

Special Education Advisory Panel Meeting

Minutes

December 1, 2017

Members in Attendance

Byron Koster	Diana Taylor-Soole	Lori Masek
Stephen Barr	Abby Robbins	Brenda Niemeyer
Chris Booker	Desiree Byars	Kim Gee
Carrie Noland	Kathy Johns	Gwen Deimeke
Matt McTeer	Lisa Robbins	Lauree Head
Mary Jo Jensen	Amanda Kaiser	Cory McMahan
Elizabeth Obrey	Julie Boos	Amy Wilson

Members Not in Attendance

Tom Bamvakais	Lauren Lynch	Belinda Worley
Donna Cash	Carissa Rupp	
Lynnette Creed	Tara Stoll	

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 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. Lisa Robbins seconded the motion. Minutes were approved.

2016-17 SPP/APR – Mary Corey, Coordinator, Special Education Data Section, presented the SPP/APR data. The handout was emailed to panel members prior to the meeting and is available at: <https://dese.mo.gov/special-education/advisory-panels/seap/seap-meeting-handouts>. Stephen asked the subcommittees to discuss the data and provide feedback and recommendations regarding the targets.

Due Process Hearing Decisions/Disclosure – Madelynn Garrett, Legal Counsel, Office of Special Education, reviewed the due process hearing decisions from FY 2016-17. The handout was emailed to panel members prior to the meeting and is available at: <https://dese.mo.gov/special-education/advisory-panels/seap/seap-meeting-handouts>.

Part B State Plan Changes – Stephen discussed the proposed changes to the Part B State Plan. To review the powerpoint, go to <https://dese.mo.gov/special-education/advisory-panels/seap/seap-meeting-handouts> and click on SEAP Powerpoint (see pages 2-5). Written public comments on the proposed changes should be submitted no later than close of business on January 8, 2018, to Special Education Compliance, Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, MO 65102-0480 or by fax: 573-751-3910 or email to Idea.Comments@dese.mo.gov.

Young Child with a Developmental Delay (YCDD) – YCDD was discussed at a panel meeting earlier this year. Stephen Barr presented additional data and indicated the issue would be revisited at a later date. To review the data, go to <https://dese.mo.gov/special-education/advisory-panels/seap/seap-meeting-handouts> and click on SEAP Powerpoint (see pages 6-7).

SSIP Phase III – Stephen Barr presented the SSIP Phase III information and asked panel members to provide comments. To review the powerpoint, go to <https://dese.mo.gov/special-education/advisory-panels/seap/seap-meeting-handouts> and click on SEAP Powerpoint (see pages 8-12).

DESE Update (Working Lunch)

- FIEP update – To review data for the current school year, go to <https://dese.mo.gov/special-education/advisory-panels/seap/seap-meeting-handouts> and click on SEAP Powerpoint (see pages 13-14).
- State Budget – The proposed state budget is currently at the Governor’s office. The Governor will send it to the legislators in January. Early indications show \$400-500 million will be cut from next year’s budgets.
- Federal Budget – The next deadline for the federal budget is December 8.
- Significant Disproportionality – Currently, there are two years of data available and districts have been identified based on that data. Meetings have been scheduled around the state to help districts understand the issues and the resources available. Districts that were identified based on the two years of data will also be provided with strategies to modify some of their policies and practices. The third year of data will be added next year.
- Alternate Assessment - ESSA changed the requirements from a one percent cap on students who could be claimed as proficient or above to a one percent cap on alternate assessment participation which went into effect this school year. Last school year, 1.4% of students participated in MAP-A. That percentage will have to be lowered to 1% this school year. Districts identified above the 1% received letters last May notifying them of the new requirement. Districts above 1% based on new data will receive a letter next week. In the spring, each district exceeding 1% will be required to complete a form indicating why they exceeded and OSE will determine if the reason is justifiable. Districts without a justifiable reason will need to develop a plan and conduct training to help lower their percentage.
- MSD Superintendent - DESE recently announced George Stailey as the new Superintendent for Missouri School for the Deaf effective April 1, 2018.
- Dyslexia Task Force – The task force recently provided their report to the State Board.

Subcommittee Meetings – Subcommittees met from 1:00 – 1:20 p.m.

Rules and Regulations – The subcommittee discussed the SPP/APR and all agreed the data is overwhelming and they felt some of the data may be skewed. They recognize that targets are needed but were unable to fully analyze the data.

