09:02:17 From Bailey Tennesen : DESE State Performance Plan Website: https://dese.mo.gov/special-education/state-performance-plan

09:06:13 From Bailey Tennesen : SPP/ APR Stakeholder Information: https://dese.mo.gov/spp-apr-stakeholder-information

09:19:38 From MNeef : Does Higher Education include trade school?

09:25:35 From Bailey Tennesen : https://dese.mo.gov/media/pdf/discipline-students-not-yet-identified-idea-eligible-0

09:25:37 From Bailey Tennesen : Myth of the Month

09:26:03 From ssee : students living with grandparent. No legal guardianship. Can parent sign all permissions?

09:26:07 From Bailey Tennesen : Discipline Flow Chart: https://dese.mo.gov/sites/dese/files/media/file/2020/04/Discipline%20Process%20Flow%20Chart%20Final-%202017.doc

09:26:38 From Bailey Tennesen : Discipline of students not yet identified under IDEa Eligible: https://dese.mo.gov/media/pdf/discipline-students-not-yet-identified-idea-eligible

09:28:03 From Dana Welch - DESE : The term parent means a biological, adoptive, or foster parent of a child or a guardian generally authorized to make educational decisions for the child (but not the State if the child is a ward of the State), a person acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives; an individual who is legally responsible for the child’s welfare; or, a surrogate parent who has been appointed.

09:28:17 From Bailey Tennesen : Page 7

09:33:52 From Susan Henry-SSD : At SSD, I guide staff to consider the accessibility of the parent who may periodically be absent. With email and virtual accessibility, sometimes physically absent parents can still be involved and act as EDM.

09:34:13 From Melynda- Marshfield : I have asked our attorney before they said the girlfriend that the child lives with is ok according to the state plan.

09:34:47 From Bailey Tennesen : Special Education Resource Page: https://dese.mo.gov/special-education/effective-practices/special-education-directors

09:36:05 From Halley Gurley : The rubrics are super helpful!! Thank you guys for taking the time to create those!

09:36:27 From Bailey Tennesen : Present Level Rubric: https://dese.mo.gov/media/pdf/present-level-academic-and-functional-performance-rubric

09:37:06 From cristina.heet : I would LOVE LOVE to have one on OHI and LD observations. I know that's coming, but for us, it's our monitoring year, so I've been having a hard time finding resources for my folks.

09:37:21 From Ruth Littleton : For ECSE students, what is the best way to document when concerns are noted in by regular educators in multiple areas but parents agree only evaluate in a few specific areas? For example, parents only agree to evaluate speech but concerns are also in other areas.

09:38:16 From Shannon Bauwens : Yes observations would be good. High School teachers are asking this.

09:38:27 From Bailey Tennesen : RED Rubric: https://dese.mo.gov/media/78436/download

09:38:40 From Bailey Tennesen : RED Rubric PDF Version: https://dese.mo.gov/media/pdf/review-existing-data-rubric-pdf

09:40:58 From Melynda- Marshfield : Language impairment- student really no longer needs language therapy, but we can still prove adverse impact to academics and the need for specialized services. Would you continue to serve under language impairment with sped teacher as the case manager? Would you conduct an evaluation, or just release language related with prior written notice?

09:42:46 From Ruth Littleton : Absolutely, we get the child into services however we can... usually we can build rapport and they agree later to reevaluation... but want to make sure we do it right. This happens often.

09:48:21 From Bobbi McDougle : In a case like this one option could be some minimal push in therapy in reg ed, add classroom support with sped teacher, however, key is that the Lang. person remains the case manager and collaborates with the sped service provider.

09:50:09 From Melynda- Marshfield : We had a student transfer in, kindergarten, met LD and SSD 10/13/21, previous school did not write an IEP yet or have signed initial services. We do not agree with the data in reports, insufficient observations, etc. We want to reject? Do we just start a RE? Do we need to provide any services, or could we just provide interventions during the evaluation. A lot of the data can be used, but a need for more detailed.

09:50:28 From Clarissa Beyer : How do we determine the difference between Oral Expression and Listening Comprehension and Receptive and Expressive Language? I know the assessments will identify one or the other, but how do we make the distinction for goals?

09:56:34 From KGorman : Maybe list the SLP in consultation in Services

10:03:47 From Bailey Tennesen : In State- Transfer Process- https://dese.mo.gov/media/file/transfer-state-documentation-form-0

10:05:36 From KGorman : Please list the link to today's recording. I was attending the DESE/RPDC Early Learning Standards meeting & missed it. Thanks!

10:05:52 From Bailey Tennesen : https://dese.mo.gov/special-education/effective-practices/special-education-directors

10:05:56 From Bailey Tennesen : DESE Resource Page

10:06:39 From KGorman : Thanks - I just find it very useful to attend & hated that they were across from each other!