

Special Education Advisory Panel Meeting

Minutes

June 7, 2019

Members in Attendance

Lisa Robbins
Donna Cash
Lori Masek
Stephanie Mefford
Lisa Jones
Christian Basi
Amanda McKee
Stephen Barr

Cory McMahon
Daniel Williams
Kristin Donze
Michael Aitken
Priscilla Reed
Diana Taylor-Soole
Tom Bamvakais
Cathy Johns

Byron Koster
Elizabeth Fox
April Regester
Virginia Allsman
Kimberly Bray
Elizabeth Obrey
Leigh Reynolds
Amy Wilson

Members Not in Attendance

Christina Booker
Desiree Byars
Todd Fraley

Megan Griffiths
Mary Jo Jensen
Amanda Kaiser

Susan Marino
Matthew McTeer
Abby Robbins

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 – Byron Koster, Vice Chair, called the meeting to order at 10:00 a.m. Introductions were made.

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

Summary of Career Technical Education (CTE) Special Education – Alicia Hunt Ketterman, assistant director, Special Education Effective Practices, presented information on CTE Special Education (to review the powerpoint, go to: <https://dese.mo.gov/special-education/advisory-panels/seap/seap-meeting-handouts> and for additional information about CTE, go to: <https://dese.mo.gov/college-career-readiness/career-education>). DESE created a focus group that is in the process of identifying available resources and programs throughout the state (good resources available in St. Louis and Kansas City).

Tom indicated he has been helping students with disabilities obtain a Schedule A letter from the federal government which gives them priority to work at the Veterans Administration hospital and other federal agencies/contractors. He indicated individuals can go to the federal job search for a breakdown of each category in which the federal government has vacancies.

Suggestions were made by panel members that CTE should 1) focus some effort on training “employers” of businesses, 2) identify and provide employment supports, and 3) educate parents regarding the abilities of their children. Panel members would like data on the work rates in the 1) area of training after graduation (data regarding numbers and percentage of students with disabilities who gain employment in the CTE area of training) and 2) number and percent of the success rate of CTE students with disabilities (definition of success). Additional comments from panel members included 1) the Springfield School District hosts job fairs to educate employers of students in general education (including inclusive students

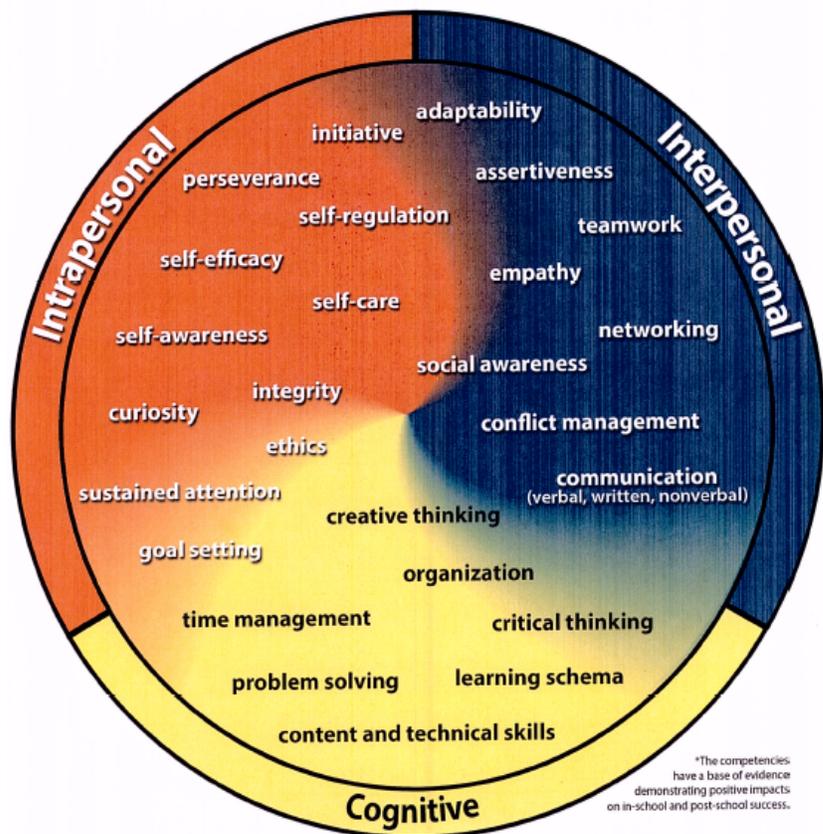
with disabilities), 2) need some follow-up information on university partnerships (no definition of who is served or the program purpose), and 3) are students with disabilities who are not in the general education program being excluded?

