

Missouri State Plan for Special Education

*Regulations Implementing Part B
of the Individuals with
Disabilities Education Act*

MISSOURI STATE BOARD OF EDUCATION SPECIAL EDUCATION REGULATIONS

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REGULATION I: GENERAL PROVISIONS

A. APPLICABILITY

These regulations are applicable to all public agencies within the State of Missouri responsible for providing special education and related services for students with disabilities. This includes state agencies, local educational agencies, charter schools, and state and local juvenile and adult correctional facilities. Any exceptions for specific public agencies are noted in relevant sections.

B. GENERAL SUPERVISION RESPONSIBILITIES

It is the policy of the Missouri Department of Elementary and Secondary Education (DESE) that the requirements of Part B of the Individuals with Disabilities Education Act are implemented by public agencies in this state responsible for the education of children with disabilities.

DESE ensures that each educational program for children with disabilities administered in the State, including each program administered by another State or local agency, is under the general supervision of the Office of Special Education, DESE, and that their programs meet the educational standards of DESE.

MONITORING, TECHNICAL ASSISTANCE, AND ENFORCEMENT (34 CFR 300.600, 300.602, 300.604)

DESE shall, through monitoring and enforcement, assure that each public agency responsible for providing services to students with disabilities has in effect policies, practices and procedures that enable the agency to comply with the implementation of all provisions of Part B of IDEA. The primary focus of the State's monitoring activities shall be on:

- (1) Improving educational results and functional outcomes for all students with disabilities, and
- (2) Ensuring that public agencies meet the program requirements under Part B of IDEA, with a particular emphasis on those requirements that are most closely related to improving educational results for students with disabilities.

As part of its general supervision responsibilities, DESE will use quantifiable indicators and such qualitative indicators as are needed to adequately measure performance in the following indicators and the indicators established by the U. S. Department of Education for the State Performance Plans:

- (1) Provision of FAPE in the least restrictive environment;
- (2) State exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services; and,

- (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification.

In the event a public agency is unwilling or unable to comply with the provisions of IDEA, including progress toward meeting the targets in the State Performance Plan, DESE shall take one or more of the following enforcement actions or any other action deemed necessary within the Department's discretion:

- (1) Advise the agency of available sources that may help the agency address the areas in which assistance is needed, which may include assistance from the Office of Special Education, other offices of DESE, other state agencies, and/or other technical assistance providers approved by DESE and require the agency to work with appropriate entities. Such technical assistance may include:
 - a. The provision of advice by experts to address the areas in which the agency needs assistance, including explicit plans for addressing the area or areas of concern within a specified period of time;
 - b. Assistance in identifying and implementing professional development, instructional strategies and method of instruction that are based on scientifically based research;
 - c. Designating and using distinguished superintendents, principals, special education administrators, special education teachers, and other teachers and administrators to provide advice, technical assistance, and support; and,
 - d. Devising additional approaches to providing technical assistance, such as collaborating with institutions of higher education, educational service agencies, state and national centers of technical assistance, and private providers of scientifically based technical assistance.
- (2) Require the agency to prepare a corrective action plan which incorporates all of the required elements for such plan.
- (3) Require the agency to prepare an improvement plan which incorporates all of the required elements for such plan.
- (4) Direct the use of Federal funds on the area or areas in which the agency needs assistance.
- (5) Identify the agency as a high-risk grantee and impose special conditions on the agency's Part B grant.
- (6) Initiate action to withhold, in whole or in part, Federal funds paid to the agency to support the provision of services to children with disabilities.
- (7) Initiate action to withhold, in whole or in part, any Federal funds paid to the agency.
- (8) Initiate action to recover Federal funds paid to the agency to support the provision of services to children with disabilities.

C. PERFORMANCE GOALS AND INDICATORS (34 CFR 300.157)

The State of Missouri establishes goals for the performance of children with disabilities in Missouri. These goals promote the purposes of IDEA, including the objectives for progress by children with disabilities. These goals address graduation rates and dropout rates, as well as other factors. These goals are consistent, to the maximum extent appropriate, with goals and standards that have been established by the State for all children.

The State establishes performance indicators that the State will use to assess progress toward achieving the goals, including progress by children with disabilities.

Annually, the State will report to the Secretary and the public on the progress of the State and of children with disabilities in the State, toward meeting the State Performance Plan (SPP) goals (indicators) as established by the U. S. Department of Education, Office of Special Education Programs. The SPP goals (indicators) may be found on the Office of Special Education's website.

D. STATE ADMINISTRATION (34 CFR 300.199)

As a condition of receipt of funds under Part B of the Act, Missouri must:

- (1) Ensure that any State rules, regulations, and policies relating to this part conform to the purposes of this part;
- (2) Identify, in writing, to public agencies located in the State and the Secretary any such rule, regulation, or policy as a State imposed requirement that is not required by Part B of the Act and Federal regulations; and,
- (3) Minimize the number of rules, regulations, and policies to which the public agencies located in the State are subject to under Part B of the Act.
- (4) Make positive efforts to employ, and advance in employment, qualified individuals with disabilities in programs assisted under Part B of the IDEA.

State rules, regulations, and other policies under Part B of the Act must support and facilitate public agency system improvement designed to enable children with disabilities to meet the challenging State student academic achievement standards.

E. FULL EDUCATIONAL OPPORTUNITIES GOAL

The State of Missouri has established a goal of providing a full educational opportunity for all students with disabilities, ages birth through twenty-one (21) years, within the State.

The State began provision of full educational opportunities for all students with disabilities between the ages of five (5) and twenty-one (21) years on July 1, 1974.

The State began provision of full educational opportunities for all students with disabilities between the ages of three (3) and twenty-one (21) years on July 1, 1991.

The State began provision of full educational opportunities for all infants and toddlers (birth through age two (2)) with disabilities on October 1, 1995. The State goal is to begin provision of full educational opportunities for students through the age of twenty-one (21) in 2027.

Full implementation of the goal will include the provision of a free appropriate public education for all students with disabilities ages three (3) through twenty-one (21) years, and the provision of early intervention services for infants and toddlers with disabilities (birth through age two (2)) and their families.

F. AMENDMENTS

Any proposed changes in these regulations shall be in accordance with the provisions of the Administrative Procedures Act.

G. DEFINITIONS

The terms defined below are found throughout these regulations. All of the following definitions are cited in the Individuals with Disabilities Education Act (IDEA) unless otherwise noted.

Act: Act means the Individuals with Disabilities Education Act, as amended.

Agree or Agreement: The terms “agree” or “agreement” refer to an understanding between the parent and the public agency about a particular question or issue, which may be in writing, depending on the context.

Assistive Technology Device: Assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted or the replacement of such device.

Assistive Technology Service: Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

- (1) The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;

- (2) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
- (3) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices;
- (4) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- (5) Training or technical assistance for a child with a disability, or if appropriate, that child's family; and,
- (6) Training or technical assistance for professionals (including individuals providing education or rehabilitation service), employers, or other individuals who provide services to employ, or are otherwise substantially involved in the major life functions of children with disabilities.

Charter School: Charter school has the meaning given the term in section 5210(1) of the Elementary and Secondary School Act of 1965.

Child with a Disability: The Individuals with Disabilities Education Act (IDEA) defines students with disabilities as those children, ages three (3) to twenty-one (21), who have been properly evaluated as having Intellectual Disability, Hearing Impairments and Deafness, Speech or Language Impairments, Visual Impairments including Blindness, Emotional Disturbance, Orthopedic Impairments, Autism, Traumatic Brain Injury, Other Health Impairments, a Specific Learning Disability, Deaf Blindness, or Multiple Disabilities and, who because of that disability, require special education and related services. As allowed under 34 CFR 300.87 implementing IDEA, the State of Missouri also defines a child with a disability to include ages 3 through 7 who have been properly identified as a young child with a developmental delay.

Consent: Consent means that the parent:

- (1) Has been fully informed of all information relevant to the activity for which consent is sought in his or her native language or other mode of communication;
- (2) Understands and agrees, in writing, to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and,
- (3) The parent understands that the consent is voluntary on the part of the parent and may be revoked at any time and, if the parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

Day; Business Day; School Day: Day means calendar day unless otherwise indicated as business day or school day. Business day means Monday through Friday, except for Federal and State holidays.

School day means any day, including a partial day that children are in attendance at school for instructional purposes.

Elementary School: Elementary school means a nonprofit institutional day or residential school, including a public elementary charter school that provides elementary education (Kindergarten through eighth grade).

English Learner: English learner means an individual who is aged 3 through 21; who is enrolled or preparing to enroll in an elementary or secondary school; who was not born in the United States or whose native language is a language other than English; who is a Native American or Alaska Native or a native resident of the outlying areas and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency or who is migratory, whose native language is a language other than English and who comes from an environment where a language other than English is dominant; and, whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the challenging State academic standards; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

Evaluation: Evaluation means that procedures are used to determine whether a student is disabled and provide information for use by the IEP team to determine the nature and extent of the special education and related services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to or procedures used with all students in a school, grade, or class unless, before administration of that test or evaluation, consent is required of parents of all children.

Excess Costs: Excess costs means those costs that are in excess of the average annual per-student expenditure in a local education agency (LEA) during the preceding school year for an elementary school or secondary school student, as may be appropriate, and that must be computed after deducting amounts received (1) under Part B of the Act; (2) under Part A of title I of the ESEA; and, (3) under Parts A and B of title III of the ESEA and, any State or local funds expended for programs that would qualify for assistance under any of the parts described above, but excluding any amounts for capital outlay or debt service.

Free Appropriate Public Education (FAPE): A free appropriate public education (FAPE) is defined to include regular and special education and related services which:

- (1) Are provided at public expense, under public supervision and direction, and without charge to the parent;
- (2) Meet the educational standards of the State Education Agency pertaining to the education of students with disabilities;
- (3) Includes preschool, elementary school, and secondary school education; and,
- (4) Are provided in conformity with the individualized education program (IEP).

Homeless Children: Homeless children has the meaning given the term homeless children and youths in section 725(42 U.S.C. 11434a) of the McKinney-Vento-Homeless Assistance Act, as amended, 42 U.S.C. 11431 et seq.

