Welcome to the DESE Update session at this year’s MoCASE Special Education Administrators Conference.
Welcome to our session
During the next 90 minutes you will be hearing from staff in the Office of Special Education about critical information in the areas of Funds, Data, Effective Practices and Compliance. We will also be covering a few topics of a general nature.
The three areas we want to address in general are Dyslexia, legislation and the recently enacted Every Student Succeeds Act (ESSA) formerly known as No Child Left Behind.
SB635 (Hegeman) - Creates the 20-member Legislative Task Force on Dyslexia to make recommendations for a statewide system for identification, intervention, and delivery of supports for students with dyslexia. Requires the Department of Elementary and Secondary Education to develop guidelines for the appropriate screening of students for dyslexia and related disorders. Requires public schools and charter schools to screen students for dyslexia and provide reasonable classroom support consistent with the guidelines. Requires 30 minutes of CPR instruction and training in the proper performance of the Heimlich maneuver or other first aid for choking. Requires the instruction and training to be given in high school prior to graduation and to be included in the district’s existing health or physical education curriculum.

$100,000 was appropriated to fund the Task Force. Governor withheld half ($50,000) and then restricted 3% of the $50,000 to total funds now stands at $48,500.
Other Legislation

- SB 638
- SB 711
- HB 1583
- HB 1646, HB 1621, HB 2132
- HB 1696
- HB 2428
- http://dese.mo.gov/governmental-affairs/legislation/2016-key-education-legislation
Part B State Regulations revisions

- Will be posted in November
- Public comment during November/December
- Plan to have become effective by July 1, 2017
Some parts of the legislation went into effect in August (mostly entitlement and Title I, II & III programming). For many of the provisions, regulations are not final.

State is going to begin asking schools to report students with disabilities who are graduating based on IEP goals.
Provisions Affecting Students with the Most Significant Disabilities

- The alternate assessment must be aligned with the challenging State academic content standards for the grade in which the student is enrolled.
- General and special education teachers, paraprofessionals, specialized instructional support personnel, and other appropriate staff must receive necessary training to administer alternate assessments and use appropriate accommodations.
State is around 1% participation rate.

State will implement 1% for assessments during 17-18 school year.

Don’t confuse participation and accountability. IEP teams may still determine a student eligible to participate in DLM (progress monitoring and curriculum), but some may not be counted for 1% MAP-A.

School districts need to be looking at IEPs now for 17-18 participation.
Welcome to our session
Due Dates

- FY17 Special Education Finance Due Dates
  - 2015-16 Part B FER – September 30
  - 2015-16 ECSE FER – October 17
  http://dese.mo.gov/sites/default/files/sef-CalendarFY17.pdf

- FY17 Payment Request Dates
  http://dese.mo.gov/sites/default/files/sef-PaymentScheduleFY17.pdf
2015-16 Part B FER Changes

- Payment information added to top of FER grid – shows FER payout amount, if any
- Assurance statement/checkbox at bottom of FER grid
- MOE
  - Dec 1 child counts, prior year MOE required level, and MOE actual amounts from 2011-12 forward
  - Current year MOE compared to last required level for each method, not just prior year amount
  - ASBR comparison – must provide explanation for any differences in discrepancy text box on MOE Step 6
Cooperatives

- New guidance documents
  - Special Education K-12 Cooperatives
  - ECSE Cooperatives
Might need to change HNF due date to Oct 31 – will send out sels
Finance Monitoring

- LEAs selected for onsite visits in 2016-17 will receive letters soon
- Self assessments for LEAs in Cohort 3
  - Tiered Monitoring System open November, 2016
  - Due January 31, 2017
  - 2015-16 fiscal data will be reviewed
- Regional trainings
Special Education Finance
573-751-0622
spedfunding@dese.mo.gov

Questions . . .

