

Special Education Advisory Panel Meeting

Minutes

March 2, 2018

Members in Attendance

Lynnette Creed
Stephen Barr
Tara Stoll
Kris Booker
Daniel Williams
Michael Aitken
Mary Jo Jensen
Matt McTeer

Kim Bray
Lauren Lynch
Elizabeth Obrey
Bill Hayes
Diana Taylor-Soole
Tom Bamvakais
Cory McMahon
Leigh Reynolds

Lisa Robbins
Byron Koster
Belinda Worley
Amanda Kaiser
Lori Masek
Cathy Johns
Todd Fraley
Donna Cash

Members Not in Attendance

Julie Boos
Desiree Byars
Gwen Deimeke
Kim Gee

Laura Head
Brenda Niemeyer
Carrie Noland
Kris Presley

April Regester
Abby Robbins
Carissa Rupp
Amy Wilson

Guest - Kristin Donze, assistant director of transition and 511 for Vocational Rehabilitation, attended on behalf of Kim Gee who was unable to attend.

Copies of handouts and presentations for this meeting are available at:
<http://dese.mo.gov/special-education/advisory-panels/seap/meetings>.

Call to Order/Introductions – Lynnette Creed called the meeting to order at 10:00 a.m. Introductions were made.

Approval of Minutes – Tom Bamvakais made a motion to approve the panel minutes as written. Diana Taylor-Soole seconded the motion. Minutes were approved.

Data Follow-up – Mary Corey, coordinator, Special Education Data, provided information on significant disproportionality (PowerPoint posted at: <https://dese.mo.gov/special-education/advisory-panels/seap/seap-meeting-handouts>).

Transition/Competency Wheel – Barb Gilpin, assistant director, Special Education Effective Practices, provided information regarding transition and the competency wheel (<https://dese.mo.gov/special-education/advisory-panels/seap/seap-meeting-handouts>). A few years ago the competency wheel was created with the assistance of KU because of the results received from employer surveys (more emphasis was needed on employability skills). These skills were divided into three areas and teacher guides were developed to show teachers how to teach these skills. As part of a recent initiative geared toward all students, teachers from approximately 66 schools received face to face training. The teachers can embed the competencies into their classrooms. Modules will be available soon on the virtual platform (will include some for elementary schools). During recent parent focus groups, DESE realized parents did not understand the competency wheel. In some instances, parents felt they were unable to teach the skills to their children, instead they felt it was important for schools to teach the skills. Parent modules are being developed.

Part B Application – The Part B application is an annual process under IDEA. On March 1, it was posted for public review and comment. One copy of the draft Part B application was available for panel members to review during the meeting and is available at <https://dese.mo.gov/special-education/advisory-panels/seap/seap-meeting-handouts>.

Missouri Model Districts (MMD) Progress Report (Working Lunch) – The collaborative work model continues to be a building-level model which identifies effective teaching and learning practices, encourages collaborative work between teachers and administrators, and focuses on the use of data. DESE is now at a point where we need to go from a building-level model to a district-level model, Missouri Model Districts (MMD). This past school year, 19 districts volunteered to be part of MMD and to review what was needed to make this a district-wide model. Each of the assistant commissioners and deputy commissioners visited some of the MMD districts. The goal is for those districts to determine what is needed immediately and over the next five years. Districts have been supportive and are providing helpful feedback regarding ways to streamline the process. Another set of districts (remaining CW schools) will be added next school year. The data is clearly showing CW and MMD schools are improving and students with disabilities are the highest improving group.

DESE Update

- Facilitated IEP (FIEP) - Last year, 35 FIEPs were requested and so far this year there have been 32. OSE is monitoring the effect this may have on the number of child complaints filed and the number of allegations received. Two years ago, there were 93 child complaints filed with 198 allegations (this was the year prior to the start of FIEP) and last year there were 53 child complaints filed with 160 allegations (first year of FIEP). At a future panel meeting, the proposal to expand the training to more schools and data from the current school year will be provided.
- State Budget – Budget process is going smoothly. No state budget at this time.
- Federal Budget – the federal government is operating under a continuing resolution until March 23. There is a hint that a budget may be finalized for the remaining federal fiscal year and for next year.
- DESE – Roger Dorson is DESE’s interim commissioner. He also serves as deputy commissioner for the Division of Financial and Administrative Services. DESE currently does not have a State Board of Education. Without a state board, most department functions are continuing as usual but DESE is unable to make changes to administrative rules, approve new or modify existing policies, and approve new charter schools.
- MSD - George Stailey is the new superintendent of Missouri School for the Deaf effective April 1. He has had a lot of experience at the Indiana School for the Deaf.
- ESSA - DESE has a fully approved ESSA plan in place.
- State Performance Plan – The Part B SPP has been submitted. During the first week of April, OSE will have a week for clarification (responding to OSEP questions).
- MSB – MSB recently requested and received a thorough review of their campus. The structures are sound but are old and have some safety issues. Some buildings are no longer needed while others will require renovation. MSB’s goal is to make the buildings they plan to continue to use safe, functional, up-to-date, and child friendly.
- Parent’s Guide to Special Education – A parent friendly version has been created and is posted on the web at <https://dese.mo.gov/special-education/compliance/parent-information>.
- Significant Disproportionality – Early this year, the U. S. Department of Education issued a notice of proposed rulemaking which would postpone by two years the compliance date for

implementing the significant disproportionality regulations published in December 2016. State agencies and stakeholder groups were asked to submit comments on the proposal. OSE feels the process would be intense and could cause more problems than are solved.