Individualized Education Program (IEP): Individualized education program or IEP means a written statement for a child with a disability that is developed, reviewed, and revised in accordance with 34 CFR 300.320 through 300.324.

Individualized Education Program (IEP) Team: Individualized education program team or IEP team means a group of individuals described in 34 CFR 300.321 that is responsible for developing, reviewing, or revising an IEP for a child with a disability.

Local Educational Agency (LEA): A public board of education or other public authority legally constituted in Missouri for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision, or a combination of school districts or counties recognized by the State as an administrative agency for its public elementary schools or secondary schools.

Native Language: Native language, when used with respect to an individual who is an English Learner, means the following:

- (1) The language normally used by that individual or, in the case of a child, the language normally used by the parents of the child.
- (2) In all direct contact with a child (including evaluation of the child), the language normally used by the child in the home or learning environment.
- (3) For an individual with deafness or blindness or, for an individual with no written language, the mode of communication is that normally used by the individual (such as sign language, Braille, or oral communication).

Parent: The term parent means a biological, adoptive, or foster parent of a child or a guardian generally authorized to make educational decisions for the child (but not the State if the child is a ward of the State), a person acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives; an individual who is legally responsible for the child's welfare; or, a surrogate parent who has been appointed.

Parent Training and Information Center: Parent training and information center means a center assisted under sections 671 or 672 of the Act.

Personally Identifiable: Personally identifiable means information that contains:

- (1) The name of the child, the child's parents, or other family member;
- (2) The address of the child;

- (3) A personal identifier, such as the child's social security number or student number; or,
- (4) A list of personal characteristics or other information which would make it possible to identify the child with reasonable certainty.

Private or Parochial School: Any nonpublic not for profit private school, home school, or religious/parochial school.

Public Agency: Public agency includes the state education agency (SEA), other state agencies, LEAs, public charter schools that are not otherwise included as LEAs and are not a school of an LEA, and any other political subdivisions of the State that are responsible for providing education to children with disabilities.

Related Services: Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education and includes speech pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services, school nurse services, social work services in schools, and parent counseling and training.

Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (e.g. mapping), maintenance of that device, or the replacement of that device.

However, nothing limits the right of a child with a surgically implanted device (e.g. cochlear implant) to receive related services (as listed above), that are determined by the IEP team to be necessary for the child to receive FAPE, or limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school or is at school or prevents the routine checking of an external component of a surgically-implanted device to make sure it is functioning properly as required in 34 CFR 300.113(b).

Individual related services are defined as follows:

Audiology includes identification of children with hearing loss, determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing; provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation; creation and administration of programs for prevention of hearing loss; counseling and guidance of children, parents, and teachers regarding hearing loss; and, determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

Counseling Services means services provided by qualified social workers, psychologists, school counselors, or other qualified personnel.

Early Identification and Assessment of Disabilities in Children means the implementation of a formal plan for identifying a disability as early as possible in a child's life.

Interpreting Services includes the following, when used with respect to children who are deaf or hard of hearing: oral transliteration services, cued language transliteration services; sign language transliteration and interpreting services; and, transcription services, such as communication access real-time translation (CART), C-Print and TypeWell, and special interpreting services for children who are deaf-blind.

Medical Services means services provided by a licensed physician to determine a child's medically related disability that results in the child's need for special education and related services.

Occupational Therapy means services provided by a qualified occupational therapist; and includes improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation, improving ability to perform tasks for independent functioning if functions are impaired or lost, and preventing, through early intervention, initial or further impairment, or loss of function. In Missouri, this definition includes licensed occupational therapist assistants practicing under the supervision of a licensed occupational therapist.

Orientation and Mobility Services means services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and includes teaching students the following, as appropriate:

- (1) Spatial and environmental concepts and use of information received by the senses (such as sound, temperature, and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);
- (2) To use long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
- (3) To understand and use remaining vision and distance low vision aids; and,
- (4) Other concepts, techniques, and tools.

Parent Counseling and Training means assisting parents in understanding the special needs of their child; providing parents with information about child development; and,

helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.

Physical Therapy means services provided by a qualified physical therapist. In Missouri, this definition includes physical therapy assistants practicing under the supervision of a licensed physical therapist.

Psychological Services includes administering psychological and educational tests and other assessment procedures, interpreting assessment results, obtaining, integrating, and interpreting information about child behavior and conditions relating to learning, consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations, planning and managing a program of psychological services, including psychological counseling for children and parents, and assisting in developing positive behavioral intervention strategies.

Recreation includes assessment of leisure function, therapeutic recreation services; recreation programs in schools and community agencies; and, leisure education.

Rehabilitation Counseling Services means services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.

School Health Services and school nurse services means health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.

Social Work Services in schools includes preparing a social or developmental history on a child with a disability, group and individual counseling with the child and family, working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school, mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program, and assisting in developing positive behavioral intervention strategies.

Speech-Language Pathology services includes identification of children with speech or language impairments, diagnosis and appraisal of specific speech or language impairments, referral for medical or other professional attention necessary for the habilitation of speech or language impairments, provision of speech and language services for the habilitation or prevention of communicative impairments, and

counseling and guidance of parents, children, and teachers regarding speech and language impairments.

Transportation includes travel to and from school and between schools; travel in and around school buildings; and, specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.

Scientifically Based Research: Scientifically based research means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. It includes research that:

- (1) Employs systematic, empirical methods that draw on observation or experiment;
- (2) Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- (3) Relies on measurements or observational method that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- (4) Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assigned experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- (5) Ensures experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and,
- (6) Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparable rigorous, objective, and scientific review.

Secondary School: Secondary school means a nonprofit institutional day or residential school, including a public secondary charter school that provides secondary education between the grades of 9 and 12.

Secretary: Secretary means the Secretary of Education.

Services Plan: Services plan means a written statement that describes the special education and related services the LEA will provide to a parentally-placed child with a disability enrolled in a nonprofit private elementary or secondary school who has been designated to receive services, including the location of the services and any transportation necessary, consistent with 34 CFR 300.132 and is developed and implemented in accordance with 34 CFR 300.137 through 300.139.

Special Education: Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education. The term includes each of the following, if the services otherwise meet the definition of specially designed instruction:

- (1) Speech-language pathology services or any other related service if the service is considered special education rather than a related service under State standards;
- (2) Travel training; and
- (3) Vocational education.
 - a. No cost means that all specially designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled students or their parents as a part of the regular education program.
 - b. Physical education means the development of physical and motor fitness, fundamental motor skills and patterns, and skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports), and includes special physical education, adapted physical education, movement education, and motor development.
 - c. Specially designed instruction means adapting, as appropriate, to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child's disability, and to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.
 - d. Travel training means providing instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to develop an awareness of the environment in which they live, and learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).
 - e. Vocational education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

State Educational Agency: State educational agency or SEA means the State Board of Education or other agency or officer primarily responsible for the State supervision of public elementary schools and secondary schools.

Supplementary Aids and Services: Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children.

Transition Services: Transition services means a coordinated set of activities for a child with a disability that is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's strengths, preferences, and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Transition services for students with disabilities may be special education if provided as specially designed instruction, or related services if required to assist a student with a disability to benefit from special education.

Universal Design: Universal design has the meaning given the term in Section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. 3002.

Ward of the State: Ward of the State means a child who, as determined by the State where the child resides, is a foster child, is a ward of the State, or is in the custody of a public child welfare agency, except that the term does not include a foster child who has a foster parent who meets the definition of a parent.

H. CONDITION OF ASSISTANCE (34 CFR 300.200)

A public agency is eligible for assistance under Part B of the Act for a fiscal year if the agency submits a budget application and provides assurances to DESE that the public agency has a Board approved local compliance plan that meets each of the conditions in 34 CFR 300.201 through 300.213.

I. CONSISTENCY WITH STATE POLICIES (34 CFR 300.201)

The public agency, in providing for the education of students with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under 34 CFR 300.101 through 300.163 and 300.165 through 300.177.

The responsible public agency may:

- (1) Adopt the State model local compliance plan, in which case the agency does not have to submit its plan to DESE for approval, OR

- (2) Adopt the State model local compliance plan, with revisions to allow for unique agency characteristics or local requirements, in which case the agency must submit the plan to DESE for approval, OR
- (3) Write a local compliance plan which meets all of the requirements listed above, in which case the agency must submit the plan to DESE for approval.

J. INFORMATION FOR SEA (34 CFR 300.211)

The public agency must provide DESE with information necessary to enable DESE to carry out its duties under Part B of the Act including information relating to the performance of students with disabilities participating in programs carried out under Part B of IDEA.

K. HEARINGS RELATED TO PUBLIC AGENCY ELIGIBILITY (34 CFR 300.221 and 300.155)

It is the policy of DESE to provide a public agency with notice and an opportunity for a hearing prior to determination of ineligibility for Part B funds under the Individuals with Disabilities Education Act.

Appeal by an applicant must be based upon an allegation that these actions by DESE violate state or federal statute or regulation. DESE shall provide a public agency with notice of intent to determine ineligibility. That notice shall contain:

- (1) A statement of the basis upon which DESE proposes to determine ineligibility;
- (2) Possible options for resolving the issue;
- (3) How the applicant can request a hearing not later than thirty (30) days from receipt of the notice of proposed ineligibility; and,
- (4) Information about the proposed procedures to be followed in the hearing.

This notice shall be transmitted to the applicant by certified mail with return receipt requested.

Requests for a hearing pursuant to this section shall be in writing and shall be directed to the Office of the Commissioner of Education.

Within thirty (30) days of the date of receipt of the appeal request, the Commissioner of Education or a designee shall conduct a hearing on the record on the proposed action. No later than ten (10) days after the hearing, the Commissioner or a designee shall issue a written ruling, including findings of fact and a reason for the ruling. If DESE determines that its action was contrary to state or federal statutes or regulations, which govern the applicable program, DESE, shall rescind its action.