Angie Nickell
Director
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573-751-4385
Welcome to our session
Data Updates

- New in 2015-16
- IN delivery system for ECSE Integrated Classroom – ECSE classroom that has both ECSE students and up to 50% non-disabled peers
Data Updates

- Highly Qualified Teachers
  - DESE no longer checks for content expertise beginning with 2016-17
  - Special education teachers need special education certification at the appropriate grade level
  - No reporting changes at the LEA level
- Special Education Personnel Reporting
  - New webinar posted
Data Reminders

- Staff Assignment Report
  - Available to review the day after MOSIS files are certified
  - Check for accurate and complete reporting of educators
  - 2015-16 and prior years will show both state certification and HQT status
  - 2016-17 and later years will only show state certification status
Data Reminders

- Graduate and dropout follow-up: SpedMetDef field gives more information about the follow-up category
- Continuing education: SpedMetDef=Yes indicates that the student completed a full term
- Employment: SpedMetDef=Yes indicates that the student has been employed for 90 days and 20 hours per week
Data Reminders

- Special Education District Profiles
  - Preliminary reports will be available on MCDS Portal under secure access “soon”
    - Special Education Profile access needed
  - Public reports available two weeks after preliminary reports
  - Watch SELS for updates
Determinations:
2016-17 Timely Data Criteria

- December Student Core file: January 10
- October Educator and Assignment files: January 10
- June Student Core and Student Enrollment & Attendance files: August 1
- June Discipline Incidents file: August 1

YOUR DATA timely

Questions...

Mary Corey
Director, SPED Data
573-751-8165
Mary.corey@dese.mo.gov
Welcome to our session
The U.S. Departments of Education and Health and Human Services have recently released joint Federal Early Learning Policy Statements developed by the Interagency Policy Board. This board works to develop policy recommendations and improve program coordination and quality across federally funded early learning and development programs serving children birth through age eight. Each policy statement provides the purpose of the statement, an overview, recommendations, and resources for the issue being addressed.

You will find these statements:
The Missouri Multi-Tiered System of Support (MO-MTSS) website officially launched on July 1, 2016. The MO-MTSS is built around an integrated system of academic and social/behavioral supports. While ideally designed for teams of teachers to use, the online resources and materials housed on the website are designed to meet a wide range of learner needs across varying levels of support—universal, targeted, and intensive.

The July 1, 2016 launch represents the initial phase of development for the MO-MTSS website; therefore, the content posted at this time is limited to mostly foundational learning material at the universal level.
The Missouri Multi-Tiered System of Support (MO-MTSS) website is an online platform that allows for the integration of practices from several initiatives and offers support across differing levels of intensity (universal, targeted, and intensive) in the academic and social/behavioral domains. These resources:

- Allow for integration of practices across initiatives into one system
- Allow all Missouri educators to implement, scale, and sustain research-based practices that are shown to have positive impact on student achievement
- Allow for continuum of support to all Missouri districts/buildings

This online resources and materials are organized around six key elements:

- Leadership
- Collaborative Culture and Climate
- Effective Teaching/Learning Practices
- Measurement/Assessment
• Data-Based Decision Making
• Student, Parent, Family, and Community Engagement

Within each key element, you will find online, interactive courses along with facilitator/presenter materials. Both types of materials serve to further enhance and reinforce learning.

Depending upon your learning and/or training needs, technical assistance is available for Missouri school districts and buildings through the Regional Professional Development Centers (RPDCs) [http://dese.mo.gov/educator-quality/educator-development/regional-professional-development-centers](http://dese.mo.gov/educator-quality/educator-development/regional-professional-development-centers). RPDC consultants can provide training, coaching, and follow-up services around these materials for those desiring a more structured learning approach.
The State Board of Education approved the updated Missouri Learning Standards: Grade Level Expectations on April 19, 2016, based on the standards created by work groups of Missouri parents and educators. The revised standards were developed by Missourians for Missouri students.

This screen shows a sample of the crosswalk that has been created between the new Missouri Learning Standards and the DLM Essential Elements. The DLM Essential Elements are specific statements of knowledge and skills linked to the Missouri Learning Standards: Grade Level Expectations. The purpose of the DLM Essential Elements is to build a bridge from the content in the general education framework to academic expectations for students with the most significant cognitive disabilities.

This crosswalk is currently under review by content experts form the field to check for alignment. Once this review is complete and any changes have been made, this crosswalk will be posted to the DESE website for public use. A SELs message will be sent when the document is posted.

Our hope is that this will assist teachers in creating curriculum,
choosing Essential Elements for teaching and testing, and creating an instructional plan for the school year for students with the most significant cognitive disabilities.
School staff will receive training on how to work through the TOP process.

TOP will give transition professionals a common language for working with the transition plans.