Subcommittee Meetings – Subcommittees met from 12:50-1:20 p.m. and were asked to discuss the following items:

- Data update – did OSE provide the information requested from the last meeting
- College and Career readiness (competency wheel) – provide recommendations on how to improve the model and how to move forward
- MMD concerns or suggestions

Rules and Regulations

The subcommittee:

- felt the data presented did not quite cover all of their questions but they also recognize there are many variables involved with the data.
- discussed the discipline issue and how to hold students with disabilities accountable. They felt some schools do not do manifestation determination and/or functional behavior assessments because there are no federal mandates. They discussed how to affect change and ways to give more guidance to schools.
- talked about MAP-A testing. They understand it is mandated but do not see the benefit. Stephen indicated the assessment process is more of a progress monitoring since it is not done at the end of the school year. Better curriculum is needed to compliment the assessment process. As curriculum is developed, it will be shared with schools. DESE is asking a group of teachers to help with the development and review of the curriculum.
- discussed the FIEP process. They feel there are districts that do not know how to facilitate their own IEPs and training is needed for district staff. Stephen indicated additional training will be provided and that OSE will continue to contract with a few trained facilitators for the more difficult IEPs. Some schools are adopting techniques used by the facilitators.
- asked for additional data on FIEP (i.e., number requested, number of refusals by district and/or parent). Stephen indicated there is no way of getting this type of information because both parties must agree to fill out the form before it is sent to DESE.
- asked about a state review process where child complaint decisions would be reviewed to determine if the decision was accurate. Stephen indicated there is no such process available.

Evaluation and Monitoring

- Annual Report Letter – Panel members reviewed the draft annual report. There were no suggested changes. Panel members will vote on the annual report at the June meeting.
- The subcommittee:
 - discussed the data Mary presented and felt she did a great job of presenting the data and had no further comments.
 - discussed the competency wheel and some felt it is already happening at different levels in some districts. Stephen mentioned that additional resources can be added to the virtual platform as long as they are evidence based. DESE will be able to monitor what resources are being accessed and how often. DESE is being careful on how this is approached, maintaining focus of the regular classroom but bringing in social academic piece.

Programs – The subcommittee indicated they talked about the competency wheel and how to promote its implementation (how to spread the word to schools, agencies, parents, etc.). Also discussed was how to expand to outside school job coaches, independent living centers, etc. They felt student modules which teach students how to be their own self advocate would be beneficial as well as parent modules. They felt the earlier this process is started with children the better (suggested starting at the elementary level, as children transition from Part C to Part B, and/or maybe even at the First Steps and Parents as Teachers levels). They suggested creating opportunities for teachers to share information. Stephen indicated the portal is currently a semi closed system but there will be opportunities for networking in the future. He also mentioned there needs to be discussion regarding the levels of resources provided (are they geared toward young children, high school students, independent living centers, etc.). By beginning this at a very young age, it starts an important dialog with parents that will hopefully continue as the child goes through school. The key is getting the information disseminated; just because it is available, does not mean everyone will know it is there and use it.

Public Comment – The subcommittee discussed their purpose on the panel. SEAP bylaws do not designate that there must be a Public Comment subcommittee. The subcommittee has only received one public comment in three years. The subcommittee and the generic SEAP email address were designed as a way for the public to relay statewide issues to the panel. The comments received so far have been more about “my” school or “my” child and are not appropriate for the panel. Further discussion on whether or not the public comment subcommittee is needed will be added to the June agenda. Panel members were asked to consider the public comment portion of the panel and provide suggestions on ways to bring about more public awareness of the panel. The SEAP currently has the following subcommittees: <https://dese.mo.gov/sites/default/files/se-admin-seap-standing-committee-list.pdf>.

Nominations – Forms to nominate panel members for officer positions and for the Executive Committee were handed out at the meeting. Lina will email the form to the panel. Forms must be sent to Mary Jo Jensen at Mary.jensen@fpsk12.org by March 16. Mary Jo will contact individuals nominated to verify their interest in serving in the position(s).

Member Issues/Reports

- Lynette indicated that the Night to Shine Prom was recently held in Jefferson City. She volunteered as a buddy for individuals with disabilities and encouraged panel members to volunteer if they have an opportunity to do so in their area.
- Byron indicated he is seeing a growing concern with some schools not utilizing the model IEP form because it is not mandated by DESE. The concern is that parents are sometimes not made aware of all available accommodation options for their child. If the model IEP form is used, all of the accommodation options are listed, but if the district chooses to use their own form, many times only the accommodation they feel the student needs is listed. Stephen indicated we have tried historically not to write additional rules and regulations but instead attempt to make the sample forms good enough that districts want to use them.

Adjournment – Kris Booker moved to adjourn the meeting. Meeting adjourned at 2:25 p.m.