabilities emphasizes that all individuals, regardless of disability, have the right to opportunities for literacy development. This includes access to meaningful, age-appropriate literacy experiences, materials, and instruction, tailored to support their unique communication needs and promote their full participation in society.

It advocates for equitable literacy education that empowers individuals with disabilities to express themselves, learn, and engage in lifelong literacy practices.

## Literacy Bill of Rights

By David Yoder, Karen Erickson, and David Koppenhaver, 1997

All persons, regardless of the extent or severity of their disabilities, have the basic right to use print. Beyond this general right, there are certain literacy rights that should be assured for all persons. These basic rights are:

1. The right to an opportunity to learn to read and write. Opportunity involves engagement in active participation in tasks performed with high success.
2. The right to have accessible, clear, meaningful, culturally and linguistically appropriate texts at all time. Texts, broadly defined, range from picture books to newspapers to novels, cereal boxes, and electronic documents.
3. The right to interact with others while reading, writing, or listening to a text. Interaction involves questions, comments, discussions, and other communications about or related to the text.
4. The right to life choices made available through reading and writing competencies. Life choices include, but are not limited to, employment and employment changes, independence, community participation, and self-advocacy.
5. The right to lifelong educational opportunities incorporating literacy instruction and use. Literacy educational opportunities, regardless of when they are provided, have potential to provide power that cannot be taken away.
6. The right to have teachers and other service providers who are knowledgeable about literacy instruction methods and principles. Methods include but are not limited to instruction, assessment, and the technologies required to make literacy accessible to individuals with disabilities. Principles include, but are not limited to, the beliefs that literacy is learned across places and time, and no person is too disabled to benefit from literacy learning opportunities.
7. The right to live and learn in environments that provide varied models of print use. Models are demonstrations of purposeful print use such as reading a recipe, paying bills, sharing a joke, or writing a letter.
8. The right to live and learn in environments that maintain the expectations and attitudes that all individuals are literacy learners.

The contents of this publication were developed under a grant from the U.S. Department of Education, #H326T180026. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Susan Weigert.



Instruction for students with significant cognitive disabilities should not be limited only to content that is addressed by IEP goals.

Instruction on IEP goal content should be integrated within classroom routines and lesson activities that align with the general curriculum via alternate achievement standards.

**This may involve:**

- ❑ Pre-teaching or re-teaching content.
- ❑ Embedding extra practice with prerequisite foundational skills.

# Learning Continuum



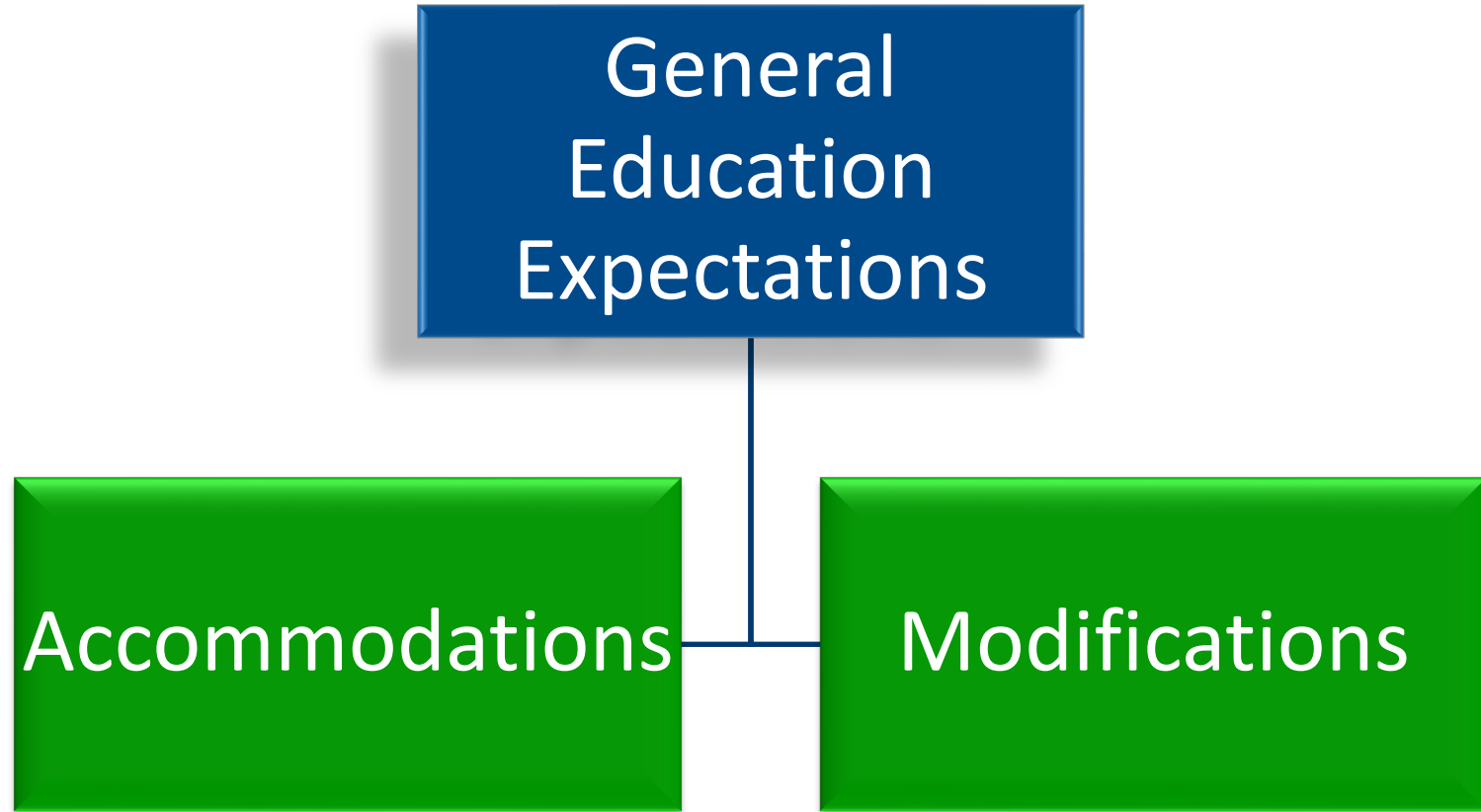
Learning Standards

Dynamic Learning Maps (DLM) Alternate Assessment

Curriculum

Individualized Education Programs (IEPs)

- ❑ Each of these play a part in what students with significant cognitive disabilities learn; however, they are *not* interchangeable!
- ❑ An IEP is not the student's curriculum. The **general education curriculum, routines, and the IEP** comprise a **student's educational program**.
- ❑ All students are **general education students first**. Special education services are **supplementary** to the grade level, general education curriculum, and routines.
- ❑ Special education services support learning priorities to enhance a student's independence or interdependence across school, home, and community.



# Accommodations vs. Modifications



## Accommodation

Same learning outcomes as peers

Happens in general education classroom and other settings

Grading is the SAME

Changes how content is taught, accessed, and assessed

Used to help students ACCESS the general education curriculum

## Modification

Different learning outcomes from peers

Can also happen in general education classroom

Grading is DIFFERENT

Changes the expectation of mastery

Used to help students EXPERIENCE the general education curriculum



# Meaningful Access: Accommodations



General Education Expectations	Potential Accommodations
1. Write unfamiliar word in vocabulary journal.	1. Select unknown word paired with picture symbol and glue in journal.
2. Write the sentence in which the word was found.	2. Match the word to the sentence in the text.
3. Write the definition of the word.	3. Match the printed word to the picture symbol.
4. Use the word in a new sentence (in writing).	4. Use the word in a new sentence (verbally or fill in the blank).

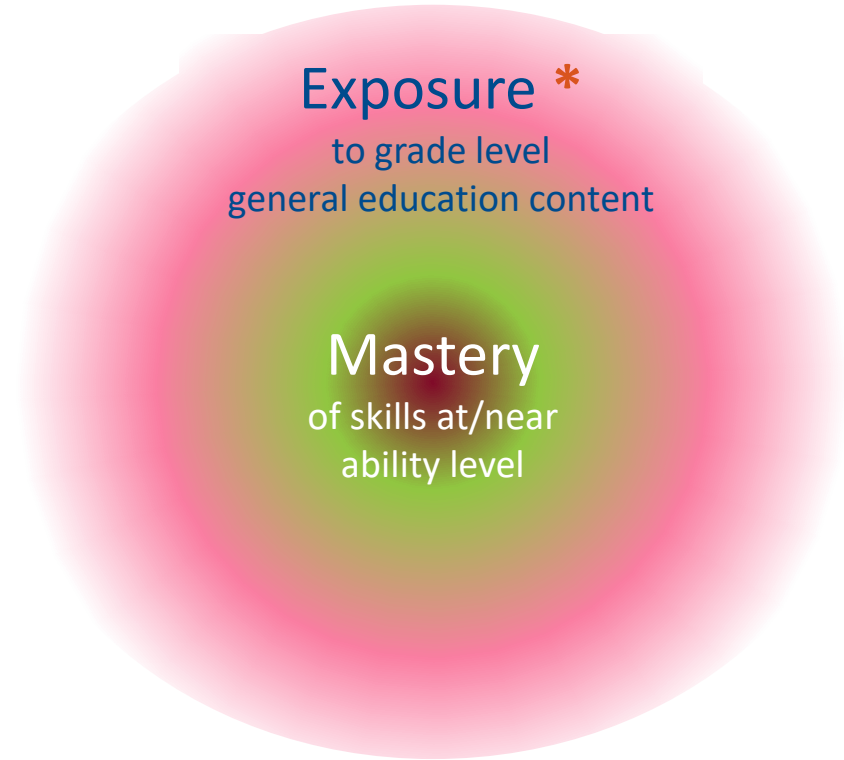
# Meaningful Access: Modifications



General Education Expectations	Potential Modifications
1. Compare and contrast information related to topic.	1. Identify similarities and differences.
2. Paraphrase resources.	2. Retell sentences read aloud by someone else.
3. Organize details into cohesive essay.	3. Choose relevant details from given selection.
4. Read essay aloud to the class.	4. With a peer, sequence the story using visuals.