It allows them to pinpoint practices that improve outcomes for all students by working through the transition checklist by providing concrete examples and tools necessary to address the transition needs of students with disabilities.
The dropout prevention training works at the building level to reduce dropout rates for all students through the use of a data analysis at the building level.

It involves working at the building level to reduce dropout rates for students by analyzing building data to determine areas of concern. Each building developed a context specific plan to decrease the dropout rate in their building. These services are delivered at the 2-tier 3 level.

Schools receive training from a recognized expert in the area of dropout prevention and ongoing technical assistance.
This is a strategy designed to keep students in school through the use of a relationship with an adult within the school setting.
Teams will attend approximately 3 days of training in Year 1 and 4 days in Year 2.
Dropout Information

- Information regarding the Missouri Post-Secondary Success Program can be found at http://researchcollaboration.org/page/mo-postsecondary-success
- Information regarding Check and Connect can be found by contacting your local RPDC or Barb Gilpin
- Information regarding Dropout Prevention can contact Barb Gilpin at Barb.Gilpin@dese.mo.gov or 573-751-7661
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Questions...

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Welcome to our session
No handouts
The GOOD News...

- Four Years Ago...
  - 45% of LEAs were **out** of compliance on the #1 indicator

- Last Year...
  - 20% of LEAs are **out** of compliance on the #1 indicator

- This Year...
  - 17% of LEAs are **out** of compliance on the #1 indicator
And MORE GOOD News...

- **14.6%** of Cohort 2 LEAs were in compliance 100% for all indicators! (28 districts!)
- 56% of Cohort 2 LEAs had five or fewer indicators out of compliance (107 LEAs)
- **13%** of Cohort 2 LEAs had ≥10 indicators out of compliance (25 LEAs)
- Only 5% of Cohort 2 LEAs had ≥ 20 indicators out of compliance (10 LEAs)
- Cohort 2 LEAs had an average of 5.5 indicators out of compliance
Highlight:

**Bullet 2:** 2/3 of top 10 indicators continue to be out this year
For Even More Info

COMPLIANCE

TOP 10 WEBINAR

https://dese.mo.gov/special-education/compliance/workshops-presentations
No handouts
<table>
<thead>
<tr>
<th></th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Total</th>
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<td>5</td>
<td>18</td>
<td>5</td>
<td>14</td>
<td>29</td>
<td>15</td>
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<td>19</td>
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<td>2</td>
<td>161</td>
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<td>2016-17</td>
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<td></td>
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</table>

Child Complaints - # of Allegations
<table>
<thead>
<tr>
<th>Noncompliance Issue</th>
<th>Months with Findings</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparable services</td>
<td>July</td>
<td>8%</td>
</tr>
<tr>
<td>Implement IEP and IFP as written</td>
<td>July, Aug, Nov, Dec, Jan, Feb, Mar, April, May, June</td>
<td>85%</td>
</tr>
<tr>
<td>Provide prior written notice</td>
<td>July, Oct, Dec, June</td>
<td>33%</td>
</tr>
<tr>
<td>Respond to parent request for sped eval</td>
<td>July, Aug, Jan, June</td>
<td>33%</td>
</tr>
<tr>
<td>Provide copy of IEP in timely manner</td>
<td>Aug, Oct</td>
<td>17%</td>
</tr>
<tr>
<td>Apply appropriate eligibility criteria</td>
<td>Aug</td>
<td>8%</td>
</tr>
<tr>
<td>ESY decision</td>
<td>Sept</td>
<td>8%</td>
</tr>
<tr>
<td>Review/Revisit IEP</td>
<td>Sept</td>
<td>8%</td>
</tr>
<tr>
<td>FEPEA – allow access to records</td>
<td>Sept</td>
<td>8%</td>
</tr>
<tr>
<td>Respond to request for an IEP</td>
<td>Sept</td>
<td>8%</td>
</tr>
<tr>
<td>Conduct triennial evaluation</td>
<td>Oct, Feb</td>
<td>17%</td>
</tr>
<tr>
<td>Hold annual IEP meetings</td>
<td>Oct, May</td>
<td>17%</td>
</tr>
<tr>
<td>C to E: IEP in place by 3rd birthday</td>
<td>Nov</td>
<td>8%</td>
</tr>
<tr>
<td>Noncompliance Issue</td>
<td>Months with Findings</td>
<td>%</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>----------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Transfer process</td>
<td>Dec, Feb</td>
<td>17%</td>
</tr>
<tr>
<td>Prior written notice to conduct FBA</td>
<td>Jan</td>
<td>8%</td>
</tr>
<tr>
<td>Provide appropriately certificated staff</td>
<td>Jan, Feb</td>
<td>17%</td>
</tr>
<tr>
<td>Conduct FBA (evaluation process)</td>
<td>Feb</td>
<td>8%</td>
</tr>
<tr>
<td>Exit of IEP team members</td>
<td>Feb</td>
<td>8%</td>
</tr>
<tr>
<td>Provide services when long-term suspended</td>
<td>Mar</td>
<td>8%</td>
</tr>
<tr>
<td>IEP team determines services when long-term suspended</td>
<td>Mar</td>
<td>8%</td>
</tr>
<tr>
<td>Include purpose in IOST</td>
<td>May</td>
<td>8%</td>
</tr>
<tr>
<td>Include required content in IOTA</td>
<td>June</td>
<td>8%</td>
</tr>
<tr>
<td>Transition: include course of study</td>
<td>June</td>
<td>8%</td>
</tr>
</tbody>
</table>
Facilitated IEPs (FIEP):
A New Option to
Support IEP Teams
in Reaching
Consensus