The ruling by the Commissioner of Education or a designee shall be final unless appealed pursuant to Federal regulations. The decision of the Commissioner of Education shall contain a description of the applicant's right of appeal and shall be forwarded by certified mail with return receipt requested.

DESE shall make available at reasonable times and places to each applicant all records pertaining to any review or appeal that the applicant is conducting under this section, including the records of other applicants.

REGULATION II: CONFIDENTIALITY

A. CONFIDENTIALITY OF PERSONALLY IDENTIFIABLE INFORMATION

It is the policy of the Missouri Department of Elementary and Secondary Education (DESE) that all information collected and maintained by public agencies responsible for the provision of special education and related services for students with disabilities will be protected to ensure the confidentiality of all such information consistent with the specific procedures established in this section.

DEFINITIONS (34 CFR 300.611)

Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

Education records means the type of records covered under the definition of “education records” in 34 CFR part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).

Participating agency means any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of IDEA.

NOTICE TO PARENTS (34 CFR 300.612)

DESE requires each public agency to give adequate notice to fully inform parents about the participating agency's responsibility to protect the confidentiality of any personally identifiable information collected, used, or maintained for IDEA purposes. The notice will be provided in the native language of the parent. The notice shall include:

- (1) The different languages the notice is available in;
- (2) A description of the students on whom personally identifiable information is maintained, the types of information sought, the methods the public agency intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
- (3) A summary of the policies and procedures which the public agency must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; and
- (4) A description of all of the rights of parents and children regarding this information, including the rights under FERPA and implementing regulations in 34 CFR part 99.

Before any major identification, location, or evaluation activity is initiated, the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout the participating agency of the activity.

ACCESS RIGHTS (34 CFR 300.613)

Each participating agency shall permit parents to inspect and review any education records relating to their children that are collected, maintained, and used by the participating agency regarding their student without unnecessary delay and before any meeting regarding an IEP, hearing relating to the identification, evaluation, placement or provision of FAPE, or resolution session and, in no case, more than 45 days after the request has been made. The right to review and inspect records includes:

- (1) The right to a response from the participating agency to reasonable requests for explanations and interpretations of the records;
- (2) The right to request that the agency provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and
- (3) The right to have a representative of the parent inspect and review the records.

An agency may presume that the parent has authority to inspect and review records relating to his/her child unless the agency has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation, and divorce.

RECORD OF ACCESS (34 CFR 300.614)

Each participating agency shall maintain a record of all parties obtaining access to education records collected, maintained, or used under Part B of IDEA (except access by parents and authorized employees of the participating agency) including electronic records. The record will include:

- (1) Name(s) of party;
- (2) The date access was given; and
- (3) Purpose for which the party is authorized to use the records.

The record of access shall be maintained with the education records of the student as long as the education records are maintained.

RECORDS OF MORE THAN ONE STUDENT (34 CFR 300.615)

If any education record includes information on more than one student, the parents of those students have the right to inspect and review only the information relating to their child or to be informed of the specific information.

LIST OF TYPES AND LOCATION OF INFORMATION (34 CFR 300. 616)

Each participating agency shall provide parents, upon request, a list of the types and locations of education records collected, maintained, or used by the agency.

FEES (34 CFR 300.617)

Each participating agency may charge a fee for copies of records that are made for parents under IDEA, if the fee does not effectively prevent the parents from exercising their right to inspect and review those records. A participating agency may not charge a fee to search for or retrieve information under IDEA.

AMENDMENT OF RECORDS AT PARENT REQUEST AND HEARING RIGHTS (34 CFR 300.618)

A parent who believes that information in the education records collected, maintained, or used under IDEA is inaccurate, misleading, or violates the privacy or other rights of their child may request the participating agency that maintains the information to amend the information.

The participating agency shall reach a decision regarding the request within a reasonable period of time, but no more than 45 calendar days after receipt of the request. If the agency agrees to the requested amendment, the records in question shall be amended as agreed to. If the agency denies the request for an amendment, the agency shall:

- (1) Inform the parent of the refusal and
- (2) Advise the parent that they have a right to request a hearing under 34 CFR 300.619. The hearing shall be held in conformity with the requirements outlined in Section 99.22 of FERPA.

If, as a result of the hearing, the participating agency decides the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it must amend the information accordingly and so inform the parent in writing.

If, as a result of the hearing, the participating agency decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it must inform the parent of the parent's right to place in the records the agency maintains on the student a statement commenting on the information or setting forth any reason for disagreeing with the decisions of the agency.

Any explanation placed in the records of the student must be maintained by the participating agency as a part of the student's records as long as the record or contested portion is maintained by the agency. If the record of the student or the contested portion is disclosed by the participating agency to any party, the explanation must also be disclosed to the party.

CONSENT (34 CFR 300.622)

Parental consent must be obtained before personally identifiable information is disclosed to parties, other than officials of participating agencies in accordance with 34 CFR 300.622(b)(1), unless the information is contained in the education records, and the disclosure is authorized without parental consent under 34 CFR part 99 (the regulations implementing FERPA).

Parental consent, or the consent of an eligible student who has reached the age of 18, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services in accordance with 34 CFR 321(b)(3).

If a student is enrolled or going to enroll in a private school that is not located in the public agency of the parent's residence, parental consent must be obtained before any personally identifiable information about the student is released between officials in the public agency where the private school is located and officials in the public agency of the parent's residence.

SAFEGUARDS (34 CFR 300.623)

Each public agency shall protect the confidentiality of personally identifiable information of collection, storage, disclosure, and destruction stages. To assure protection, the participating agency shall:

- (1) Appoint one official at each participating agency to be responsible for ensuring the confidentiality of any personally identifiable information;
- (2) Provide training or information to all persons collecting or using personally identifiable information in the state's policies and procedures governing such information; and
- (3) Maintain, for public inspection, a current list of the names and positions of those employees within the participating agency who may have access to personally identifiable data.

DESTRUCTION OF INFORMATION (34 CFR 300.624)

The public agency shall inform parents when personally identifiable information collected, maintained, or used under IDEA is no longer needed to provide educational services to the child. The information must be retained pursuant to the Missouri Secretary of State's record retention schedule. At the parent's request and when the information is no longer needed to provide educational services, the information must be destroyed. However, a permanent record containing the student's name, address, phone number, grades, attendance record, classes attended, grade level completed, and year completed may be retained without time limitation.

STUDENTS' RIGHTS (34 CFR 300.625)

All rights of privacy and education records indicated herein with regard to parents shall pass to the student upon reaching age 18, or when the student is otherwise emancipated under state law,

except in the case of a student with a disability who is legally determined to be incompetent to make such decisions for himself/herself and for whom legal guardianship or conservatorship is required beyond the age of 18. In those instances, the legally established guardian or conservator shall maintain the rights to privacy as outlined in this section.

Parents of students who reach age 18 but who are still dependents, as defined in Section 152 of the Internal Revenue Service Code of 1954, may inspect and review the student's education record at the discretion of the public agency.

Listed below are the statutes of the state of Missouri which provide the legal basis and source for Missouri's policy.

(1) Section 167.027, RSMo

REGULATION III: IDENTIFICATION AND EVALUATION

A. CHILD FIND

It is the policy of the state of Missouri that all students with disabilities, residing in the state, including students with disabilities who are homeless students or are wards of the state, and students with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated. This requirement applies to highly mobile students with disabilities (such as migrant and homeless students) and students who are suspected of being a student with a disability and in need of special education even though they are advancing from grade to grade. The state of Missouri also ensures that it has procedures in place to determine which students are receiving needed special education and related services.

The Department of Elementary and Secondary Education (DESE) is the agency responsible for coordinating the planning and implementation of the child find activities for children/students birth to twenty-one (21).

CHILD FIND FOR STATE AGENCIES

The following state agencies participate in the planning and implementation of child find activities.

Department of Mental Health assists in identification and location of infants, toddlers, and students with suspected disabilities through its Regional Centers for the Developmentally Disabled, State Habilitation Centers, and State Hospitals. Referrals are made to local public agencies and the Part C system.

Department of Health and Senior Services assists in identification and location of infants, toddlers, and students with suspected disabilities through its Title V and Head Injury Programs. Referrals are made to local public agencies and to the Part C system.

Department of Social Services:

- (1) The Children's Division assists in the identification of infants, toddlers, and students with suspected disabilities. Referrals are made to local public agencies and to the Part C system.
- (2) Rehabilitation Services for the Blind identifies, locates, and refers infants, toddlers, and students who have visual problems. Referrals are made to local public agencies or to the Part C system.
- (3) The Division of Youth Services identifies students with disabilities who are placed within the care and custody of the Missouri Division of Youth Services. Special education services are provided for these students within the Division's facilities.

Department of Corrections provides for the identification of and special education services to inmates with disabilities under age twenty-one (21) years, who are placed within its jurisdiction.

CHILD FIND FOR PUBLIC AGENCIES

DESE requires local education agencies (LEAs) to annually assist in Child Find by conducting the following activities prior to November 1 each year:

- (1) Publishing one (1) public notice in local newspapers or on the public agency website that describes the public agency's responsibility to provide special education and related services to students ages three (3) to twenty-one (21). The notice must also describe the LEA's responsibility to refer infants and toddlers suspected of having a disability to the state Part C early intervention system.
- (2) Airing one (1) public notice on local radio and/or television stations, during general viewing/listening hours, which describe the public agency's responsibility to provide special education and related services to students ages three (3) to twenty-one (21).
- (3) Placing posters/notices in all administrative offices of each building operated by the public agency that describes the public agency's responsibility to provide special education and related services to students ages three (3) to twenty-one (21).
- (4) Providing written information through general distribution to the parents/guardians of students enrolled in the public agency which describes the public agency's responsibility to provide special education and related services to students ages three (3) to twenty-one (21).

Local private agencies are also required to conduct Child Find in private schools as outlined in Regulation XIII.

CHILD FIND MONITORING

DESE will monitor the implementation of the Child Find requirements. Such reviews will include:

- (1) Approval of each public agency's Compliance Plan documentation and
- (2) A review of data from the annual child count reported by each public agency.

All data collected and used to meet Child Find requirements is subject to confidentiality requirements of 34 CFR 300.610 - 300.627.