Transition Training Institute – Barb Gilpin, assistant director, Special Education Effective Practices, presented information on transition. She indicated DESE’s focus for the last several years has been on decreasing the dropout rate. DESE is rethinking that focus and is focusing more on graduation by working with schools to determine what areas of need. Schools are encouraged to review their data and determine one or two areas of greatest concern. The Office of Special Education (OSE) offers interventions that may help. One intervention is Check and Connect that trains and assigns a mentor to students identified as at risk. A panel member asked if Check and Connect could also provide training to schools on how to reenter students into the school system because in some cases, the reentry to school can be challenging. Several panel members expressed concern for children not served by the local district and for children in foster care. Check and Connect mentors are one of their only resources. Barb indicated districts can receive this training via KU online or the Virtual Learning Platform (VLP). It should be noted that not every district has the same resources.

There were 99 competencies identified as important for success. Because of the number, they were combined into 29 essential components, all of which can be taught. Modules and materials were developed to be imbedded into the coursework for schools. Staff is working on modules and curriculum for the elementary level as well. It will take three years to have all of the modules available on VLP. The goal is to have training available for the entire continuum of students and parents (for more information, go to KU Research Collaboration at: <http://researchcollaboration.org/>).

The Transition Training Institute will be held on June 17-20, 2019, at the Holiday Inn Executive Center in Columbia. The preconference includes four training sessions on these competencies. The conference itself is structured around student engagement and student-based enterprises.

College and Career Competency Wheel



Gaumer Erickson, A.S., Noonan, P., & Soukup, J.H. (2016). College & Career Competency Wheel (3rd ed.). Lawrence, KS: University of Kansas, Center for Research on Learning. Derived in part from Pellegrino, J.W., & Hilton, M.L. (Eds.). (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Washington, DC: National Academies Press.

For more information, visit: Resources.CCCFramework.org



WORKING LUNCH - District Continuous Improvement (DCI)/Missouri Model Districts (MMD) – Stephen indicated that DCI and MMD are basically the same thing. DESE is identifying the difficulties/barriers and resources needed to implement research-based strategies throughout an entire school district by not just focusing on one building but instead focusing on the entire district. DESE is focusing on how to build systems of support to provide resources to

districts at no cost. Pilot districts (MMD) have assisted DESE in this process. This year district supports will expand from 60 pilot districts to over 120 districts. The resources available to districts are accessed through the Virtual Learning Platform (VLP). VLP will be able to handle this addition but the capacity of people available to assist districts is limited.