## Exposure vs. Mastery

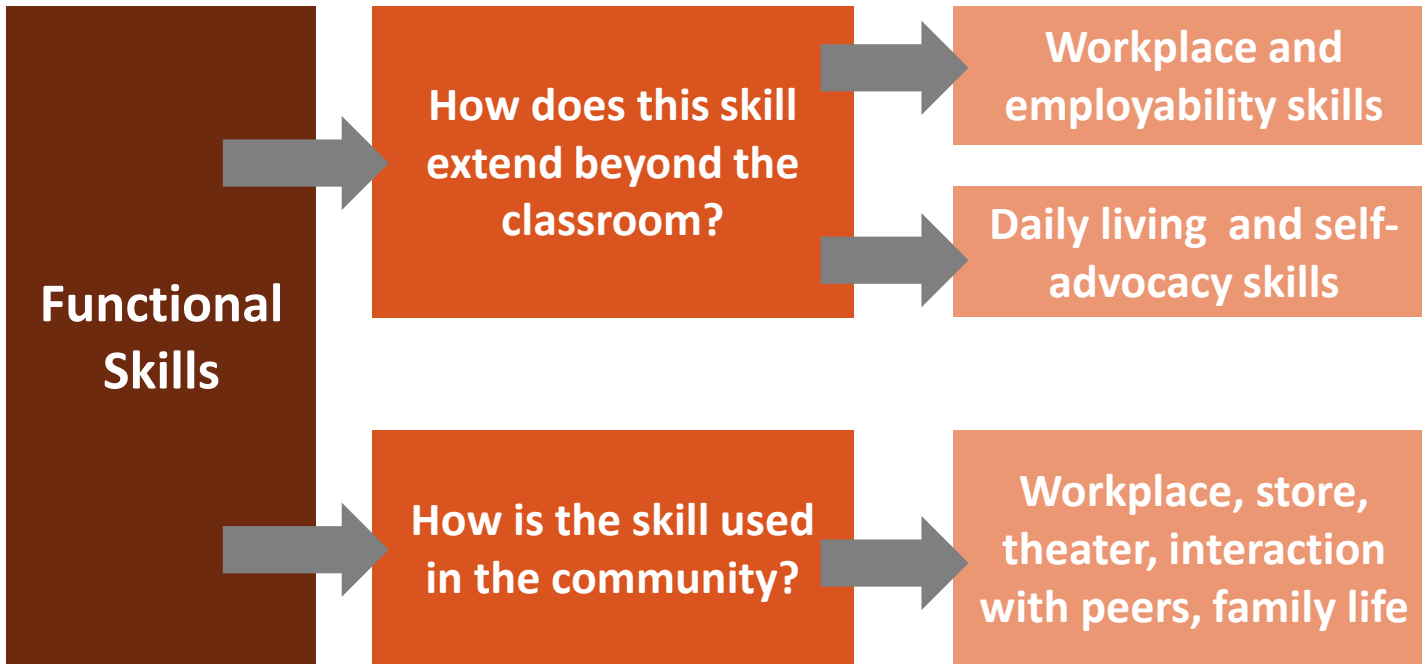


\* *for students with the most significant disabilities*



## What About Functional/ Independent Living Skills?

- Infuse functional activities with academic skills:
  - Cooking → Measurement, fractions, reading
  - Weather → Graphing, reading thermometer
  - Schedule → Reading, sequencing





## Strengths

- Staff Care and Compassion
- Functional Academics
- Model Schools

## Opportunities for Improvement

- High Expectations
- Literacy Instruction
- Curricular Resources
- IEP Development
- Behavior Support and Services
- Progress Monitoring
- Augmentative/Alternative Communication (AAC)
- Related Service Providers
- Transition Planning

# Meet Axel



Axel Cortes, a fifth grade student at Idelhurst Elementary School in Somersworth, NH. Axel is a student with autism who is non-verbal and exhibited significant behavioral challenges when he arrived at school. Axel came to Idelhurst during his fifth grade year from another school where he was exclusively in a self-contained setting and was being taught at the PreK/K level.

Through effective implementation of supports – including AAC, UDL, RtI, social stories, visual schedules, and positive behavior supports – Axel was able to learn fifth grade general education concepts in a general education classroom within a few months. His challenging behaviors also decreased, and he thrived through interaction and engagement with his non-disabled peers.

# Axel in Action



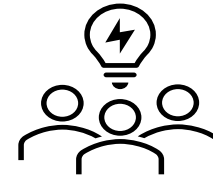
**He wants to make sure  
he's getting what he wants.**





## Small Group Exercise #2

Return at **XX:XX**



**Google Drive Link:**

<https://drive.google.com/drive/u/2/folders/1-1YwY-AN8uR8IWSAPXYUEkEP3MDwbv8J>



What aspects of Axel's education program stood out most to you?

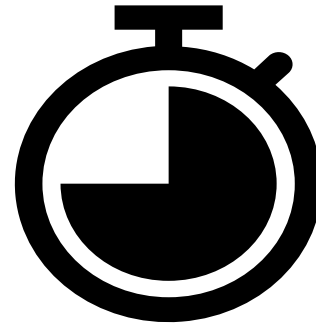
What key areas should MSSD focus on to ensure the delivery of high-quality educational services regardless of where services are delivered?

How can you reimagine MSSD as a continuum of services, including brick and mortar facilities, to help achieve this goal?



# Lunch

Return at **1:05**





# MSSD School Technology



- Communication pillar
- AT – impact on student learning
- Connection to technology overall



- School Technology Specialist
  - ❑ Position was vacant from April 2023 to April 2024.
  - ❑ The only MSSD position dedicated primarily to school technology.
  - ❑ Main duty summary:
    - Facilitate technology integration and initiatives
    - Coordinate database/technology projects
    - Oversee staff technology training
    - Manage/coordinate technology workflow
    - Serve on boards and committees regarding MSSD technology
    - Research, recommend, and implement technology standards
    - Project management providing maintenance on MSSD data systems including student programs, business, and human resource operations
  - ❑ This position is not part of Information Technology Service Division (ITSD).
  - ❑ This position has no access or authority to repair computer operational issues.











- School Technology Items
  - ❑ ITSD Service Portal
  - ❑ ITSD Purchasing
  - ❑ iPads
  - ❑ Internet/WiFi
  - ❑ Unified Communication (UC) Phone Conversion
  - ❑ New Student Information System (SIS)
  - ❑ MSSD Central Office (CO) Data Systems
  - ❑ Assistive Technology
  - ❑ Staff Training



- ITSD Service Portal
  - A dashboard for staff to contact ITSD for technology issues.
    - Application Support
    - Computer Equipment
    - Computer Software
    - Cyber Security
    - Data Center Services
    - Email
    - Fiscal Support
    - GIS/Map
    - Mobility (iPads, iPhones)
    - Network Services
    - Office Moves
    - Phone/Fax
    - User Accounts
    - Website support
    - ...and more!



## IT Self-Service Portal - How can we help you?

					
Report a Problem	Reset Password	Service Catalog	Make a Request	Setup New Employee	My Items
					



# MSSD School Technology



57



Home Service Catalog My Items Followed Tickets Intranet

Quick Search Quick Search

Service Catalog

SEARCH:



## Application Support

Enterprise and Agency Specific Applications

## Business Continuity Disast...

Business Continuity Disaster Recovery (BCDR)



## Computer Equipment

iPad, MAC, Monitor, Mouse, Keyboard, PC, Laptop, Printer, Removable Device, VDI,



## Computer Software

Adobe, Internet Explorer, Java, Mainframe, Microsoft Office, Open Office, Windows 10,



## Content Management

OnBase, IBM Content Manager, Kofax, Teleform, Search Express, Laserfiche



## Cyber Security

Security Education, Suspicious Email, VPN  
\_\_\_\_\_ AFTER



## Data Center Services

File Restore, Map Drives, Internet of Things, Lotus Notes, Server Services



## Email

Encryption, Enterprise Vault, Outlook, Quarantined, Spam, Webmail



## Fiscal Support

Project Codes, IT Billing



## GIS/Map

Geographic Information Systems (GIS), Location/Spatial Analytics, ArcGIS Online,



## Mobility

Devices used in or out of the office. Hotspot, iPad, iPhone, and GPS Devices.