Listed below is the statute of the state of Missouri which provides the legal basis and source for Missouri's policy for child find:

- (1) Section 162.700, RSMo

B. DEFINITIONS AND CRITERIA FOR DETERMINATION OF ELIGIBILITY

The Individuals with Disabilities Education Act (IDEA) defines students with disabilities as those students, ages three (3) to twenty-one (21), who have been properly evaluated as having Intellectual Disability, Hearing Impairments and Deafness, Speech or Language Impairments, Visual Impairments/Blindness, Emotional Disturbance, Orthopedic Impairments, Autism, Traumatic Brain Injury, Other Health Impairments, a Specific Learning Disability, Deaf/Blindness, or Multiple Disabilities and, who because of that disability, require special education and related services. As allowed under 34 CFR 300.8 implementing IDEA, the state of Missouri also defines a student with a disability to include students ages 3 through 7 who have been properly identified as a young child with a developmental delay.

No student may be determined to be eligible if the determinant factor for that eligibility determination is lack of appropriate instruction in reading, including the essential components of comprehensive literacy instruction (as defined in section 2221(b)(1) of the ESEA), or lack of appropriate instruction in math or limited English proficiency 34 CFR 300.306(b)(1).

Several conditions may be diagnosed by other professionals such as physicians, psychologists, etc. that are not specified by IDEA. These may include such conditions as Tourette syndrome, diabetes, sickle cell anemia, leukemia, dyslexia, central auditory processing disorder, etc. Students who present significant learning problems by virtue of the condition may demonstrate eligibility for special education under one or more of the disabilities identified above.

DISABILITY CATEGORIES, DEFINITIONS, AND INITIAL ELIGIBILITY CRITERIA IN ALPHABETICAL ORDER

Autism
Deaf/Blindness
Emotional Disturbance
Hearing Impairment and Deafness
Intellectual Disability
Multiple Disabilities
Orthopedic Impairment
Other Health Impairment
Specific Learning Disability
Speech or Language Impairment
Traumatic Brain Injury (TBI)
Visual Impairment/Blindness
Young Child with a Developmental Delay

Autism: Autism means a developmental disability significantly affecting verbal or nonverbal communication and social interaction, generally evident before age three (3) that adversely affects a student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disability as defined in this document.

A student who manifests the characteristics of autism after age three (3) could be identified as having autism if the criteria are satisfied.

A student displays autism when:

- (1) Through evaluation that includes a review of medical records, observation of the child's behavior across multiple environments, and an in-depth social history, the following behaviors are documented:
 - a. Disturbances of speech, language-cognitive, and nonverbal communication: The student displays abnormalities that extend beyond speech to many aspects of the communication process. Communicative language may be absent or, if present, language may lack communicative intent. Characteristics may involve both deviance and delay. There is a deficit in the capacity to use language for social communication, both receptively and expressively.
 - b. Disturbance of the capacity to relate appropriately to people, events, or objects: The student displays abnormalities in relating to people, objects, and events. There is a deficit in the capacity to form relationships with people. The capacity to use objects in an age appropriate or functional manner may be absent, arrested, or delayed. The student may seek consistency in environmental events to the point of exhibiting rigidity in routines.
- (2) The condition adversely affects the student's educational performance.
- (3) The autism is not a result of an emotional disability as defined in this document.

Other Behaviors Which the Student May Exhibit Include:

- (1) Disturbance of developmental rates and sequences: The student may also exhibit delays, arrests, or regressions in physical, social, or learning skills. Areas of precocious skill development may also be present, while other skills may develop at normal or extremely depressed rates. The order of skill acquisition frequently does not follow normal developmental patterns.
- (2) Disturbances of responses to sensory stimuli: The student's behavior may also range from being hyperactive to being unresponsive to people and objects in their environment and can alternate between these two (2) states over periods ranging from hours to months. Disturbances may be apparent in auditory, visual, olfactory, gustatory, tactile, and kinesthetic responses. The student may respond to stimulation inappropriately and in repetitive or nonmeaningful ways.

Deaf/Blindness: Deaf/Blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.

A student is deaf/blind when:

- (1) Both visual and hearing impairments are present as described in the criteria for Hearing Impairment/Deafness and Visual Impairment/Blindness, and
- (2) The impairments together cause severe communication, developmental, and educational needs.

Emotional Disturbance: Emotional Disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance:

- (1) An inability to learn that cannot be explained by intellectual, sensory, or health factors;
- (2) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- (3) Inappropriate types of behavior or feelings under normal circumstances;
- (4) A general pervasive mood of unhappiness or depression; and,
- (5) A tendency to develop physical symptoms or fears associated with personal or social problems.

The term includes schizophrenia, but does not apply to students who are socially maladjusted unless it is determined they have an emotional disturbance.

A student displays an emotional disturbance when:

- (1) Through evaluation procedures that must include observation of behavior in different environments and an in-depth social history, the student displays one of the following characteristics:
 - a. An inability to learn that cannot be explained by intellectual, sensory, or health factors;
 - b. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
 - c. Inappropriate types of behavior or feelings under normal circumstances;
 - d. A general pervasive mood of unhappiness or depression; and,
 - e. A tendency to develop physical symptoms or fears associated with personal or social problems.
- (2) The characteristic(s) must have existed to a marked degree and over an extended period of time. In most cases, an extended period of time would be a range from two (2) through nine (9) months depending upon the age of the student and the type of behavior occurring. For example, a shorter duration of disturbance that interrupts the learning process in a younger student might constitute an extended period of time. Difficulties may have occurred prior to the referral for evaluation; and,

- (3) The emotional disturbance adversely affects the student's educational performance.

NOTE: Manifestations of an emotional disturbance can be observed along a continuum ranging from normal behavior to severely disordered behavior. Students who experience and demonstrate problems of everyday living and/or those who develop transient symptoms due to a specific crisis or stressful experience are not considered to have an emotional disturbance.

Hearing Impairment and Deafness: Hearing Impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a student's educational performance, but is not included in the following definition for deafness. Deafness means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a student's educational performance.

A student displays a Hearing Impairment/Deafness when:

- (1) A hearing impairment has been diagnosed by an audiologist, and
- (2) The hearing impairment adversely affects the student's educational performance.

Intellectual Disability: Intellectual Disability means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior manifested during the developmental period that adversely affects a student's educational performance.

A student displays intellectual disability when:

The student performs 2.0 Standard Deviations below their peers of equivalent age, ethnic, and cultural background when measured by a standardized instrument of cognitive ability;

Adaptive behavior refers to the effectiveness with which a student meets the standards of personal independence and social responsibility expected of his/her age and cultural group. Adaptive behavior assessments should be completed by two or more adults who are familiar with the child's functional performance, including a parent or guardian when possible. The student displays significant deficits in adaptive behavior functioning when results from two raters using a standardized adaptive behavior instrument produce composite scores 2.0 Standard Deviations below the mean. When the criterion is met on one composite score, a second score allowing for the standard error of measurement may be accepted. There should be a significant positive correlation between the student's intellectual ability and adaptive behavior; and,

The disability adversely affects the student's educational performance. The description of adverse educational impact is supported by information gained through a comprehensive evaluation including observation of the student's academic and functional performance completed in a variety of educational settings.

Multiple Disabilities: Multiple Disabilities means concomitant impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which

causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf/blindness.

A student displays multiple disabilities when:

Concomitant impairments occur, and

The impairments together cause severe educational needs.

Orthopedic Impairment: Orthopedic Impairment means a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g., club foot, absence of some member, etc.), impairments caused by disease (poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations and fractures, or burns that cause contractures).

A student displays a physical impairment when:

An orthopedic impairment has been diagnosed by a licensed physician, and

The physical impairment adversely affects the student's educational performance.

Other Health Impairment: Other Health Impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems, such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette Syndrome, and adversely affects a student's educational performance.

A student displays a Health Impairment when:

A health impairment has been diagnosed by a licensed physician, licensed assistant physician, Missouri State Board of Nursing recognized advance practice registered nurse, licensed psychologist, licensed professional counselor, licensed clinical social worker, or school psychologist, and

The health impairment adversely affects the student's educational performance. The description of adverse educational impact is supported by information gained through a comprehensive evaluation including observation of the student's academic and functional performance completed in a variety of educational settings.

Specific Learning Disability: Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not

include learning problems that are primarily the result of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or, limited English proficiency.

A student has a specific learning disability when:

The student does not achieve adequately for the student's age or to meet state approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student's age or state approved grade-level standards:

Oral Expression
Listening Comprehension
Written Expression
Basic Reading Skill
Reading Fluency Skills
Reading Comprehension
Mathematics Calculation; and,
Mathematics Problem Solving

The student does not make sufficient progress to meet age or state approved grade-level standards in one or more of the areas identified above when using a process based on the student's response to scientific, research-based intervention; or the student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with 34 CFR 300.307-300.311. A pattern of strengths and weaknesses is defined as a severe discrepancy between achievement and intellectual ability of at least 1.5 standard deviations; and,

The group determines that its findings under this section are not primarily the result of:

A visual, hearing, or motor disability;
Intellectual disability;
Emotional disturbance;
Cultural factors;
Environmental or economic disadvantage;
Limited English Proficiency;
Lack of appropriate instruction in reading, including the essential components of comprehensive literacy instruction (as defined in section 2221(b)(1) of the ESEA);
Lack of appropriate instruction in math; and,

To ensure that underachievement in a student suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation:

Data that demonstrate that prior to or as part of the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel, and

Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents.

Professional Judgment

If a responsible public agency uses a severe discrepancy method: A student who does not display a discrepancy of at least 1.5 standard deviations as defined above, may nonetheless be deemed to have a specific learning disability if:

- (1) The student meets the other criteria of this rule; and
- (2) Based upon professional judgment and review of formal and informal assessments, the evaluation team concludes that a severe discrepancy exists.

In such cases, sufficient data must be presented in the evaluation report to document the existence of a specific learning disability.