DESE Update

- State Budget – There was an increase to the foundation formula, there was an increase in ECSE due to an increase in program costs, and special education remains flat funded. Currently working on budget recommendations for next fiscal year.
- Federal Budget – Minimal change at the federal level. Special education is forward funded so OSE already has the funds available for the coming fiscal year. Districts have 27 months to expend those funds (approximately 14-16 percent of the cost of special education comes from federal funds).
- Part B State Performance Plan (SPP) – The Part B SPP that is submitted to the Office of Special Education Programs (OSEP) annually. After OSEP reviews the SPP, they provide the state with a week to clarify any questions/concerns they have. In mid to late July, they will send states the final determination (score card).
- Part B State Application – The Part B application was submitted to OSEP. Approval of the state's application is what triggers the Part B federal grant for the following year.
- Part B State Plan – In 2017, OSE proposed changes to the State Plan but without a State Board of Education for six months OSE was unable to finalize the changes. OSE edited the suggested changes based on comments that had been received and sent them back out for public comment once the new State Board was convened. The final suggested changes to the Part B State Plan were approved by the State Board at their February 2019 meeting. The changes are moving through the final approval process. The proposed state plan changes are tentatively effective on July 31, 2019. Districts will then be required to update their local compliance plans and submit verification of compliance to OSE.
- State Systemic Improvement Plan (SSIP) – OSE is in the third year of the federally required SSIP. Missouri is one of only a few states planning to implement statewide.
- State Personnel Development Grant (SPDG) – The grant provides Missouri with seven million dollars over a period of five years for the state to improve the educational and post-school outcomes for all children, especially children with disabilities.
- Alternative Assessment – State testing ended on May 31. As part of a federal requirement under ESEA, Missouri is required to have no more than one percent of students tested using an alternate assessment. Prior to this requirement, Missouri like most states, allowed districts to assess students however they wanted, but districts were only able to count one percent of the alternate assessments given as proficient. Over the last two years, OSE has assisted districts in understanding what this new requirement means and are helping them rethink how they assess students. In Missouri, students tested using alternate assessments is currently at 1.1 percent. Missouri must be under one percent overall during the coming school year. Districts that exceed one percent are required to provide some rationale for exceeding the limit and describe how they will get themselves compliant.
- Significant Disproportionality - In 2016, the U.S. Office of Special Education Programs (OSEP) issued regulations which changed the calculations for significant disproportionality. The regulations were to take effect July 1, 2018. On June 30, 2018, OSEP put the regulations on hold. In March 2019, a district court decided against OSEP and related that by July 1, 2019, states were to be at the level of implementation required as if no delay had occurred. Missouri ran the calculations, informed districts, and requested their data to make sure the calculations were accurate. An automated process was initiated to allow districts to begin the needs assessment and planning process. In May, OSE received a response from OSEP related to the 15 percent calculation for Special School District of St. Louis County

and its partner districts. DESE met with SSD and their partner districts to discuss the letter and the process for significant disproportionality. SSD must provide OSE with a plan and budget of how they will use the redirected 15% of funds to provide intervening services.

- Early Childhood Special Education (ECSE) Funds – The U.S. Department of Education indicated that some of the state and federal funds used to fully fund ECSE should have been sent to districts for their preschool programs. OSE must reimburse affected districts for the last two years at a total of approximately 15-20 million dollars.

Proposed Language Change to Bylaws – At the March meeting, Stephen recommended modifying the bylaws to change elections from annually to every two years to reduce turnover in officer positions. Byron recommended a slight wording change. A motion was made to approve the modification to the bylaws. Motion passed. Officers elected at today’s panel meeting will serve a two year term.

Subcommittee Meetings - Subcommittees did not meet.

Elections (Term July 1, 2019 – June 30, 2021)

Chair: Lisa Robbins

Vice Chair: Byron Koster

Secretary: Cathy Johns

Executive Committee

Elizabeth Obrey

Cory McMahon

Kimberly Bray

Leigh Reynolds

2018-19 Annual Report Letter – The panel reviewed the draft 2018-19 Annual Report Letter at their March and June meetings. The only recommendation was to include information regarding the changes made to the bylaws. With the addition of this wording, the panel approved the 2018-19 Annual Report Letter.

New Business

Christian raised the topic of one-party recording for IEP meetings. He felt districts should allow parents the right to record IEP meetings. Many districts in Missouri follow MSBA’s policy of no recording allowed. Benefits and concerns were raised on both sides of the issue by panel members. Christian advocated for DESE to issue guidance to school districts. Christian will report to the panel at the September meeting on the outcome of his meeting with his local district regarding this issue.

Adjournment – Meeting adjourned at 2:35 p.m.