## Network Services

Network Performance, Wireless Network, UC Support, Wiring, BrightSign Digital Media Player



## Phone/Fax

Biscom, Call Center, Fax, iPhone, Voicemail, Desk Phone



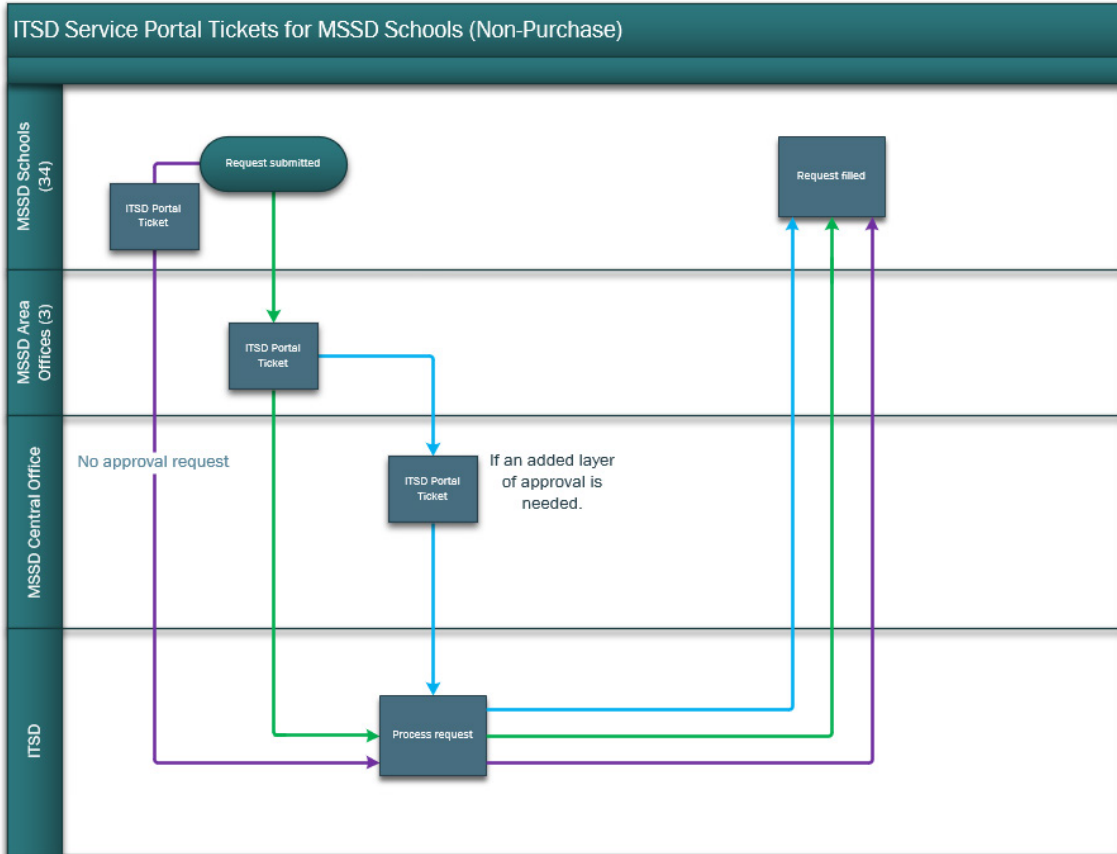
## User Accounts

Password Reset, Distribution List, Security Group, On-boarding, Off-boarding



## Web Site Support

Internet, Intranet, Web Development



- Non-Purchase/No Approval Request
  - Staff can submit tickets.
  - Request filled if no approval is needed.
- Preferred Procedure
  - Staff contacts the Area Office Assistant Director.
  - Assistant Director assesses the need.
  - Submits ITSD ticket on behalf of staff.
  - Higher level issues may require CO approval.



- ITSD Service Portal Tickets
  - ❑ ITSD responds via automatic email or phone depending upon the issue.
  - ❑ Tickets routed to the correct regional supervisor
  - ❑ Regional supervisor then assigns appropriate technician.
  - ❑ Often problems are due to mis-routed service tickets.
  - ❑ An ITSD Helpdesk number is available.

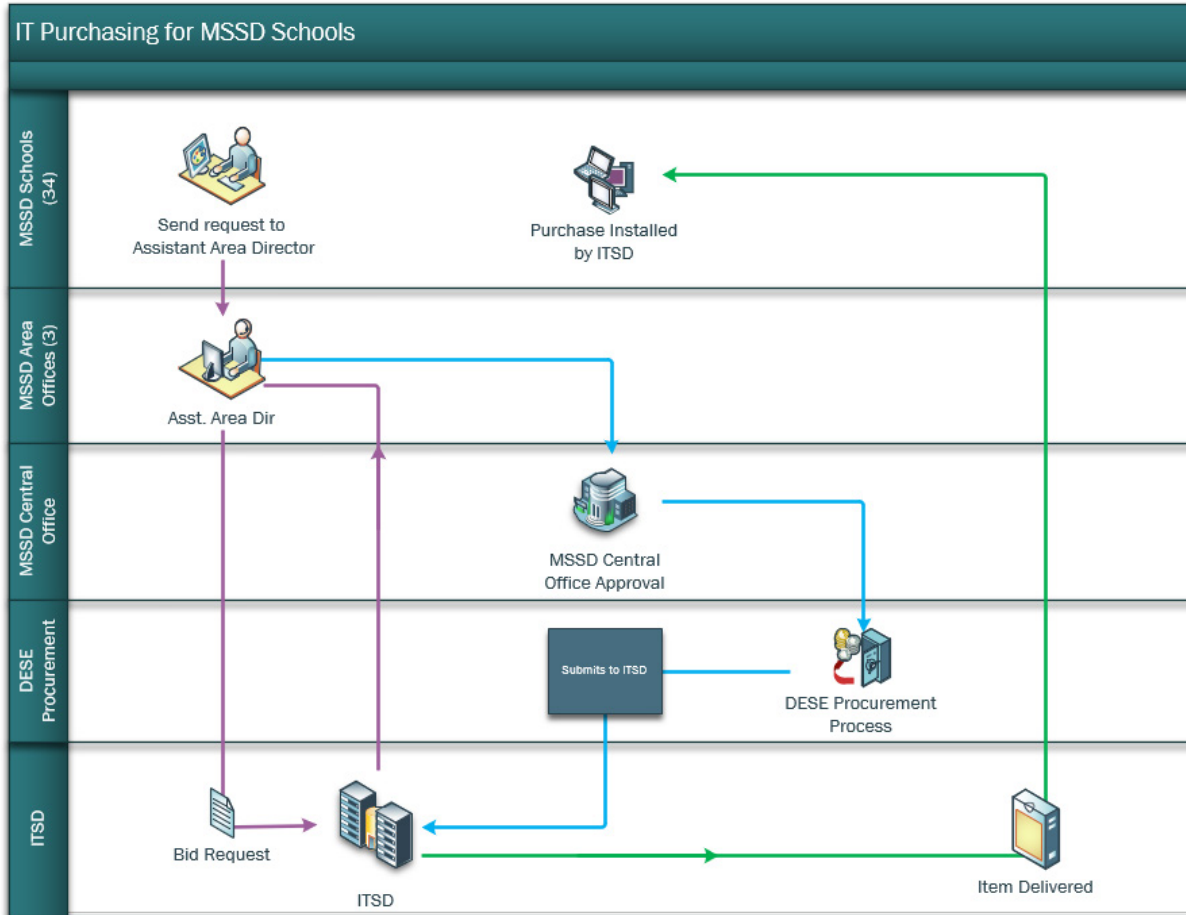


- ITSD Service Portal Tickets
  - ❑ Most school staff have only a vague idea how to handle IT and other technology issues.
    - Lack of training for school staff
    - Lack of understanding the ITSD Portal System
    - Unsure of what information is required
  - ❑ MSSD staff are often confused about who can submit or approve certain ITSD ticket issues.
  - ❑ Many ITSD issues come from the school directly to Central Office causing further confusion.



- ITSD Purchases
  - All technology purchases must go through ITSD.
    - ❖ Software installation
    - ❖ Security applications
  - Purchases have a multi-layer process, especially at the school level.
    - ❖ Expenditure amount
    - ❖ Funding sources
    - ❖ Approval levels for cost
    - ❖ Type of items purchased
    - ❖ Possible bidding requirements
    - ❖ Contract requirements
  - There is often confusion regarding IT purchase process.