It is the policy of the state of Missouri that any agency using a Response to Intervention model for the identification of Specific Learning Disability, must have written procedures for implementation that, at a minimum, incorporate guidelines developed by the SEA which are found on the Department website.

Speech or Language Impairment: Speech or Language Impairment means a communication disorder, such as stuttering, impaired articulation, language impairment, or voice impairment that adversely affects a student's educational performance.

A language impairment is present when a comprehensive communication assessment documents all of the following:

- (1) The language impairment adversely affects the student's educational performance as documented by lack of response to evidence based interventions designed to support progress in the general education curriculum.
- (2) The student's overall language functioning is significantly below age expectations as measured by two or more composite standard scores on standardized language assessments. The composite language score reflects both receptive and expressive language function in a single standard score. Significantly below is defined as 1.75 standard deviations or more below the mean for students who are kindergarten age eligible and older. A public agency may accept a second composite score allowing for the standard error of measurement when the criterion is met on the other composite score. The agency may adopt written procedures for utilization of reasonable variances that enable a student to meet the standard score criterion in highly unique situations such as English Learners.
- (3) Young child with a developmental disability criteria (communication area) shall be used for eligibility determinations for children who are 3 to 5 years of age but not yet kindergarten eligible.

(4) The student consistently displays inappropriate or inadequate language that impairs communication in the student's educational environment as documented by structured qualitative procedures such as a formal language sample, classroom observations, curriculum based assessments, teacher/parent checklists/interviews, or other clinical tasks.

(5) The language impairment is not a result of dialectal differences or second language influence.

A Sound System Disorder, which includes articulation and/or phonology, is present when:

(1) The Sound System Disorder adversely affects the student's educational performance as documented by lack of response to evidence based interventions designed to support progress in the general education curriculum;

(2) The student exhibits a significant delay of at least one year in correct sound production based on the state designated normative data in the table below after administering a single word test and/or a sentence/phrase repetition task and a connected speech sample with consideration given to the type of error recorded (substitutions, omissions, distortions, and/or additions). These errors may be described as single sound errors or errors in phonological patterns. However, if the student does not exhibit a significant delay of at least one year in correct sound production, but there are multiple errors in the sound system which are collectively so severe that the student's speech is unintelligible, the public agency may establish the student as having a sound system disorder; and,

(3) The sound system disorder is not a result of dialectal differences or second language influence.

Phoneme	Chronological Age
/ m /	3:0
/ n /	3:6
/ ŋ / (ng)	7:0
/ h /	3:0
/ w /	3:0
/ j / (y)	5:0
/ p /	3:0
/ b /	3:0
/ t /	4:0
/ d /	3:6
/ k /	3:6
/ g /	4:0
/ f /	3:6

Phoneme	Chronological Age
/ -f /	5:6
/ v /	5:6
/ θ / (th)	8:0
/ ð / (th)	7:0
/ s /	7:0
/ z /	7:0
/ ʃ / (sh) /	7:0
/ tʃ / (ch)	7:0
/ dʒ / (j)	7:0
/ ʒ / (zh)	8:0
/ l- /	6:0
/ -l /	7:0
/ r /	8:0

Word initial clusters	Chronological Age
/ tw kw /	5:6
/ sp st sk /	7:0
/ sm sn /	7:0
/ sw /	7:0
/ sl /	7:0
/ pl bl kl gl fl /	6:0
/ pr br tr dr kr gr fr /	8:0
/ θr /	9:0
/ skw /	7:0
/ spl /	7:0
/ spr str skr /	7:0

A fluency impairment is present when a comprehensive communication assessment documents all of the following:

- (1) The fluency impairment adversely affects the student's educational performance as documented by lack of response to evidence based interventions designed to support progress in the general education curriculum;
- (2) The student's fluency is significantly below the norm as measured by speech sampling in a variety of contexts and impairs communication in the student's educational environment as documented by structured qualitative procedures such as classroom observations, curriculum based assessments, teacher/parent checklists/interviews, or other clinical tasks; and,
- (3) The student consistently exhibits at least one of the following symptomatic behaviors of dysfluency:
 - a. sound, syllabic, or word repetition;
 - b. prolongations of sounds, syllables, or words;
 - c. avoidance;
 - d. blockages; or,
 - e. hesitations.

A voice impairment is present when a comprehensive communication assessment documents all of the following:

- (1) The voice impairment adversely affects the student's educational performance as documented by lack of response to evidence based interventions designed to support progress in the general education curriculum;
- (2) The student consistently exhibits deviations in pitch, quality, or volume;
- (3) The student's voice is discrepant from the norm as related to his/her age, sex, and culture and is distracting to the listener; and,
- (4) The voice impairment is not the result of:
 - a. a medical condition that contraindicates voice therapy intervention;
 - b. a temporary condition such as: normal voice changes, allergies, colds, or other such conditions; or,
 - c. a dialectal difference or second language influence.

Traumatic Brain Injury (TBI): Traumatic Brain Injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability, psychosocial impairment, or both that adversely affects a student's educational performance. The term includes open or closed head injuries resulting in impairments in one or more areas, such as, cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychological behavior, physical functions, information processing, and speech. The term does not include brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

A student has a Traumatic Brain Injury when:

- (1) A traumatic brain injury/head injury has been diagnosed by a licensed physician or through a neuropsychological assessment, and
- (2) The student's educational performance is adversely affected by deficits in acquisition, retention, and/or generalization of skills. Students with a brain injury may have rapidly changing profiles, therefore, educational assessment should include current documentation of the student's functional capabilities and indicate deficits in one or more of the following areas:
 - a. Building or maintaining social competence;
 - b. Performance of functional daily living skills across settings;
 - c. The ability to acquire and retain new skills; and,
 - d. The ability to retrieve prior information.

Professional Judgment

A student may also be deemed eligible if the student displays characteristics of TBI even though a medical diagnosis of head injury has not been made by a physician. In such cases, substantial data to document the medical basis for a head injury must be present in the evaluation report.

Visual Impairment/Blindness: Visual Impairment, including blindness, means an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

Young Child with a Developmental Delay: Young Child with a Developmental Delay means a child ages 3 through 7 who is experiencing developmental delays, as measured by appropriate evaluation instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development, and who need special education and related services.

Note: LEAs in Missouri are not required to adopt and use the term "Young Child with a Developmental Delay" for any children in their jurisdiction. However, if an LEA uses the term "Young Child with a Developmental Delay," the LEA must conform to both the state's definition of the term and the age range.

A child has a developmental delay when:

For children ages 3 through 5 (not kindergarten age eligible)

- (1) The student's development is at or below 1.5 standard deviations, or equivalent levels, of the mean in any TWO areas of development OR at or below 2.0 standard deviations, or equivalent levels, in any ONE area of development as compared to typical development. Areas of development that can be used to determine eligibility include physical, cognitive, communication, social/emotional, or adaptive.

- (2) The child needs special education and related services.

Professional Judgment

A child may also be deemed eligible when:

- (1) The evaluation report documents through formal and informal assessment that a significant deficit exists and a child is eligible for services even though the standard scores, or equivalent levels, do not meet the stated criterion levels above, or
- (2) The team may determine that a child, who is functioning above the stated criterion level and because of intensive early intervention, is eligible for services based on expected regression if services were to be terminated.

For students ages 5 (kindergarten eligible) through 7

- (1) Students eligible for kindergarten or first grade may continue eligibility as a Young Child with a Developmental Delay if they were identified as such prior to attaining kindergarten age eligibility. The category of Young Child with a Developmental Delay shall not be used to determine continuing eligibility for special education services for a student who is 7 years of age before August 1 of a given school year.

C. PROCEDURES FOR EVALUATION AND DETERMINATION OF ELIGIBILITY

DESE ensures that each public agency establishes and implements procedures for evaluation and determination of eligibility that meet the requirements of this section.

PARENTAL CONSENT FOR INITIAL EVALUATION

Consent of the parent must be obtained by the responsible public agency from a parent prior to conducting the initial evaluation.

Consent for initial evaluation may not be construed as consent for initial provision of special education and related services. Public agencies must make reasonable efforts to obtain the informed consent from the parent for an initial evaluation to determine whether the student is a student with a disability.

WARD OF THE STATE

For initial evaluations only, if the student is a ward of the state and is not residing with the student's parent, the public agency is not required to obtain informed consent from the parent for an initial evaluation to determine if the student is a student with a disability if:

- (1) The public agency cannot discover the whereabouts of the parent of the student despite reasonable efforts to do so;

- (2) The rights of the parent of the student have been terminated in accordance with state law; and,
- (3) The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student.

FAILURE TO CONSENT

If the parent of a student enrolled in a public agency or seeking to be enrolled in a public agency does not provide consent for initial evaluation or the parent fails to respond to a request to provide consent, the public agency may, but is not required to, pursue the initial evaluation of the student by utilizing the procedural safeguards (including mediation procedures or due process procedures), if appropriate, except to the extent inconsistent with state law relating to such parental consent. A public agency does not violate its obligation under “child find” or “evaluations and reevaluations” of the Act if it declines to pursue the evaluation.

EVALUATION TIMELINES

The following timelines are adopted by the state for purposes of evaluation. The public agency shall provide the parent with a Notice of Intent to Evaluate as soon as possible, but within thirty (30) calendar days of the date of referral for evaluation. Delays beyond this time may be permitted for just cause (school breaks for summer or holidays, student illness, etc.) and documented in the student's record.

The evaluation shall be completed and a decision regarding eligibility rendered within sixty (60) calendar days following parent consent or notice, as the case may be. This timeline does not apply if the parent of the student repeatedly fails or refuses to produce the student for evaluation or the student enrolls in another public agency after the timeline has begun and prior to a determination by the student's previous public agency as to whether the student is a student with a disability or there is just cause (school breaks for summer or holidays, student illness, etc.) documented in the student's record.