Handouts?
IEP Facilitation is a process that is being used in 38 states across the country and Missouri will join that group beginning mid-August this year as we offer IEP Facilitation state-wide during the 2016-17 school year.

IEP Facilitation is the process of utilizing a skilled and trained neutral facilitator to lead the IEP meeting when both the parent/guardian and school district agree that the IEP could benefit from a facilitator leading the IEP.

Either the parent or the school district can initiate the request, and both must agree to the use of the facilitator.

The facilitator is a neutral party who has no agenda other than to assist the group in reaching consensus and assure that the focus of the meeting stays on the student and their needs.

IEP Facilitation can be used when there is a history of contentious relationships and can be used before the relationship has a chance to fray.
IEP Facilitation is ALL about the process. You have several print materials in your folder and these will explain in more detail how an IEP Facilitator can be requested. During last school year, MO DESE conducted a pilot with selected school districts and collected data from parents, students, schools and administrators. Data collected told us that both parents and districts were encouraged by the results of the IEP meeting, felt their concerns were addressed and while not necessarily “thrilled and delighted” will all aspects of the IEP meeting, were satisfied with the final product and felt they could both support and implement the IEP.
**FIEP Session at MO-CASE:**
Monday, September 19, 2016  1:00 – 2:30 p.m.  Parasol II

**FIEP WEBINARS:**
https://dese.mo.gov/special-education/compliance/workshops-presentations

**FIEP RESOURCES:**
http://dese.mo.gov/special-education/compliance/facilitated-individualized-education-program-fiep
Workforce Investment Opportunity Act (WIOA):
New Regulations Affecting Post-Secondary Transition Planning

Handouts??
WIOA was signed into law on July 22, 2014. Most of the requirements in the new law went into effect immediately; however some, such as Section 511, which places limitations on the use of sub-minimum wage, do not go into effect until July 22, 2016. Final regulations are expected to be out in June, 2016, so we are still early in the process of interpreting all of the requirements set forth in WIOA. We will address what is known at this time to be required in the law. The final regulations may give us more specificity.

The Workforce Innovation and Opportunity Act (WIOA) is designed to help job seekers access employment, education, training, and support services to succeed in the labor market; and to match employers with the skilled workers they need to compete in the global economy.

WIOA places heightened emphasis on the provision of services to students and youth with disabilities to ensure they have meaningful opportunities to receive the training and other services they need to achieve successful employment outcomes in competitive, integrated employment. This will be the focus of our webinar today.
The second key provision is in Title V of WIOA that will have an impact on LEAs and transition planning. The new provision places restrictions on the use of sub-minimum wages.

Provisions in this section of the law go into effect on July 22, 2016. The intent of this new section in the law is to ensure individuals with disabilities, especially youth with disabilities, are afforded a full opportunity to prepare for, obtain, maintain, advance in, or reenter competitive integrated employment.