# MSSD School Technology





- iPads
  - MSSD iPad background
    - In limited and shared use since 2013
      - ❖ 255 iPads
      - ❖ 878 students
    - Intended use as an alternate augmented communication (AAC) device and MAP-A testing.
    - Most recent iPad purchase was in 2020
    - iPads were issued to each student at MSSD (approximately 800)
  - What went wrong?
    - Internet/WiFi connection issues
    - IOS (iPad Operating System) updates
    - iPads did not work for over a year
    - ITSD compliance problems
    - Misuse
    - Severely damaged (50+)
    - Outdated



- iPads
  - MSSD student iPads were recently reset to ITSD compliance standards and updated to the current IOS.
    - Weed out damaged/outdated iPads
    - Complete reset to factory settings
    - Updating to the most current IOS
    - Restore/reset the ITSD Hub
    - Update the Kite Student Portal for MAP-A testing
    - Correct identification labeling
      - ❖ Barcode
      - ❖ Serial number
      - ❖ WiFi username/password





- iPads
  - Challenges
    - IOS updates are problematic
      - ❖ Frequent updates
      - ❖ Updates reset iPad apps
      - ❖ Number of iPads
      - ❖ Overtaxed bandwidth
      - ❖ Slow/sporadic internet
      - ❖ Guest WiFi network (two-hour limit)
    - Apple only supports devices for five to six years
      - ❖ Current iPads may lose support as soon as next year
      - ❖ ITSD will not purchase or support new iPads other than an initial setup
      - ❖ MSSD has no plans to purchase new iPads
    - Other challenges include staff training and proper use for students



- Internet/WiFi
  - Wireless devices and iPads must use WiFi which is often sporadic.
    - MiFi or hotspots are unreliable
    - Over 100 WiFi “access point” units remain uninstalled
      - ❖ Schools were not wired for “access points”
      - ❖ Unused access point devices are possibly out of warranty
    - WiFi devices must use “Guest WiFi”, limited to two hours
    - MSSD and other staff connecting to WiFi slows WiFi for student activities (i.e., iPads)



- UC Phone Conversion
  - ❑ ITSD is rolling out a UC Phone Conversion.
  - ❑ All analog phones will be replaced and supported by ITSD.
  - ❑ ITSD is coordinating through MSSD CO.
  - ❑ Challenges:
    - Wiring at school sites
    - New phones for each school
    - Fax lines changed to Biscom fax
    - Alarm systems phone lines
    - Internet is required



- MSSD CO Technology
  - ❑ Multiple databases are used by CO.
  - ❑ Data is entered into each separately.
    - Higher possibility for data entry error
    - Inconsistent data entry
    - Slows the ability to complete staff data tasks
  - ❑ Only three systems communicate with each other.
  - ❑ Upcoming goal is to connect databases for streamlined data entry.





- Student Information System (SIS)
  - Currently, we are working with Office of Administration (OA) Purchasing and ITSD Project Management to purchase a new SIS.
  - The current system, Tyler SIS K-12, will be expiring before the next school year begins.
    - Tyler Analytics K-12 (Pulse)
    - Tyler Traversa (Transportation)
  - Per OA-ITSD, a Project Charter has been completed and sent to procurement to start the bidding process.
    - Target timeframe for bidding is mid to late October.
    - Target timeframe for having the new system bid awarded is December 2024.
    - Target timeframe for data transfer, training, and testing is January–May 2025.
    - Target timeframe to roll out use of the new system is May–June 2025.
      - ❖ June 2025 – Extended school year live testing
      - ❖ August 2025 – Full rollout for the regular 2025-26 school year
  - Training and technical support for the SIS will be from the company providing the system, not ITSD.
  - School Technology Specialist is the MSSD contact for support and ongoing training.



- Assistive Technology
  - ❑ Schools use multiple other Assistive Technology items in the schools.
    - Smart boards
    - Picture Communication Exchange Systems (PCES)
    - Augmented and Alternative Communication (AAC)
    - Large panel interactive screens
    - Specialized wheelchairs, bikes, gait trainers, walkers
  - ❑ Missouri Assistive Technology (MoAT) is available to obtain items.
  - ❑ Currently, no official MSSD procedure is set up to routinely monitor, replace, obtain, or otherwise manage assistive technology.
  - ❑ Projected plans to start a school assistive technology inventory to possibly share technology items amongst MSSD schools.



- Staff Training
  - Currently, there is no formalized staff training covering technology in our schools.
    - SIS and adjoining systems
    - ITSD Service Portal
    - Assistive technology/iPads
    - Basic computer usage
  - Technology training needs to become ongoing and routine.



- Future Plans
  - ❑ Create training programs covering most needed areas of technology in the schools.
  - ❑ Create continuous training for our SIS.
  - ❑ Educate staff on where to find computer help and training.
  - ❑ Monitor and track assistive technology items at the schools for optimum use.
  - ❑ Create clear instructions and procedures for ITSD communication regarding service and purchases.
  - ❑ Find alternative assistive technology to replace iPads.
  - ❑ Streamline data entry at our CO through communicating systems.





# Transportation



- History
- Number of Routes
- Ride Times
- Staffing
- Communication
- Bus Software
- Cost
- Challenges



- MSSD has moved to all contracted transportation services for students.
- Currently, First Student holds the contract for all MSSD schools.

# Why Contracted verses In-House?



- Staffing Difficulties
- Bus Maintenance and Replacement

# Number of Routes

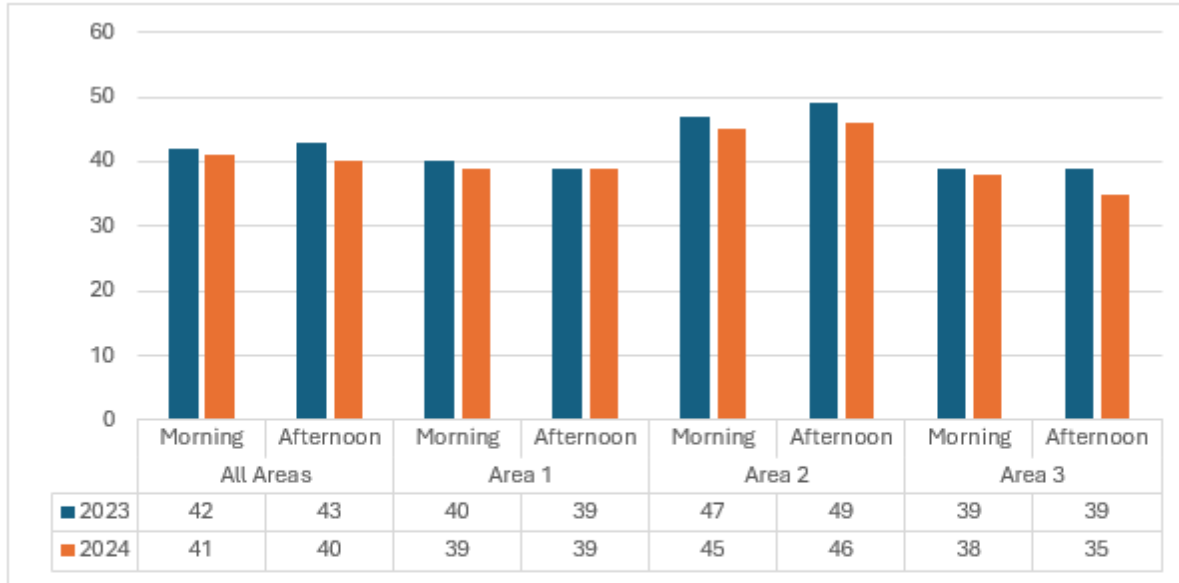


- Area 1 = 50 routes
- Area 2 = 55 routes
- Area 3 = 47.5 routes
- Total = 152.5 routes



- MSSD's goal is to keep all routes under one and half hours.
- The contract states that all routes should not exceed two hours.

# Average Route Times



PCG also determined, based on the student ride time data, what percentage of students have more than an hour ride in the morning and in the afternoon. Approximately 25% of students have a ride time greater than an hour in the morning and just slightly less (22%) in the afternoon.

## 2023-2024 school year



- Area Manager
- Location Managers
- Lead Driver
- Drivers and Aides





- All routes require at least one Aide but can have more if needed.
- Training
- Professional Development



## Communication between First Student and Schools.

- Currently phones and radios are used depending on location.
- Drivers and monitors generally communicate with their schools directly on pick up and drop off.
- Lead drivers or location managers communicate with building principals.
- Location managers if needed communicate with Central Office.



## Communication Between the Schools and First Student

- The Building Principals work directly with First Student in maintaining and overseeing the transportation of the students.
- If additional routes or major changes are needed the Principal contacts MSSD central office and First Student.
- If there is an incident the Principal notifies the Area Director and Central Office.



- Zonar GPS
- Firstview district dashboard/ Parentview
- Camera systems
- Driver Hub on some currently and will be on all within the next couple of years. Phasing rollout by location.



- Pricing is built using many factors: Cost of vehicle, wages for drivers/monitors/support staff, fuel, vehicle insurance, benefits, taxes, maintenance cost, and overhead.
- Billing is per bus per day for route and monitors.
- Ancillary trips
- Off schedule transportation.

# Cost: Financial Impact



Year	Transportation Expenses
FY 21	\$ 12,373,288.53
FY 22	\$ 13,680,416.64
FY 23	\$ 16,226,348.22
FY 24	\$ 17,661,329.73

# Cost: Financial Impact



- In 2023-2024 School year MSSD spent \$17,661,329.73 on Transportation of Students.
- MSSD's total 2023-2024 budget for all expenditures was \$45,612,001.
- Transportation of Students alone accounted for over **38.7%** of the total budget.