PARENT REQUEST FOR EVALUATION

Parents may request an evaluation for their student. If the public agency receives such a request, the public agency shall:

- (1) Accept the request and determine in a timely manner, but not more than 30 days from the request, if there is reason to suspect a disability and need for evaluation. Proceed with the evaluation process in accordance with the timelines and requirements set forth in this section, or
- (2) Refuse the request and provide the parent with Notice of Action Refused

INITIAL EVALUATION (34 CFR 300.301)

Each public agency shall conduct a full and individual initial evaluation, in accordance with 34 CFR 300.305 and 34 CFR 300.306, before the initial provision of special education and related

services to a student with a disability. This may or may not include additional testing as determined by the evaluation team members.

Either a parent of a student or a public agency may initiate a request for an initial evaluation to determine if the student is a student with a disability.

The initial evaluation must be conducted within the evaluation timelines set forth above and must consist of procedures to determine if the student is a student with a disability as defined in this State Plan and to determine the educational needs of the student.

If a parent of a student repeatedly fails or refuses to produce the student for evaluation or, if a student enrolls in another public agency after the evaluation timeline has begun and prior to the determination by the student's previous public agency as to whether the student is a student with a disability, the sixty (60) day timeframe does not apply. An exception to this applies only if the subsequent public agency is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and the subsequent public agency agree to a specific time when the evaluation will be completed.

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.

REEVALUATIONS (34 CFR 300.303)

A public agency must ensure that a reevaluation of each student with a disability is conducted if the public agency determines that the educational or related services needs, including improved academic achievement and functional performance of the student warrant a reevaluation or if the student's parent or teacher requests a reevaluation.

A reevaluation may occur not more than once a year, unless the parent and the public agency agree otherwise. A reevaluation must occur at least once every three years, unless the parent and the public agency agree that a reevaluation is unnecessary.

For parent or public agency requested reevaluations, initial evaluation timelines specified in this section must be followed.

EVALUATION PROCEDURES (34 CFR 300.304)

The public agency must provide notice to the parents of a student with a disability that describes any evaluation procedures including, but not limited to, standardized and non-standardized tests, classroom observations, functional behavioral assessments (FBAs), interviews that the public agency proposes to conduct. Each public agency shall ensure, at a minimum, that the following requirements are met:

- (1) A variety of assessment tools and strategies are used to gather relevant functional, developmental, and academic information about the student, including information

provided by the parent, and information related to enabling the student to be involved in and progress in the general curriculum (or for a preschool student, to participate in appropriate activities), that may assist in determining whether the student is a student with a disability and the content of the student's IEP.

- (2) No single measure or assessment is used as the sole criterion for determining whether a student is a student with a disability and for determining an appropriate educational program for a student.
- (3) The public agency uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- (4) Assessments and other evaluation materials used to assess a student under Part B of the Act are selected and administered so as not to be discriminatory on a racial or cultural basis, are provided and administered in the student's native language or other mode of communication, and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer.
- (5) Assessments and other evaluation materials used to assess a student are used for the purposes for which the assessments or measures are valid and reliable and are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests. If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions (e.g., the qualifications of the person administering the test or the method of test administration) must be included in the evaluation report.
- (6) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
- (7) Assessments are selected and administered so as best to ensure that if a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).
- (8) The student is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.
- (9) Assessments of students with disabilities who transfer from one public agency to another public agency in the same school year are coordinated with those students' prior and subsequent public agency as necessary and as expeditiously as possible to ensure prompt completion of full evaluations.

- (10) In evaluating each student with a disability, the evaluation is sufficiently comprehensive to identify all of the student's special education and related services needs, whether or not commonly linked to the disability category in which the student has been classified.
- (11) The public agency uses assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the student.

ADDITIONAL REQUIREMENTS FOR EVALUATIONS AND REEVALUATIONS (34 CFR 300.305)

As part of an initial evaluation (if appropriate) and as part of any reevaluation under Part B of IDEA, the IEP Team and other qualified professionals, as appropriate, shall review existing evaluation data on the student, including evaluations and information provided by the parents of the student, current classroom-based, local or state assessments, classroom based observations, and observations by teachers and related services providers. On the basis of that review and input from the student's parents, the IEP Team and other qualified professionals, as appropriate, shall identify what additional data, if any, are needed to determine:

- (1) Whether the student has a particular category of disability and the educational needs of the student, or in case of a reevaluation of a student, whether the student continues to have such a disability and the educational needs of the student;
- (2) The present levels of academic achievement and related developmental needs of the student;
- (3) Whether the student needs special education and related services, or in the case of a reevaluation of a student, whether the student continues to need special education and related services; and,
- (4) Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general curriculum.

The group making these decisions may conduct its review without a meeting. The public agency must administer tests and other evaluation methods as may be needed to produce the data to make an eligibility determination and develop an IEP as listed in (1) through (4) above.

If the determination of the group is that no additional data are needed to determine whether the student continues to be a student with a disability, the public agency shall notify the student's parents of that determination and the reasons for it, and of the right of the parents to request an assessment to determine whether, for purposes of services under the Individuals with Disabilities Education Act, the student continues to be a student with a disability, and to determine the student's educational needs.

If the parent requests assessment, even though the determination has been made that no additional data are needed, the public agency must grant the request if the issue is continued eligibility under Part B of IDEA or to determine the student's educational needs.

A public agency must evaluate a student with a disability before determining that the student is no longer a student with a disability. An evaluation is not required before the termination of a student's eligibility due to graduation from the public agency with a regular diploma or due to reaching the age of twenty-one (21).

A public agency must provide a student whose eligibility terminates due to graduation from the public agency with a regular diploma or due to reaching the age of twenty-one (21) a summary of the student's academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting the student's post secondary goals.

DETERMINATION OF ELIGIBILITY (34 CFR 300.306)

Upon completing the administration of tests and other evaluation materials, a group of qualified professionals and the parent of the student must determine whether the student is a student with a disability and the educational needs of the student. The public agency must provide a copy of the evaluation report which documents the determination of eligibility at no cost to the parent.

In interpreting evaluation data for the purpose of determining if a student is a student with a disability and the educational needs of the student, each public agency must – (i) Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior; and, (ii) Ensure that information obtained from all of these sources is documented and carefully considered.

If a determination is made that a student has a disability and needs special education and related services, an IEP must be developed for the student in accordance with this state plan.

EVALUATION REPORT

Each public agency shall develop a written Evaluation Report for all initial evaluations and any reevaluations which required additional testing or resulted in a change in eligibility.

The evaluation report must include a:

- (1) Statement of whether the student has a specific disability as defined in Regulation III of this document;
- (2) Synthesis of information from the evaluation that demonstrates consideration was given to all areas of functioning;
- (3) Basis for making the determination of eligibility for a disability including the disability's adverse effect on the student's education and the student's need for specialized instruction;

- (4) Statement that the disability is not a result of lack of appropriate instruction in reading, including the essential components of comprehensive literacy instruction (as defined in section 2221(b)(1) of the ESEA) or lack of appropriate instruction in math or Limited English proficiency; and,
- (5) List of the individuals who were in attendance at the eligibility determination meeting and their role.

The Evaluation Report for students identified as Specific Learning Disabled must include items above and the following:

- (1) Relevant behavior, if any, noted during the observation of the student and the relationship of that behavior to academic functioning;
- (2) Educationally relevant medical findings, if any;
- (3) Whether the student:
 - a. Does not achieve adequately for the student's age or to meet state approved grade-level standards, and
 - b. Does not make sufficient progress to meet age or state approved grade-level standards, or
 - c. Exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state approved grade-level standards, or intellectual development;
- (4) The determination of the group concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or Limited English proficiency on the student's achievement level;
- (5) If the student has participated in a process that assesses the student's response to scientific, research-based intervention:
 - a. The instructional strategies used,
 - b. The student-centered data collected,
 - c. Documentation that the student's parents were notified about:
 - The state's policies regarding the amount and nature of student performance data that would be collected,
 - The general education services that would be provided,
 - The strategies for increasing the student's rate of learning, and
 - the parents right to request an evaluation; and,
- (6) Each team member shall certify in writing whether the report reflects his/her conclusion; if it does not reflect his/her conclusion, the team member must submit a separate statement presenting his/her conclusions.

DETERMINATION OF ELIGIBILITY FOR YOUNG CHILDREN AGES 3 THROUGH 5

Public agencies shall, through approved public agency policy, determine eligibility for children ages 3 through 5 (not kindergarten age eligible) using one of the following methods:

- (1) Identify all children using any of the disability categories except that of Young Child with a Developmental Delay (YCDD) and Language Impairment; or,
- (2) Identify all children as eligible using only the category of Young Child with a Developmental Delay (YCDD); or
- (3) Identify all children as eligible using any of the disability categories, other than Language Impairment, including that of Young Child with a Developmental Delay (YCDD).

For a child with a disability who becomes eligible for kindergarten (age 5 before August 1) or first grade, public agencies shall, through approved public agency policy, choose one of the following methods to determine continuing eligibility for special education:

- (1) If the public agency selected methods (2) or (3) for identifying children ages 3 through 5 (not kindergarten age eligible) described above, they may either:
 - a. Continue a child as eligible under the Young Child with a Developmental Delay (YCDD) or
 - b. Apply any disability category other than Young Child with a Developmental Delay (YCDD).
- (2) If the public agency selected method (1) above for identifying children ages 3 through 5 (not kindergarten age eligible) described, all children will continue to be identified as eligible using any disability category other than Young Child with a Developmental Delay (YCDD).
- (3) Students who are eligible for kindergarten (age 5 before August 1) or first grade and have not been identified as eligible for special education prior to being eligible for kindergarten, must meet criteria of any disability category other than Young Child with a Developmental Delay (YCDD).
- (4) The category of Young Child with a Developmental Delay shall not be used to determine continuing eligibility for special education services for a student who is 7 years of age before August 1 of a given school year, but eligibility for special educational services may be determined for such students through any other disability category.

D. ADDITIONAL PROCEDURES

DETERMINATION OF ELIGIBILITY FOR STUDENTS WITH SPECIFIC LEARNING DISABILITIES (34 CFR 300.307)

The state has adopted criteria for determining whether a student has a specific learning disability. The criteria adopted by the state does not require the use of a severe discrepancy between intellectual ability and achievement for determining whether a student has a specific learning disability and permits the use of a process based on the student's response to scientific, research based intervention.

