

SEPTEMBER 2020 TO DO LIST  
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
OFFICE OF SPECIAL EDUCATION - PART B COMPLIANCE

- 1) The DESE Model **Local Compliance Plan** has been updated to reflect changes made in the Missouri State Plan for Special Education. As a result, LEAs are required to adopt a new Local Compliance Plan. More information about this process can be found at the [Local Compliance Plan instructions](#) webpage. The due date for completing this process is October 1, 2020.
- 2) Updates to the [Missouri Office of Special Education Compliance Standards and Indicators](#) were completed on August 19, 2020. Changes were made to the following indicators to make them consistent with the Missouri State Plan for Special Education.
  - 100.280 - Paraprofessional Training: statement added to clarify that all paraprofessionals, including those with teacher certification, are required to complete training annually.
  - 1400.60 - Specific Learning Disabilities: added 1400.60.g and 1400.60.h regarding lack of appropriate instruction in reading and math.
  - 1500.20.a(1) - Language Impairment: added language to clarify scores 1.75 standard deviations or more below the mean are considered significantly below age expectations.
  - 1700.20.a - Speech-Fluency: corrected a formatting error in the listing of symptomatic behaviors of dysfluency.
- 3) LEAs continue the process of amending IEPs to include [Form G](#) (Distance Learning Plan). Some key points to remember are:
  - Form G is designed to serve as the distance learning plan for students with disabilities in the event of either short-term or long-term school closures.
  - Students who would be impacted by a brick and mortar closure must have a distance learning plan (Form G) in place prior to the closure.
  - If a student is receiving ALL general education and special education services virtually, there would generally not need to be a Form G completed ***IF*** their education would not be disrupted by a brick and mortar school closure. Students enrolled in virtual education programs on a long-term basis, generally considered to be a semester or longer, should have their distance learning needs addressed in their IEPs.
- 4) **Annual Public Awareness Activities** must be conducted prior to November 1. These include four separate required methods: 1) either a radio or TV announcement, 2) either a newspaper notice or LEA website posting of the notice, 3) patron notification through a newsletter, student handbook, or flyers, and 4) posters or notices located in all administrative offices. Please refer to the Missouri Standards and Indicators Manual, [Indicators 100.10-100.40](#) for further explanation.
- 5) **MAP-A Training**: Due to COVID-19 and Dynamic Learning Map (DLM) updates, the *New to MAP-A* and *Experienced MAP-A* webinars will be combined into a single training module this year. It is anticipated that material will be posted to the DESE website by mid to late September. Anyone who administers the MAP-A is strongly encouraged to review the webinar and/or enroll in a training through your local RPDC to become familiar with the updates. Please contact Cheryl Stock at [Cheryl.Stock@dese.mo.gov](mailto:Cheryl.Stock@dese.mo.gov) or 573-751-0285 if you need further assistance.
- 6) As the new school year starts, review procedures and practices related to **Parent Referrals**. The first step in the process is to consider the parent request for a special education evaluation and make a decision regarding whether or not a disability is suspected. If a disability is not suspected, provide the parent with a Prior Written Notice – Refused; if a disability is suspected, proceed to the first step in the evaluation process by conducting a Review of Existing Data (RED) and then follow the evaluation process to its conclusion. Refer to the [Parent Referral flowchart](#) on the DESE webpage for additional steps.

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- 7) If you are in a district utilizing the **Speech Implementer Model**, the application must be submitted and approved prior to the provision of services using this model. Details about using the service model can be found at the [Speech Implementer](#) webpage or by contacting Lori Abercrombie at 573-751-3520 for questions. Please be aware that there must be continuous (ongoing over the course of the school year) advertisement of the vacant SLP/SLP-A position and that Speech Implementers are required to have appropriate teacher certification. Reminder: the Speech Implementer Model for providing speech and language services will only be available until the end of the 2021-2022 school year. After the end of next school year all speech and language services must be provided by a speech-language pathologist or speech-language pathology assistant.
- 8) DESE has provided each LEA in Missouri with a complimentary subscription to LRP’s **Special Ed Connection**. Special Ed Connections is an online resource that provides instant access to Special Education topics such as federal regulations or case law as well as guidance documents to assist districts with IDEA compliance. The guidance document from LRP entitled, [Meet your obligations regarding FBAs despite continuing pandemic](#), offers tips for district staff to consider when conducting a Functional Behavior Assessment in a Covid-19 world. If you need assistance accessing your Special Ed Connection account please contact Shawna Coles at LRP either via email at [scoles@lrp.com](mailto:scoles@lrp.com) or by calling 800-515-4577 extension 6415.
- 9) The **Project ACCESS Autism Helpline** is a web-based community portal designed to be an avenue for submitting questions about challenging school and classroom situations for which you need advice or for which you are able to offer advice. It is an online gathering place to share ideas, discuss issues, and generate solutions for those in Missouri public schools who work with, advocate for and support students with autism or a related developmental issue. Accounts are free and available to anyone.
- 10) **Tiered Monitoring, Year 1** – Cohort 1 LEAs will be using the new IMACS.2.0 system for the first time beginning in October. Self-assessment trainings will be hosted virtually by the RPDCs in early October. Please sign up through [My Learning Plan](#).