- Cost
- Staffing Shortages
  - longer route times
  - impacts on IEP goals
  - stress on students and staff





- **Geography:**

Student locations: bad roads, private drives, long distances between students

School locations: Finding qualified drivers and aides in rural locations

- **Providing for MSSD student's complexity of needs**

Medical emergencies

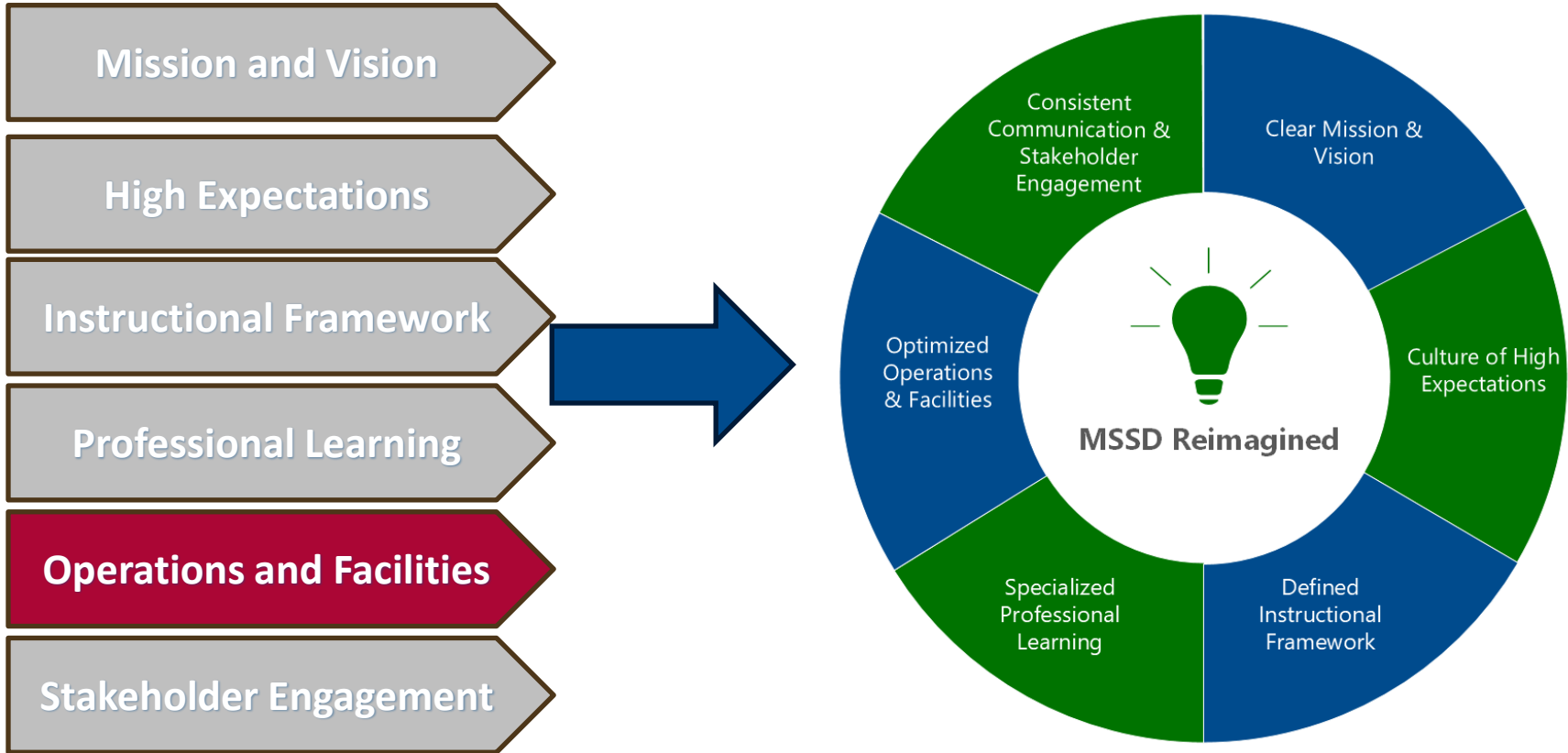
Behavior Issues

Specialized Care



# Demographics & Enrollment Trends

# Summary



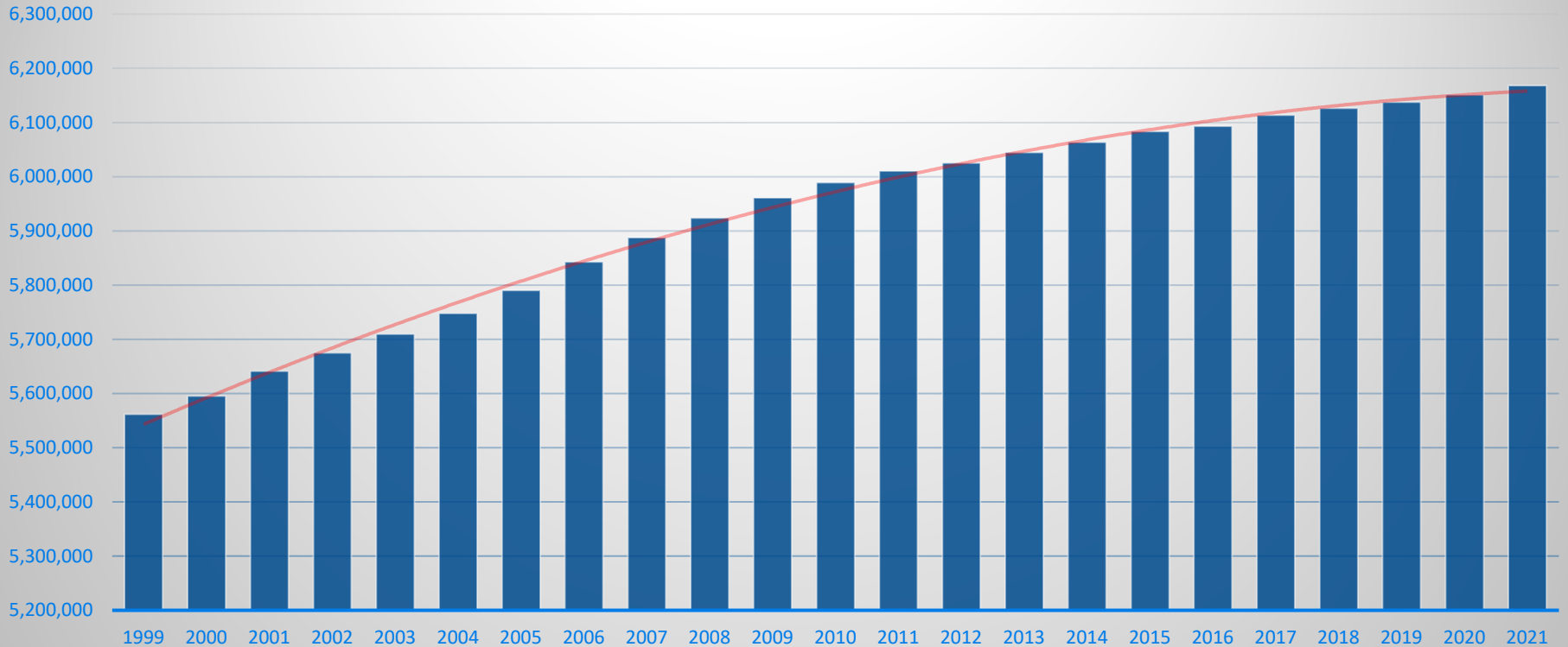


# State of Missouri

# Missouri's Population



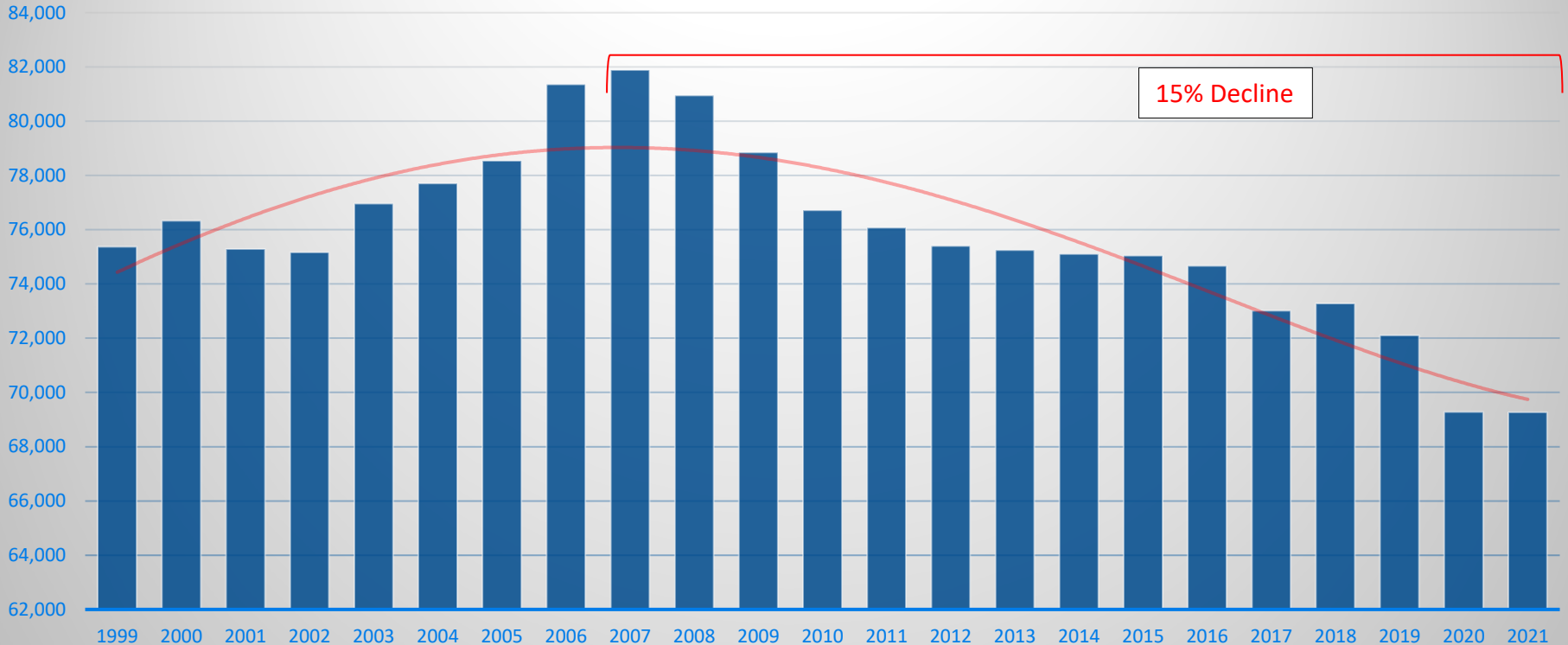
## Total Population



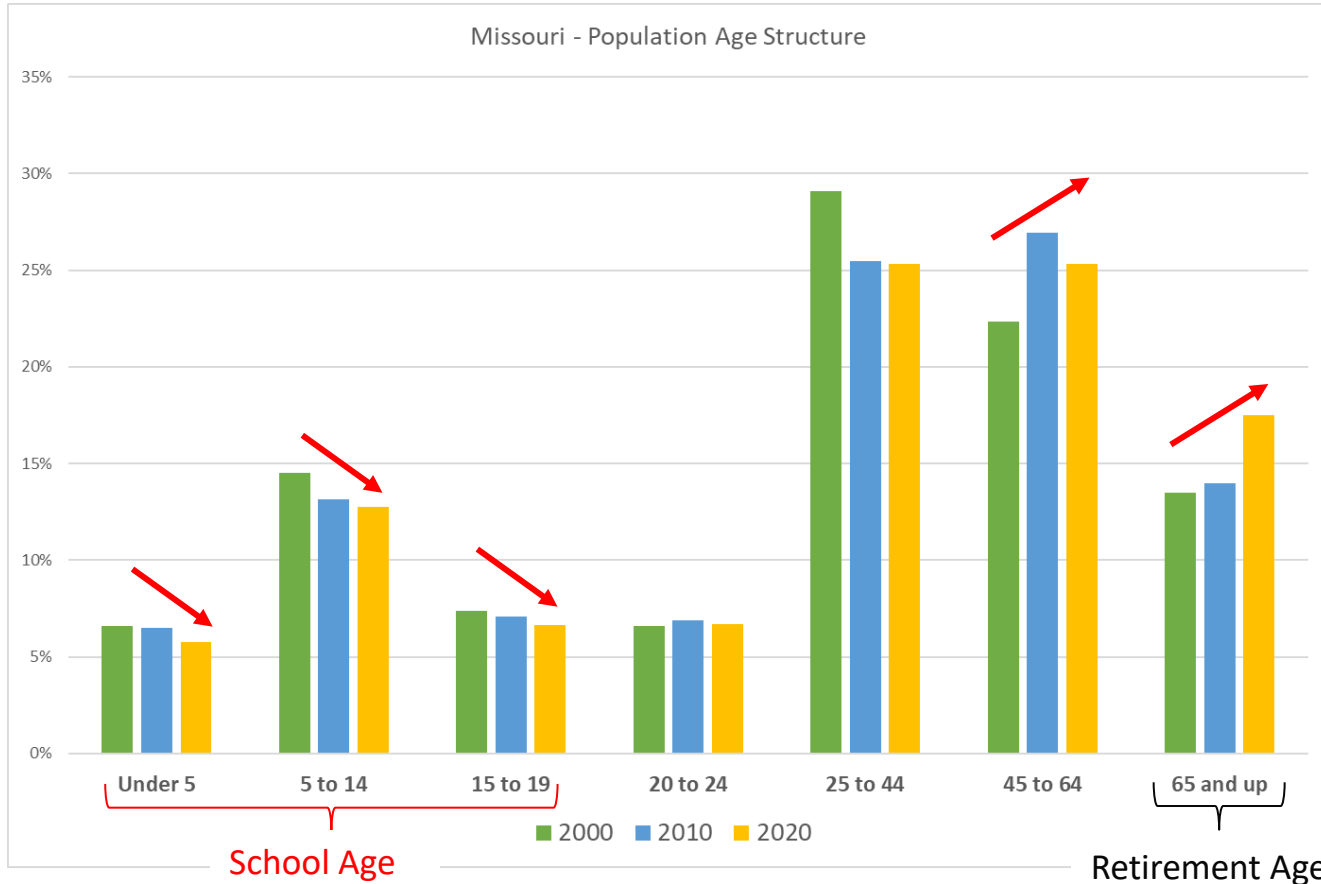
# Are We Having More/Less Babies?