Public agencies in the state must use the state criteria in determining whether a student has a specific learning disability.

ADDITIONAL GROUP MEMBERS 34 CFR 300.308

The determination of whether a student suspected of having a specific learning disability is a student with a disability must be made by the student's parents and a team of qualified professionals that must include:

- (1) The student's regular teacher or, if the student does not have a regular teacher, a regular classroom teacher qualified to teach a student of his or her age; for a student of less than school age, an individual qualified by the Department to teach a student of his or her age, and
- (2) At least one person qualified to conduct individual diagnostic examinations of students, such as a school psychologist, speech-language pathologist, or remedial reading teacher.

EXTENSION OF EVALUATION TIMELINES WHEN DETERMINING ELIGIBILITY FOR SPECIFIC LEARNING DISABILITIES

The public agency must promptly request parental consent to evaluate the student to determine if the student needs special education and related services and must adhere to the evaluation timelines, unless extended by mutual written agreement of the student's parents and the evaluation professionals:

- (1) If prior to a referral, a student has not made adequate progress after an appropriate period of time when provided instruction, as described in the preceding section for Specific Learning Disability (4) a. and b. and
- (2) Whenever a student is referred for an evaluation.

OBSERVATION (34 CFR 300.310)

The public agency must ensure that the student is observed in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of difficulty.

The group determining whether a student has a specific learning disability must decide to:

- (1) Use information from an observation in routine classroom instruction and monitoring of the student's performance that was done before the student was referred for an evaluation or
- (2) Have at least one member of the group conduct an observation of the student's academic performance in the regular classroom after the student has been referred for an evaluation and parental consent is obtained.

In the case of a student of less than school age, a team member shall observe the student in an environment appropriate for a student of that age.

Listed below are the statutes of the state of Missouri which provide the legal basis and source for Missouri's policy.

- (1) Section 162.700, RSMo Evaluations
- (2) Section 162.700(2), RSMo Eligibility determination
- (3) Section 162.945, RSMo Notice of evaluation results

REGULATION IV: FAPE/IEP/LRE

A. FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

It is the policy of the state of Missouri that all children/students with disabilities ages 3 to 21 years, as prescribed by Missouri statutes and residing in the state, have a right to a free appropriate public education (FAPE), including students with disabilities who have been suspended or expelled from school.

The term "students with disabilities" as used in this document includes all students defined as "handicapped" and "severely handicapped" in accordance with 162.675(1) and (3) RSMo and the Individuals with Disabilities Education Act (IDEA). Definitions of each disabling condition are found in this document.

FAPE means special education and related services that -

- (1) Are provided at public expense, under public supervision and direction, and without charge;
- (2) Meet the standards of the State Education Agency pertaining to Part B of IDEA;
- (3) Include an appropriate preschool, elementary school, and secondary school education; and
- (4) Are provided in conformity with the individualized education program (IEP).

FAPE FOR CHILDREN/STUDENTS BEGINS AT AGE 3 (34 CFR 300.101)

The state of Missouri ensures that FAPE is available to each eligible child/student residing in the state no later than the child's third birthday. An IEP must be in effect by the child's third birth date. If the child's third birth date occurs during the summer, the child's IEP team shall determine the date when the services under the IEP will begin. This State Plan and the Part C State Plan outline procedures that both the Part B and Part C systems must complete to assure a smooth transition for children eligible for the Part C program and eligible for Part B services to receive services at age 3.

FAPE FOR STUDENTS SUSPENDED OR EXPELLED FROM SCHOOL

A public agency is not required to provide services to a student with a disability who has been removed from his or her current placement for 10 school days or less in that school year if services are not provided to a student without disabilities who has been similarly removed.

In the case of a student with a disability who has been removed from the provision of special education and related services, including maintaining the student's special education placement,

for more than 10 school days in a school year the public agency, for the remainder of the removals must:

- (1) Provide services to the extent necessary to enable the student to continue to progress in the general curriculum, although in another setting, and to progress toward achieving the goals in the student's IEP if the removal is:
 - a. Under the school personnel's authority to remove for not more than 10 consecutive school days as long as that removal does not constitute a change of placement, or
 - b. For behavior that is not a manifestation of the student's disability and results in a disciplinary change of placement.

STUDENTS ADVANCING FROM GRADE TO GRADE

The state of Missouri ensures that FAPE is available to any individual student with a disability who needs special education and related services, even though the student has not failed or been retained in a course or grade and is advancing from grade to grade. The determination that such a student is eligible for services must be made on an individual basis by the group of individuals within the student's public agency that is responsible for making those determinations.

EXCEPTIONS TO FAPE (34 CFR 300.102)

Public agencies in Missouri are not required to provide FAPE to the following students and youth:

- (1) Youth with disabilities who reach the age of 21.
- (2) Students who have graduated from high school with a regular high school diploma. The term, regular high school diploma does not include an alternative diploma that is not fully aligned with the state's academic standards, such as a certificate of attendance or a High School Equivalency (HSE) certificate. Graduation from high school with a regular high school diploma constitutes a change in placement, requiring prior written notice in accordance with 34 CFR 300.503.
- (3) Students whose parent has refused to consent to the receipt of special education and related services or has failed to respond to a request to provide such consent.
- (4) Parentally placed private school students with disabilities.
- (5) Students with disabilities who receive early intervention services under Part C of IDEA.

CONTINUING REQUIREMENT FOR FAPE

Students who have participated in a graduation ceremony or who have obtained a High School Equivalency (HSE) certificate but have not been awarded a regular high school diploma, continue to be eligible to receive FAPE if they are under 21 years of age.

AGENCY RESPONSIBLE FOR FAPE

The public agency or special school district in which a student with a disability resides is responsible for implementation of FAPE. Students with disabilities or severe disabilities who are admitted to programs and facilities of the Department of Mental Health or whose domicile is in one public agency, but actually reside in another public agency as a result of a placement arranged by or approved by the Department of Mental Health, the Department of Social Services, or a court of competent jurisdiction shall be provided special education and related services in the public agency where the student actually resides. Students enrolled in full-time MOCAP approved virtual education programs hosted by a Missouri school district are enrolled in the host school district. The host school district is responsible for implementation of FAPE.

The Department of Mental Health, the Department of Social Services, or a court of competent jurisdiction may provide or procure special education and related services for such students.

The Department of Mental Health shall provide special education and related services for students with disabilities, ages 3 to 21, whose domicile is in one public agency but actually reside in another public agency if said student has been determined by the Department of Mental Health to be dangerous to himself/herself or others or is determined to be medically fragile.

The Department of Corrections shall provide special education and related services to those youth who are determined eligible for special education services at the time of their admittance to the correctional system.

The following requirements do not apply to those students with disabilities who are convicted as adults under state law and incarcerated in adult prisons:

- (1) The requirement to participate in state and public agency assessments, and
- (2) The requirement relating to transition planning and transition services if their eligibility for Part B services will end because of their age before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release.

The IEP team of a student with a disability, who is convicted as an adult under state law and incarcerated in an adult prison, may modify the student's IEP or placement if the Department of Corrections has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated. The requirements relating to the least restrictive environment (LRE) do not apply.

The Department of Social Services, Division of Youth Services (DYS) shall provide special education and related services or arrange for such services with other agencies and schools where DYS releases such students. Students and youth with disabilities who have been assigned to programs by a court and meet eligibility will continue to receive services by said program.

B. METHODS OF ENSURING SERVICES (34 CFR 300.154)

ESTABLISHING RESPONSIBILITY FOR SERVICES

The Assistant Commissioner of Special Education for the Department of Elementary and Secondary Education (DESE) ensures that an interagency agreement or other mechanism for interagency coordination is in effect between each noneducational public agency and DESE, in order to ensure that all services that are needed to ensure FAPE are provided, including the provision of these services during the pendency of any interagency dispute. The agreement or mechanism must include the following:

- (1) Agency Financial Responsibility: An identification of or a method for defining the financial responsibility of each agency for providing services to ensure FAPE to students with disabilities. The financial responsibility of each noneducational public agency, including the state Medicaid agency and other public insurers of students with disabilities, must precede the financial responsibility of the public agency (or the state agency responsible for developing the student's IEP);
- (2) Conditions and Terms of Reimbursement: The conditions, terms, and procedures under which the responsible agency must be reimbursed by other agencies;
- (3) Interagency Disputes: Procedures for resolving interagency disputes (including procedures under which the responsible public agency may initiate proceedings) under the agreement or other mechanism to secure reimbursement from other agencies or otherwise implement the provisions of the agreement or mechanism; and
- (4) Coordination of Services Procedures: Policies and procedures for agencies to determine and identify the interagency coordination responsibilities of each agency to promote the coordination and timely and appropriate delivery of services.

OBLIGATION OF NONEDUCATIONAL PUBLIC AGENCIES

If any public agency other than an educational agency is otherwise obligated under federal or state law, or assigned responsibility under state policy to provide or pay for any services that are also considered special education or related services (such as, but not limited to, services described in 34 CFR 300.6 relating to assistive technology devices, 34 CFR 300.5 relating to assistive technology services, 34 CFR 300.34 relating to related services, 34 CFR 300.42 relating to supplementary aids and services, and 34 CFR 300.43 relating to transition services) that are necessary for ensuring FAPE to students with disabilities within the state, the public agency shall fulfill that obligation or responsibility, either directly or through contract or other arrangement.

A noneducational public agency may not disqualify an eligible service for Medicaid reimbursement because that service is provided in a school context. If a public agency other than an educational agency fails to provide or pay for the special education and related services, the public agency (or state agency responsible for developing the student's IEP) shall provide or pay for these services to the student in a timely manner. The public agency or state agency may then

claim reimbursement for the services from the noneducational public agency that failed to provide or pay for these services and that agency shall reimburse in accordance with the terms of the interagency agreement or other mechanism and the conditions and terms of reimbursement.