One of the key provisions in Section 511 places limitations on employers who hold special (subminimum) wage certificates under the Fair Labor Standards Act (FLSA), especially when hiring youth 24 years of age or younger. Employers who hold special wage certificates under the Fair Labor Standards Act (FLSA) cannot hire youth with disabilities (24 & under) at a sub-minimum wage level, unless the youth are first afforded meaningful opportunities to access competitive, integrated employment in the community through pre-employment transition services under WIOA and transition services under IDEA.

Another provision eliminates subminimum wage employment as
an option for students with disabilities. Therefore, we interpret this to mean, the student can no longer participate in any subminimum wage employment as long as the individual is considered a student enrolled in secondary education.

Section 511 also designates Vocational Rehabilitation as the agency or entity that is now required to provide students with disabilities documentation (before they graduate or exit high school) demonstrating completion of certain activities, prior to starting sub-minimum employment. These required activities include not only pre-employment transition services provided under Section 113, but also completion of transition activities by the LEA under IDEA.

Just to clarify, VR evaluates the student’s ability to benefit from competitive, integrated employment; and will provide required documentation, if appropriate to students seeking employment in subminimum settings. However, VR does NOT determine eligibility for subminimum; and VR does not certify individuals for extended employment sheltered workshop. It is The Office of Special Education, Sheltered Workshops that completes the certification process for subminimum wage employment.

Finally, another provision states in Section 511 that LEAs are prohibited from entering into a contract or making other arrangements with a subminimum wage employer for an individual who is age 24 or younger for which the work is compensated at a sub-minimum wage.

Lets take a closer look at this last provision and how it will impact local education agencies and students seeking extended
employment in a sheltered workshop after high school.
Pre-Employment Transition Services (Pre-ETS)

Vocational Rehabilitation (VR) will collaborate with local education agencies, to provide, or arrange for the provision of pre-employment transition services for students with disabilities in need of such services.

Five Pre-ETS activities are:
- Job exploration counseling;
- Work-based learning experiences, which may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment to the maximum extent possible;
- Counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs at institutions of higher education;
- Workplace readiness training to develop social skills and independent living;
- Instruction in self-advocacy, which may include peer mentoring.
WIOA WEBINAR:
http://dese.mo.gov/communications/webinar/workforce-innovation-and-opportunity-act-wioa

PRE-EMPLOYMENT TRANSITION SPECIALISTS (Pre-ETS):
http://dese.mo.gov/sites/default/files/Bringing-it-All-Together.pdf
Handouts: MOM Jan 2016; MOM August 2016; D1/D2 Flowcharts
Discipline WEBINAR:
http://dese.mo.gov/communications/webinar/special-education-discipline

Resources and Guidance:

General Guidance:
http://dese.mo.gov/special-education/compliance/general-guidance

Forms and Flowcharts:
http://dese.mo.gov/special-education/compliance/special-education-forms
Juvenile Justice Center (JJC):

Reminders

Handouts??
LEAs with JJC in their District
Boundaries are Required to . . .

- Have **CHILD FIND** procedures and practices in place to identify students with disabilities placed in the JJC

- Follow the **TRANSFER PROCESS** for students with IEPs placed in the JJC
  - Including the provision of comparable services until the transfer IEP is either accepted or rejected and a new IEP developed
Services for Students with Disabilities Placed in Residential Facilities:

Updated Guidance and Resources

Handouts??
## Handout: Providing Services to Students Placed in Residential Facilities

<table>
<thead>
<tr>
<th>Student with Disability is...</th>
<th>Who is Responsible for Providing Services?</th>
<th>What is Required?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publicly placed in residential facility by courts, Children's Services Division, etc.</td>
<td>LEA where residential facility is located</td>
<td>IEP through the child find/transfer process</td>
</tr>
<tr>
<td>Privately placed in residential facility by parent/guardian and enrolled in LEA</td>
<td>LEA where the residential facility is located</td>
<td>IEP through the placement process</td>
</tr>
<tr>
<td>Privately placed in residential facility and enrolled in residential facilities private school</td>
<td>LEA where the residential facility is located</td>
<td>IEP through the placement process</td>
</tr>
<tr>
<td>Enrolled in the LEA and LEA places the student at the residential facility’s approved private agency</td>
<td>LEA where student is enrolled</td>
<td>IEP through the placement process</td>
</tr>
</tbody>
</table>
Reminder:
Revised State Plan = LEAs must approve revised Local Compliance Plan

Due by 10/1/16

Handouts??
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