## Estimated Live Births



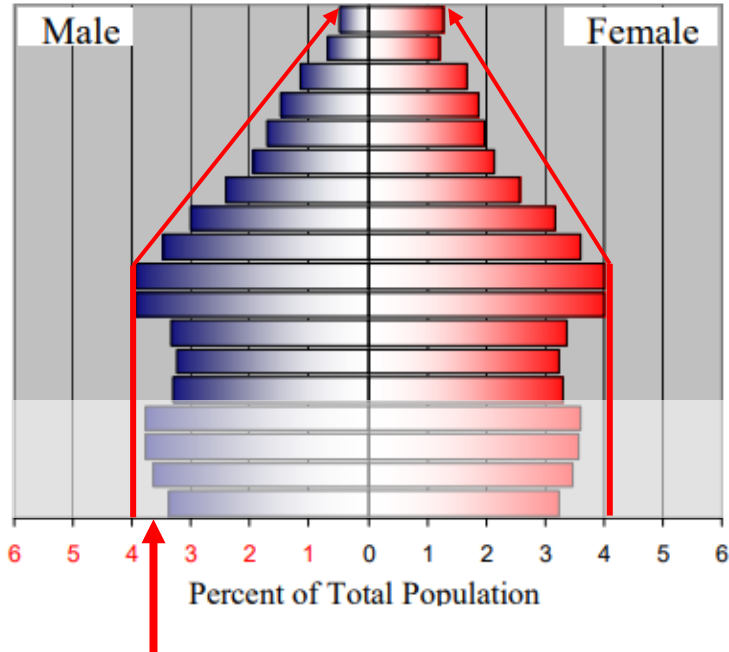
# Populations Changes by Age Group



# Population Changes by Age Composition

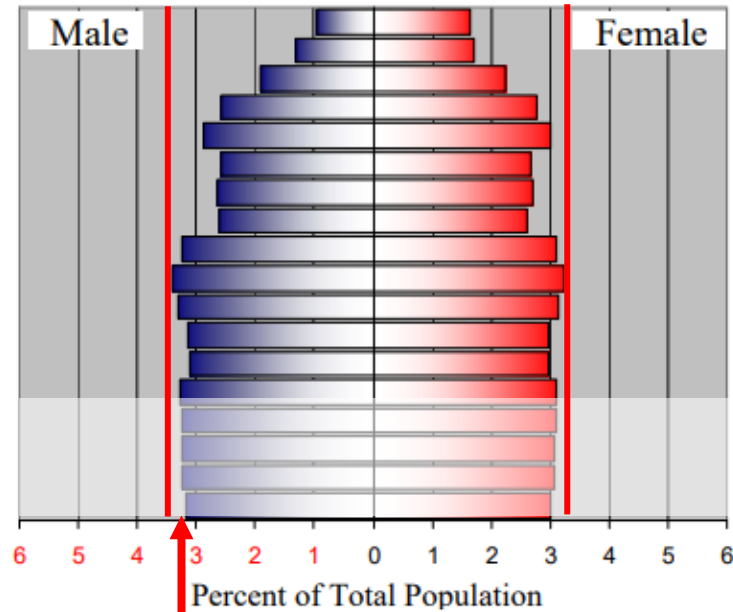


2000

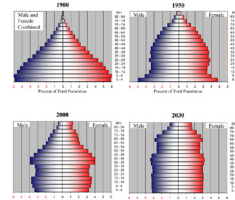


~3.75%

2030



~3.25%

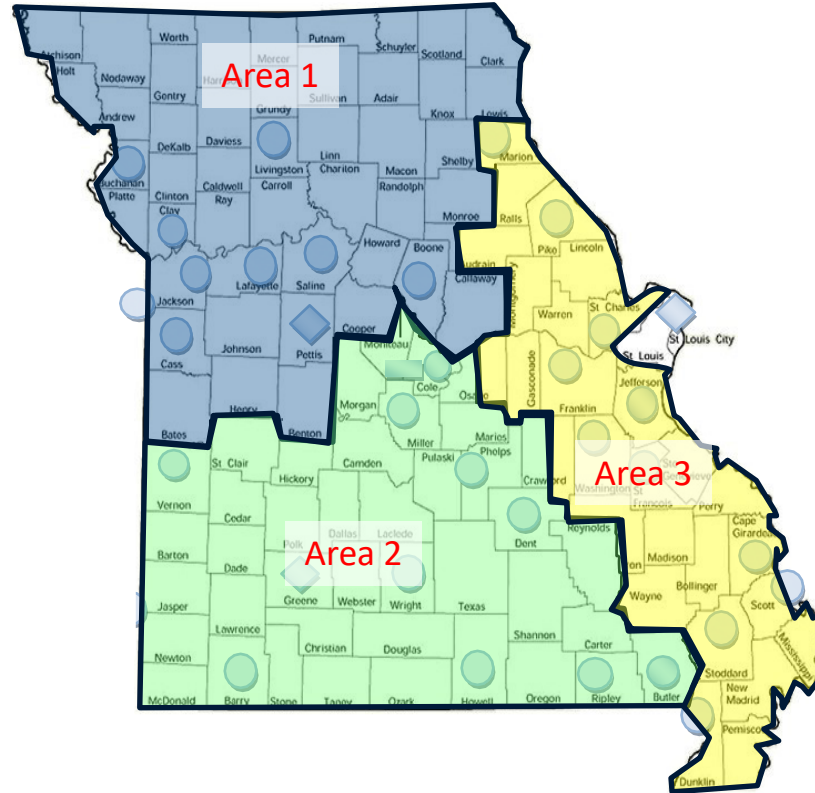




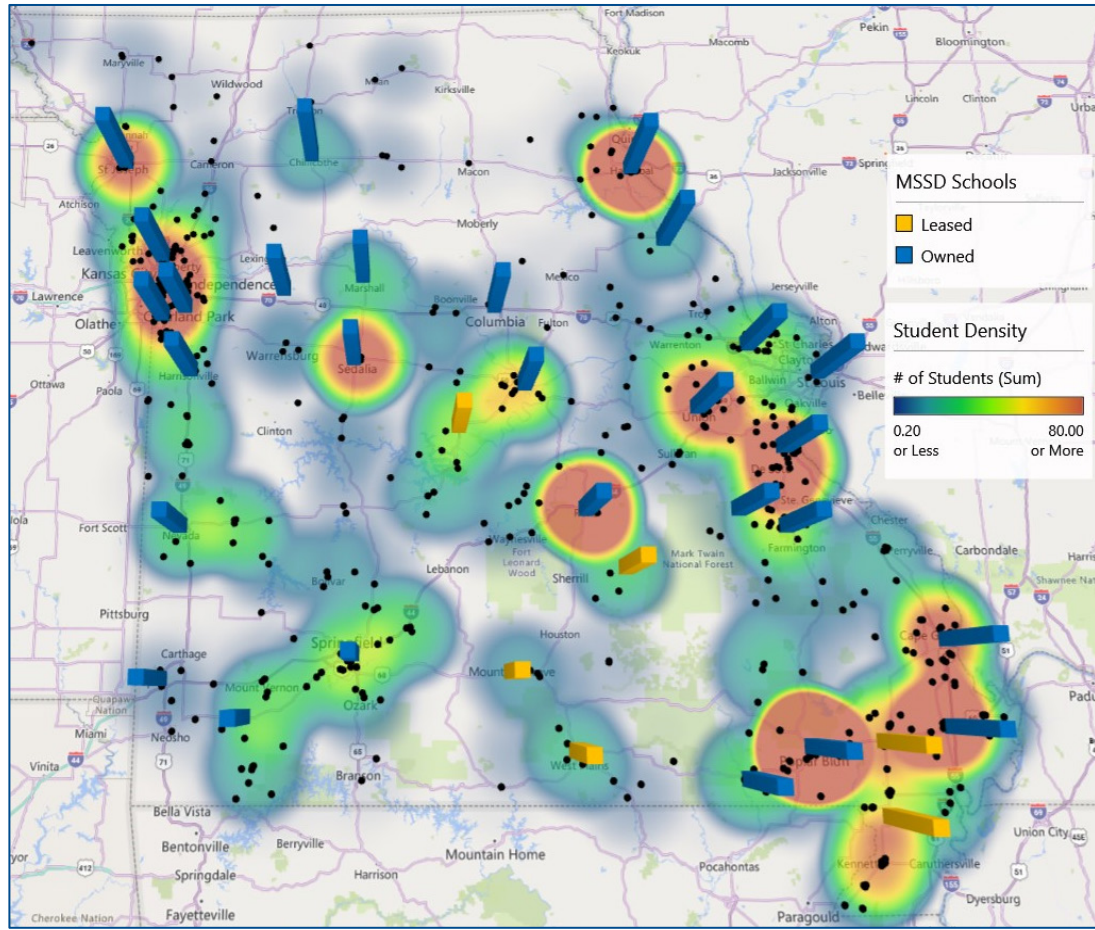


# MSSD

# MSSD Areas



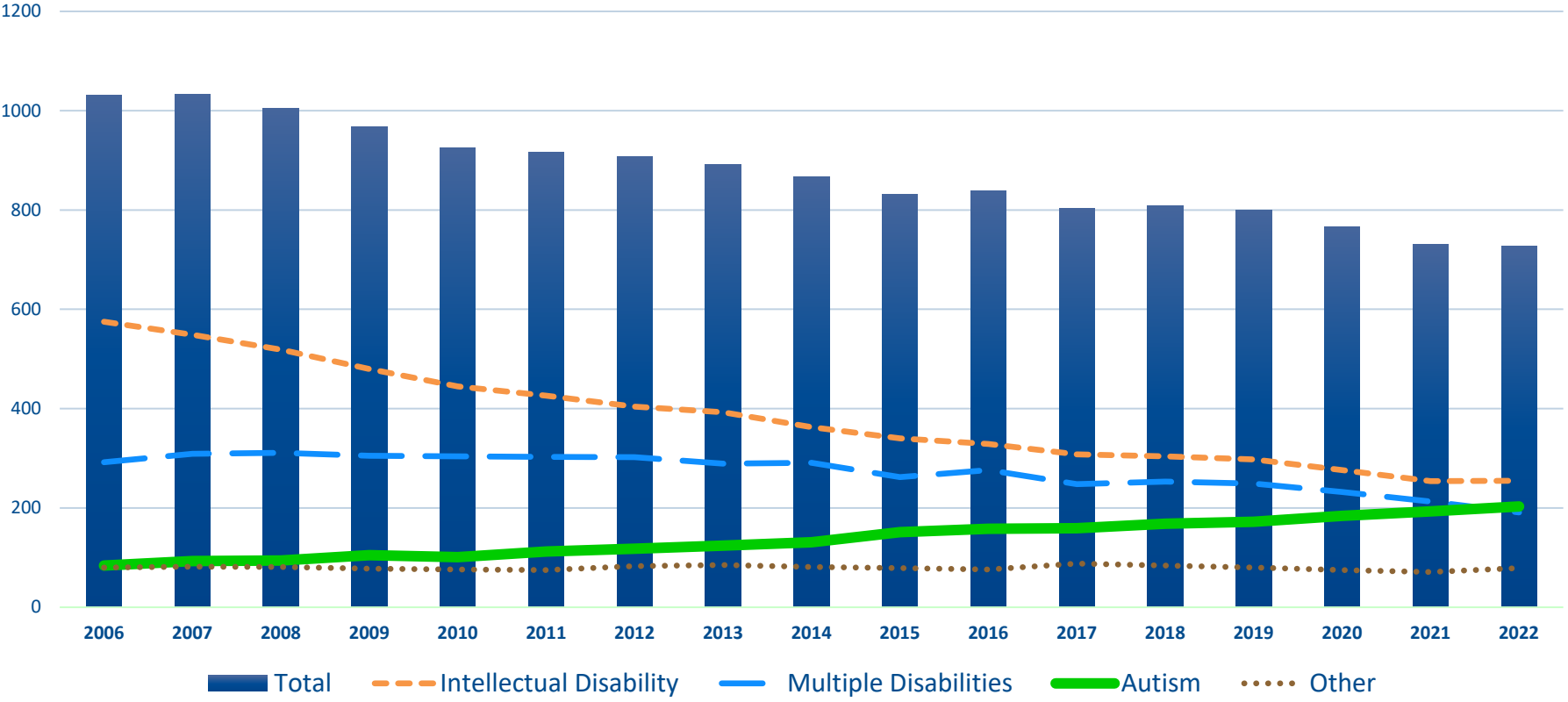
# Distribution of Students



(28) Owned

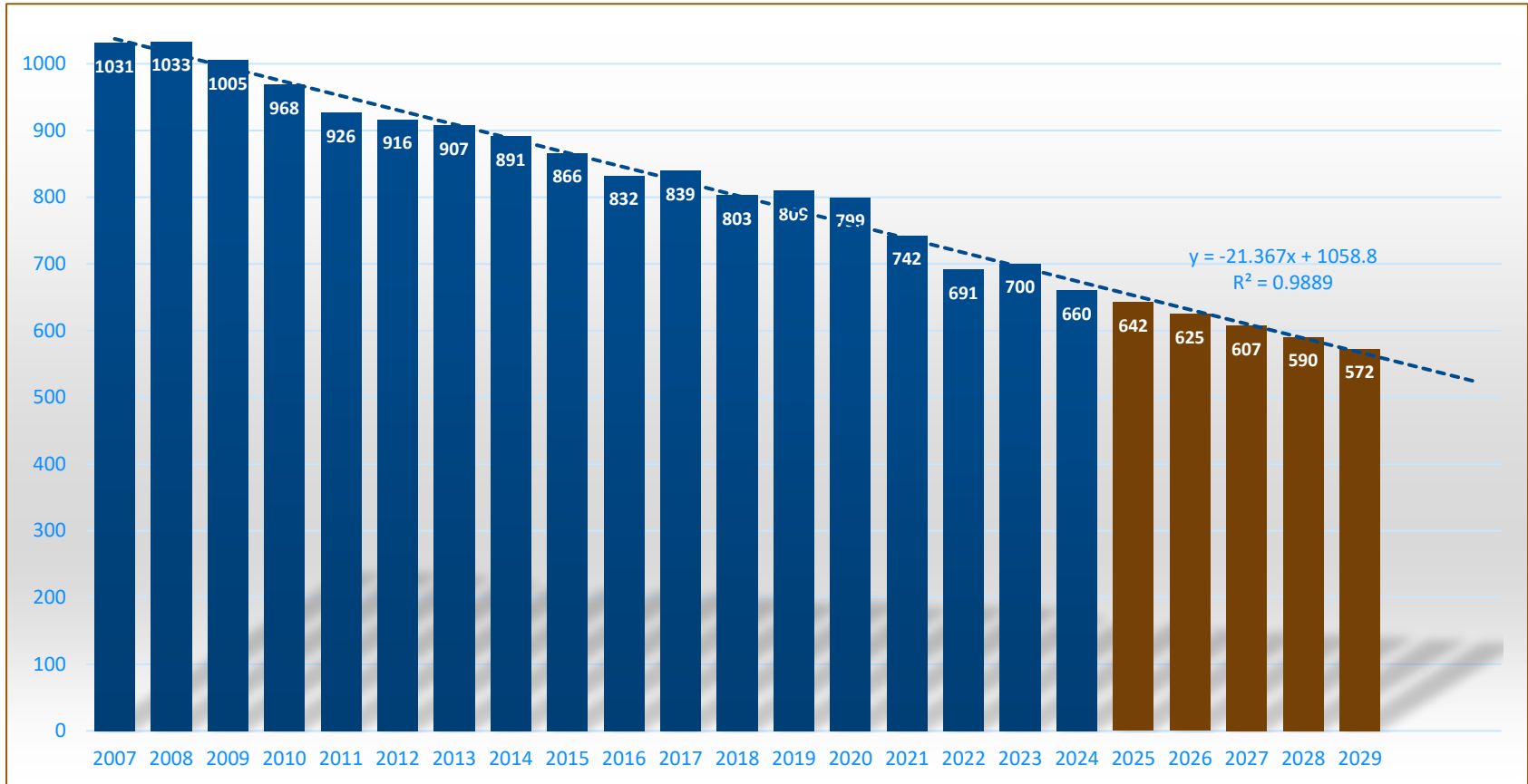
(6) Leased

# Changes in Primary Disability



➤ Total child count as of December 1, of each year

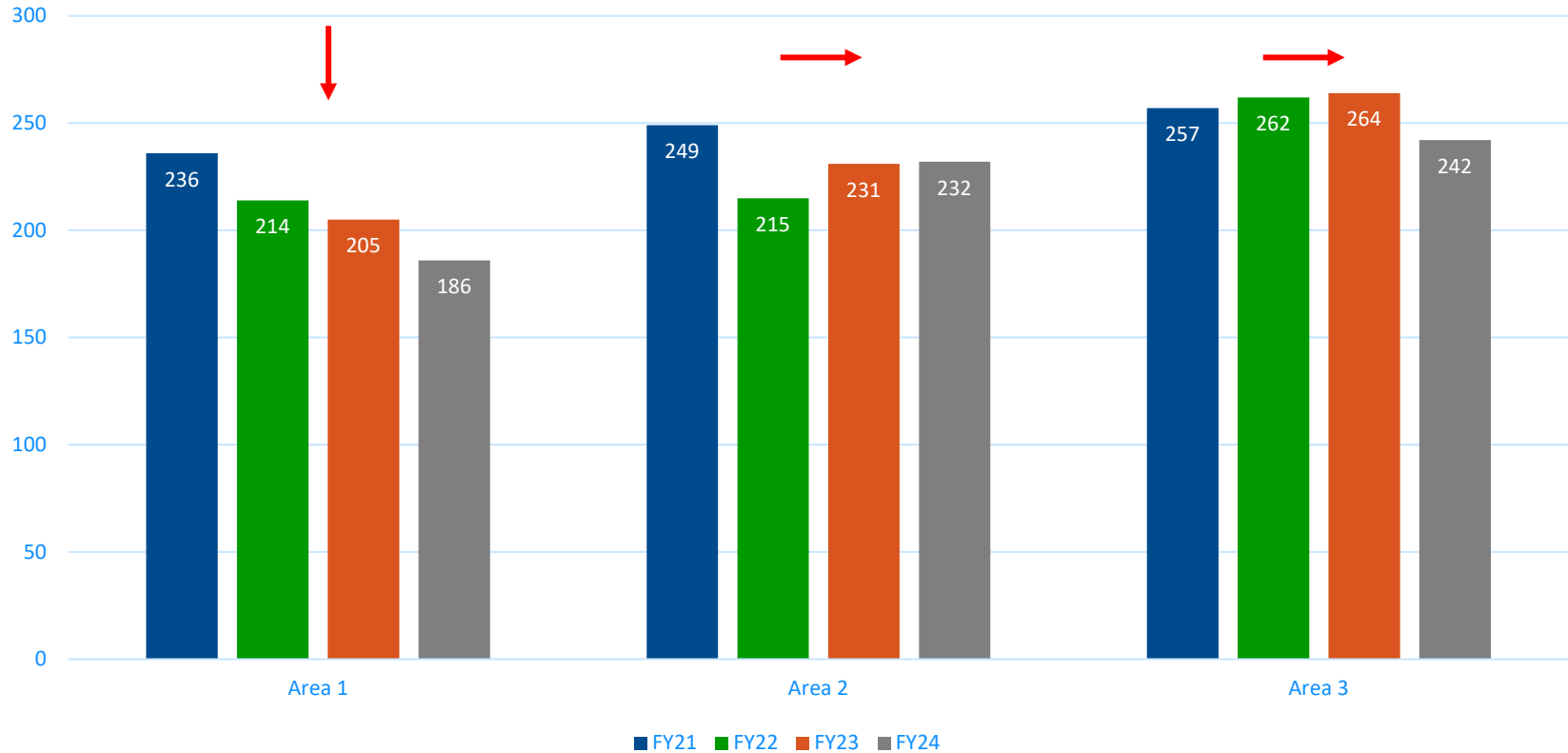
# MSSD Enrollment



# Enrollment Trends by Area



Enrollment by Area





What top three changes are needed to provide MSSD students with better technology?

How can MSSD provide services to students outside reasonable transportation distances?

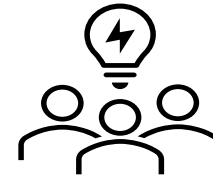
Why has the composition of primary disabilities changed over the past 20 years?

What student population should MSSD be serving?