RPDC Regions:	Presenters:	Dates:	Time:
Southwest & Central	Julie Harris and Amy Phipps	Tuesday, 10/6	8:30am - 10:30am
Heart of Missouri & Northeast	Lynn Lynch and Joetta Walter	Friday, 10/9	9:00 am - 11:00 am
Kansas City & Northwest	Bailey Tennesen and Lauren Struthers	Tuesday, 10/13	9:00 am - 11:00 am
Southeast & South Central	Tiffiney Smith and Winona Anderson	Wednesday, 10/14	9:00 am - Noon
St. Louis	Jeanne Rothermel	Friday, 10/16	8:30am - 10:30am

- 11) **Tiered Monitoring, Year 2** – Cohort 3 LEAs will be receiving their Tiered Monitoring Report letter mid-late September. Any LEAs that have noncompliance identified for initial evaluation timelines, C to B transition timelines, or student compliance reviews should watch for the CAP webinar in October to explain the next steps in the process.
- 12) **Tiered Monitoring, Year 3** – Cohort 2 LEAs should be providing professional development to maintain compliance and improve outcomes for students with disabilities. Please be sure to review procedures and practices within your LEA to increase efficiency and effectiveness in order to support continued compliance. No IMACS activities for Cohort 2 LEAs this year.
- 13) Work with your district’s DESE Web Applications User Manager to make sure new special education employees responsible for data reporting or compliance monitoring have access to web applications and access for former employees is removed. Update **Special Education Contact Information** in Core Data Screen 3 in Web Applications. DESE sends all pertinent special education correspondence via email. Correspondence will be

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delayed if we don't have correct email addresses. To ensure student confidentiality, every LEA must also update the **IMACS 2.0 Users List** so current employees who need to use IMACS 2.0 will have access, including removing permissions for any former employees.

- 14) Districts are utilizing many different instructional methods and models this year due to the lingering impact of COVID. When districts are coding placement in IEPs and coding attendance for ADA, there are some terms that need to be understood in order to code both of these accurately. Home instruction, homebound services, virtual instruction and homeschool are not synonymous.

**Home instruction:** Home instruction is the term used in 34 CFR § 300.115 (b) (1) as a placement option on the least restrictive environment (LRE) continuum. An IEP team may only place a student with a disability on home instruction if it determines the student cannot receive FAPE in a less restrictive setting. Home instruction is the MOST restrictive setting. Students receiving instruction in the home do not have access to instruction with their nondisabled peers or other students with disabilities. Home instruction corresponds with Home/Hospital on the IEP state model IEP form.

**Homebound services:** Homebound services are available to any student, regardless of disability status who will be absent for an extended period of time. Students with disabilities whose least restrictive environment is home/hospital are provided homebound services. Such students are entitled to all of their special education services, including related services set forth in their IEP. Students with disabilities who are receiving homebound services, will also need to access the general education curriculum so they can still be involved in and make progress in the general education curriculum as outlined in their IEP. IEP teams will make the determination as to what services the student will receive through homebound services. Homebound services must be provided one on one instruction by a Missouri certificated teacher (see DESE's [Attendance Hour Reporting](#) guidance document.)

**Virtual Instruction:** DESE has defined virtual instruction as instruction delivered through a technology based platform that meets the requirements of Sections [161.670](#) and/or [162.1250](#), RSMo. Virtual instruction provides students an opportunity to receive instruction and services through both synchronous and asynchronous learning environments with groups of their peers, rather than in isolation from their peers, as required for one on one homebound services. Virtual instruction is not a placement on the LRE continuum, but rather a delivery method for instruction in the general education curriculum, special education services and related services. While students with disabilities may be completing virtual lessons at home (just like their nondisabled peers) they are not receiving homebound services or receiving services in the home instruction placement.

**Homeschool:** Students who are homeschooled are not enrolled in their respective school districts. They share the same access to special services as parentally placed private school students (PPPs) and may be able to access special services provided through an Individual Service Plan (ISP) rather than an Individualized Education Plan (IEP). Homeschool students are entitled to services provided by an agreement the district has with private school stakeholders to provide equitable services through proportionate share funding. Virtual school differs from homeschooling in that a virtual school student remains enrolled at a public school and attends on a virtual basis and receives instruction from certified teachers who work for a public educational agency. In contrast, for homeschooling, the student's parent is the instructor and they are not enrolled in a public school district.

- 15) The IDEA's requirements apply with equal force to children with disabilities attending public **Virtual Schools**. In the 2016 [Dear Colleague](#) letter regarding virtual school OSEP stated that the educational rights and protections afforded to children with disabilities and their parents under IDEA must not be diminished or compromised

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when children with disabilities attend virtual school. This letter addresses the general responsibilities of LEAs with regard to virtual school and children with disabilities including child find, the provision of FAPE for students who are accessing virtual instruction, implementing the IEP, annual IEP review requirements, and implementation of the evaluation requirements for both initial and reevaluations.