

**DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**  
**OFFICE OF SPECIAL EDUCATION**  
**COMPLIANCE PART B**

This spring, many IEP Teams will be making decisions regarding a student's participation in the MAP or the **MAP-A** during the 2019-20 school year. It is important the IEP Teams are aware of the eligibility criteria for participation in the MAP-A and how to appropriately determine eligibility based on these criteria. Remember that any LEA exceeding the 1% MAP-A participation rate will be required to provide justification beginning in the 2019-20 school year. A Myth of the Month on Alternate Assessments as well as the following updated guidance is posted on the Special Education Compliance webpage under "General Guidance." Here are additional resources regarding Alternate Assessments. <https://dese.mo.gov/college-career-readiness/assessment/map-a>

EXTENDED SCHOOL YEAR (ESY) decisions must be made prior to the end of the regular school year and documented in the student's IEP. Form B in the model IEP can be used by LEA staff to document decisions regarding ESY as well as goals to be addressed and services to be provided. Remember, the IEP amendment process can be used to make ESY decisions after the annual IEP review. A Notice of Action (NOA) is required to be provided to the parent when the parent has requested ESY and the IEP Team has determined the student is not eligible to receive the requested ESY services and when the IEP Team adds ESY services to the IEP. Be sure to refer to your LEA's School Board Policy on ESY in the NOA. Remember, ESY is NOT summer school. Summer school is beneficial to all students while ESY is required in order to provide FAPE to students with disabilities as determined by their IEP Teams.

Mark your calendars for the following **Summer Professional Development Opportunities**:

- Transition Institute/June 26-28/Columbia/Holiday Inn Executive Center
- New Directors Academy/July 25-27/Jefferson City/Capitol Plaza Hotel

Register for these FREE trainings at <https://www.mylearningplan.com>. Also, visit with your Regional Professional Development Center (RPDC) compliance consultants for other summer training opportunities being offered that you might be able to take advantage of to enhance your personnel's professional skills.

The **Missouri Interagency Transition Team (MITT)** was created to increase interagency collaboration in order to improve employment, independent living, and postsecondary outcomes for students with disabilities. The MITT has developed a comprehensive Resource List at <http://disability.mo.gov/MITT.htm> which may be useful to IEP Teams when developing transition plans for student's beginning no later than age 16.

Students with IEPs who graduate using an alternate route must be reported in core data under exit code G03. This alternate route could be earning some or all required credits to graduate by meeting IEP goals. This would generally be limited to those students whose IEP Teams have

determined that this method of graduation provides FAPE to the individual student. Department of Elementary and Secondary Education (DESE) has published guidance on this topic in the Graduation Handbook for Missouri Public Schools at <https://dese.mo.gov/sites/default/files/Graduation%20Handbook.pdf> on page 29 under the section titled, “Policy Considerations for Students with Disabilities under IDEA.” LEAs must have the following documentation when students graduate by meeting IEP goals in order to be in compliance:

1. A School Board Policy addressing graduation by meeting IEP goals
2. An IEP that documents the student will graduate by meeting their IEP goals
3. An IEP that includes SMART goals that clearly document the evaluation or procedures used to determine if the student has met the goals and the criteria used to make that determination
4. Data to support the IEP goals were met

Although any specific graduation requirement may be waived for a student with disabilities if recommended by the student’s IEP Committee, it is advisable to consider the amount of services in order to provide instruction for the goals that are consistent with the number of minutes required for awarding units of credit. The State Board of Education defines a “unit of credit” as a passing grade in a course that meets for at least 7,830 minutes a year (or proportionately fewer minutes for half- and quarter-units of credit). Students with IEPs who graduate using an alternate route must be reported in core data under exit Code G03.

- The end of the school year triggers several tasks that must be completed for students who are transitioning either into or out of the K-12 school setting. Be sure to mark your calendars to complete these in a timely manner:
  - Summary of Performance (**SOP**) must be provided to the student not more than 60 days prior or 30 days after a student with an IEP graduates with a regular diploma or turns age 21
  - Early Childhood Outcomes (**ECO**) must be completed by the Early Childhood Special Education (ECSE) teacher for every ECSE student exiting the ECSE program and reported to DESE by the LEA not more than 30 days after a child exits the ECSE program
  - WIOA requires LEAs to provide Vocational Rehabilitation (VR) with documentation of transition services for any student who may be interested in working at a job paying a subminimum wage. VR and the Office of Special Education are collaborating on a model form that can be used to share this information. The form is available at Workforce Innovation and Opportunity Act (WIOA). The following resources are available on the DESE Special Education Forms page:
    - *Summative Transition Outcomes Letter*
    - *Summative Transition Outcomes Cover Sheet*
    - *Summative Transition Outcomes Model Form*

## MARCH-APRIL 2019 TO DO LIST

**COHORT 2:** These LEAs have completed their self-assessment and compliance supervisors are starting to complete the desk review portion of the process. Remember, the initial evaluation timelines and the C to B Transition timelines are both due in IMACS no later than May 15, 2019. Desk reviews to verify each LEA's self-assessment calls will be taking place until the end of July so be sure to provide your assigned compliance supervisor with your summer contact information in case there are any questions.

**COHORT 3:** These LEAs are in Maintain and Retrain year. In 2019-20, it will be self-assessment with training in late summer.

**COHORT 1:** In 2019-20, it will be your Maintain and Retrain year. Your CAPS for the 2017-18 desk review should be well on the way to completion.

Proportionate Share: When schools are out of proportionate share monies, they do not have to continue services unless they choose to do so. Here is the link to the document for special education finance which will help in understanding options for proportionate share.

<https://dese.mo.gov/sites/default/files/sef-PropShareGlance.pdf>

Be sure to contact your compliance team of DESE compliance supervisors and RPDC compliance consultants for support or if you have any questions. This will be the final TO DO List for the 2018-19 school year. Thank you for all your hard work this school year on behalf of students with disabilities.