## Small Group Exercise #3

Return at **XX:XX**



**Google Drive Link:**

<https://drive.google.com/drive/u/2/folders/1-1YwY-AN8uR8IWSAPXYUEkEP3MDwbv8J>





# Next Steps / Next Meeting



10 a.m. – 2 p.m. Virtual (Zoom)

- Facilities: Capital Improvements & Maintenance
- School Condition / Educational Adequacy
- Finance
- Local Educational Agency



Meeting #	Topic	Date	Time	Location
Meeting 1	Welcome / MSSD Overview / Phase 1 & 2 Report / Theory of Action	9/30/24	10-2	Virtual
Meeting 2	Technology / Academics / Instruction / Transportation / Enrollment	10/21/24	10-2	Virtual
Meeting 3	Facilities Projects / School Condition / Educational Adequacy / Finance / Local Education Agency (LEA)	11/18/24	10-2	Virtual
Meeting 4	Capacity & Utilization / Legislation / Human Resources / Reimagining Models	12/16/24	10-2	Virtual
Meeting 5	Major Changes & Improvements / Intro to Consolidation	1/22/24	8-4	In-Person
Meeting 6	Finalize Consolidation / Major Changes / Implementation Plan	2/24/25	8-4	In-Person
Board Update	LRPAC Recommendations to State Board of Education	TBD	TBD	In-Person