Evaluation – The subcommittee discussed the SPP/APR and they agree with what the Rules and Regulations subcommittee reported. They had lots of questions about how the data is collected and reported. Stephen indicated there is a requirement to report the data to the U. S. Department of Education in the current manner.

Monitoring – The subcommittee also agreed with the Evaluation and Rules and Regulations subcommittees. They felt Mary has a good handle on the targets and that the manner in which she presented the data was very understandable. They liked how the data was broken down.

Programs

The subcommittee suggested 35 as a denominator but were okay with the numbers as listed in the SPP/APR. They were also interested in whether the FIEPs will impact future data. They expressed concern regarding the data that shows students with disabilities are four times more likely to be suspended. They felt students with disabilities should be held to the same standards as students without disabilities.

Public Comment

The Public Comment subcommittee is no longer able to access the SEAP's gmail account. The subcommittee asked for the panel's recommendations on whether to create a new account and if so, should it be a gmail account or DESE account. The panel was in favor of keeping the SEAP public comment website and having a DESE email account. It was suggested a message regarding the SEAP public comment website should be sent to MPACT for dissemination and via SELS. It was suggested investigating to determine if a fill in box could be added to the SEAP's website which would allow the public to type in their comment and hit "send" (the actual email address would not be visible).

Nominations - No report.

Member Issues/Reports

Brenda Niemeyer shared the story of her adult son, Jared, who has Down Syndrome. He is successfully employed part-time in their community, in a competitive employment position with their local Hy-Vee. Jared finds tremendous satisfaction in being employed. This employment opportunity was the result of Kirksville High School's employment training and experience program. Jared experienced such success in this classroom/on-job training that he was offered a job before graduating from high school. Following graduation, Jared was served by Vocational Rehabilitation only a few weeks with an onsite job coach before becoming fully independent as a customer service clerk.

Partially due to the satisfaction and fulfillment Jared gained from his past six years of employment, he continued to grow, becoming an individual who gives back. Jared's experiences led him to begin a small business. Jared's Jams sprang from his desire to give back to Special Olympics, which he repeatedly affirms has "made me a better me". Jared makes jellies and jams from fruit raised on their family farm. Initially, all proceeds of Jared's Jams went to Special Olympics Missouri's Training for Life Campus, a state of the art training facility for Special Olympics athletes across the state. This \$16 million project is being built in Jefferson City; ground has been broken and construction will be complete in the fall of 2018. Jared's Jams has done well and has recently shifted to a small business, with a percentage of proceeds to continue going to Special Olympics.

Jared continually shares his story of inclusion; how the opportunities he has been given have allowed him to become an actively engaged and fulfilled individual. His impairments have not limited him. He has made his way and is actually giving back by bringing awareness to disability

issues. Jared and many of his peers have been profoundly impacted and empowered by their inclusive education experiences. Brenda and her son are deeply grateful for the work DESE's Office of Special Education does in serving our students. She sees successes every day in our school as students overcome obstacles, learn new skills, gain confidence, and become self-advocates. As a parent and an educator, Brenda wanted the Office of Special Education, Dr. Barr, and his staff to recognize what an impact they make on the students and families they serve and to thank them for making a difference to so many! Inclusion has a powerful impact.

Elizabeth Obrey indicated that in some of the districts in the southwest area of the state students with IEPs are graduating at 18 years old with their age-appropriate peers. She has been under the impression that families are told that if their student is not progressing academically, they must graduate and that school services will not extend to age 21. She was also told by a special education teacher that one of the reasons this was happening was because district administrators felt it would not alter the student's long range potential if they stayed in school past age 18 and that district administrators make this decision in general for all students with IEPs, without input from parents and teachers.

At a recent meeting, she witnessed a parent being told that a student must graduate with their same age peers. Elizabeth feels that students with IEPs many times take longer to learn concepts and many have brains that turn on at puberty. These students need and deserve the extra time to have a full day of education that teaches them things to help them progress on whatever path they are on. Stephen indicated that the federal accountability process encourages districts to have all graduate with their class—4-year graduation rate.

Lisa Robbins asked about children with autism and whether they must have a medical diagnosis of autism before they qualify for an IEP. Stephen will have this question addressed by the Special Education Compliance Section in their Myth of the Month newsletter.

Adjournment – Cory McMahon moved to adjourn the meeting. Meeting adjourned at 2:05 p.m.