C. INDIVIDUALIZED EDUCATION PROGRAM (IEP)

DEFINITION OF IEP (34 CFR 300.320)

The term Individualized Education Program or IEP means a written statement for each student with a disability that is developed, reviewed, and revised in a meeting and must include a:

- (1) Statement of the student's present levels of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students), or for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities, and for students with disabilities who take alternative assessments aligned to alternative achievement standards, a description of benchmarks or short-term objectives;
- (2) Statement of measurable annual goals, including academic and functional goals designed to meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum (i.e., the same curriculum as for nondisabled students), or for preschool children, as appropriate, to participate in appropriate activities, and meeting each of the child's other educational needs that result from the child's disability. Measurable goals are specific to a particular skill or behavior to be achieved, measurable/quantifiable, attainable, results oriented, time-bound, and can reasonably be accomplished within the duration of the IEP. For students with disabilities who take alternative assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;
- (3) Statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable to be provided to the student or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to:
 - a. Advance appropriately toward attaining the annual goals;
 - b. Be involved in and make progress in the general education curriculum;
 - c. Participate in extracurricular and other nonacademic activities; and
 - d. Be educated and participate with other students with disabilities and nondisabled students in the activities described in this paragraph.

This statement must specify whether the student needs transportation as a related service. If the IEP team determines transportation is not necessary as a related service, the IEP document must reflect this.

- (4) Statement of the student's participation in physical education;
- (5) Explanation of the extent, if any, to which the student will not participate with nondisabled student in the regular class and in activities described in paragraph 3(c) above;
- (6) Statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on state and district-wide assessments. If the IEP team determines that the student shall take an alternative assessment on a particular state or district-wide assessment of student achievement, a statement of why the student cannot participate in the regular assessment, and why the particular alternate assessment is appropriate for the student;
- (7) Projected date for the beginning of the services and modifications described in paragraph 3(c) above, and the anticipated frequency, location, and duration of those services and modifications;
- (8) Description of how the student progress toward the annual goals described in paragraph 3(b) above will be measured, and when periodic reports on the progress the student is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;
- (9) Listing of the individuals who attended the IEP meeting and their role (indicates attendance only not necessarily agreement with the IEP);
- (10) Statement indicating the student eligibility or ineligibility for extended school year services; and
- (11) Statement of the placement considerations and decision.

POSTSECONDARY TRANSITION SERVICES

- (1) Postsecondary transition services must be included beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter. Postsecondary transition plans must include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills and postsecondary transition services (including courses of study) needed to assist the student in reaching those goals.

Effective the 2027-28 school year, postsecondary transition services must be included in the IEP before the student exits eighth grade, or younger if determined appropriate by the IEP team, and updated annually thereafter. Postsecondary transition plans must include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate,

independent living skills and postsecondary transition services (including courses of study) needed to assist the student in reaching those goals.

- (2) Beginning not later than one year before the student reaches age 18, IEPs must include a statement that the student has been informed of his or her rights under Part B of IDEA and that those rights will transfer to the student upon reaching the age of majority.

FOR STUDENTS WHO ARE BLIND OR VISUALLY IMPAIRED

- (1) The specific goals and objectives which specify the competencies in reading and writing Braille to be taught during the school year;
- (2) Means by which Braille will be implemented through integration with normal classroom activities;
- (3) The date on which Braille instruction will commence;
- (4) The level of competency in Braille reading and writing expected to be achieved by the end of the period covered in the IEP;
- (5) The duration of each session;
- (6) If the IEP team determines that Braille instruction is not appropriate for a student with blindness or visual impairments, the basis for that determination shall be documented on the IEP; and
- (7) That a referral to Rehabilitation Services for the Blind has been discussed and the decision of the parent regarding the referral.

SPECIAL CONSIDERATIONS (34 CFR 300.324)

In developing each student's IEP, the IEP team must consider:

- (1) The strengths of the student;
- (2) The concerns of the parents for enhancing the education of their student;
- (3) The results of the initial or most recent evaluation of the student; and
- (4) The academic, developmental, and functional needs of the student.

The IEP team must also:

- (1) In the case of a student whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to

address that behavior (for students for whom a Behavior Intervention Plan is developed, the Plan must be included in the IEP);

- (2) In the case of a student with limited English proficiency, consider the language needs of the student as those needs relate to the student's IEP;
- (3) Consider the communication needs of the student and, in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode; and
- (4) Consider whether the student requires assistive technology devices and services.

Nothing in this section shall be construed to require that additional information be included in a student's IEP beyond what is explicitly required in this section, and the IEP team to include information under one component of a student's IEP that is already contained under another component of such IEP.

D. INDIVIDUALIZED EDUCATION PROGRAM (IEP) PARTICIPATION AND IMPLEMENTATION

IEP TEAM (34 CFR 300.321)

Public agencies shall ensure that the IEP team for each student with a disability includes:

- (1) The parents of the student;
- (2) Not less than one regular education teacher of the student (if the student is or may be participating in the regular education environment);
- (3) Not less than one special education teacher of the student, or, where appropriate, not less than one special education provider of the student;
- (4) A representative of the public agency who is qualified to provide or supervise the provisions of specially designed instruction to meet the unique needs of students with disabilities, is knowledgeable about the general education curriculum, and is knowledgeable about the availability of resources of the public agency and able to commit the resources of the agency;
- (5) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in 2 through 4 of this paragraph;

(6) At the discretion of the parent or the agency, and with parent written consent, if appropriate, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate; and

(7) Whenever appropriate, the student with a disability.

TRANSITION SERVICES PARTICIPANTS

The public agency shall invite a student with a disability of any age to attend his or her IEP meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals. If the student does not attend the IEP meeting, the public agency shall take other steps to ensure that the student's preferences and interests are considered.

To the extent appropriate, with the consent of the parents or a student who has reached the age of majority, in implementing transition services, the public agency also shall invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

DETERMINATION OF KNOWLEDGE AND EXPERTISE

The determination of knowledge or special expertise of any individual shall be made by the party (parents or public agency) who invited the individual to be a member of the IEP team. The parents of a student who has reached the age of 18 may be invited to participate in the IEP team meeting by either the student or the public agency.

DESIGNATING A PUBLIC AGENCY REPRESENTATIVE

A public agency may designate another public agency member of the IEP team to also serve as the agency representative if they satisfy the criteria specified for that role.

IEP TEAM ATTENDANCE

A member of the IEP team shall not be required to attend an IEP meeting, in whole or in part, if the parent of a student with a disability and the public agency agree, in writing, that the attendance of such member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.

A member of the IEP team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if the parent, in writing, and the public agency consent to the excusal, and the member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting.

INITIAL IEP TEAM MEETING FOR A CHILD UNDER PART C

In the case of a child who was previously served under Part C (First Steps), an invitation to the initial IEP team meeting must, at the request of the parent, be sent to the Part C service coordinator or other representative of the Part C system to assist with the smooth transition of services.

PARENT PARTICIPATION (34 CFR 300. 322)

Each public agency shall take steps to ensure that one or both parents of a student with a disability are present at each IEP meeting or are afforded the opportunity to participate, including notifying the parents of the meeting early enough to ensure they will have an opportunity to attend and scheduling the meeting at a mutually agreed on time and place. The participants who will be invited to attend on behalf of the public agency are indicated by specific position(s) within the agency and, if possible, should include the name.

INFORMATION PROVIDED TO PARENTS

The notice to parents must indicate the purpose, time, and location of the meeting; who will be in attendance; and inform the parent that the parent and the public agency can invite individuals to the meeting who have knowledge or special expertise regarding their student. The determination as to whether an individual has knowledge or special expertise is made by the parent or public agency who invited the individual to be a member of the IEP team. In the case of an initial IEP team meeting for a student who has participated in Part C (First Steps), the notice must inform the parent that at their request, an invitation to the initial IEP meeting shall be sent to the Part C service coordinator or other representatives of the Part C system.

For a student with a disability beginning not later than the first IEP to be in effect when the student is 16 or younger, if determined appropriate by the IEP team, and annually thereafter, the notice must indicate:

- (1) That a purpose of the meeting is the consideration of the postsecondary goals and transition services for the student;
- (2) That the agency will invite the student; and
- (3) Identify any other agency that will be invited to send a representative.

OTHER MEASURES TO ENSURE PARENT PARTICIPATION

If neither parent can attend, the public agency shall use other methods to ensure parent participation, including conference telephone calls, or video conferences, consistent with 34 CFR 300.328.

CONDUCTING AN IEP MEETING WITHOUT A PARENT IN ATTENDANCE

A meeting may be conducted without a parent in attendance if the public agency is unable to convince the parents that they should attend. In this case, the public agency must have a record of at least two separate attempts to arrange a mutually agreed on time and place, such as:

- (1) Detailed records of telephone calls made or attempted and the results of those calls;
- (2) Copies of correspondence sent to the parents and any responses received; or
- (3) Detailed records of visits made to the parent's home or place of employment and the results of those visits.

The second attempt to schedule a meeting with the parent must be a direct contact. A direct contact includes regular or certified mail, phone call, or in person contact.

USE OF INTERPRETERS OR OTHER ACTION

The public agency shall take whatever action is necessary to ensure that the parent understands the proceedings of the IEP meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English.

PARENT COPY OF THE IEP

The public agency shall provide the parent a copy of the student's IEP at no cost to the parent.

WHEN IEPS MUST BE IN EFFECT (34 CFR 300.323)

At the beginning of each school year, each public agency shall have an IEP in effect for each student with a disability within its jurisdiction who has been determined eligible to receive services under IDEA, Part B.

Each public agency shall ensure that a meeting to develop an IEP is conducted within 30 days of a determination that the student needs special education and related services and that the special education and related services are made available to the student in accordance with the IEP as soon as possible following the IEP meeting.

Each public agency must ensure that:

- (1) The student's IEP is accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation;
- (2) Each teacher and provider are informed of his or her specific responsibilities related to implementing the student's IEP; and

- (3) The specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP.

IN-STATE TRANSFERS

In the case of a student with a disability who transfers public agencies within the same school year, who enrolls in a new public agency, and who had an IEP that was in effect at a previous public agency in Missouri, the public agency shall, without delay, provide such student with FAPE according to the procedures outlined below.

For students with known disabilities who enroll and have a copy of a current evaluation report and IEP the public agency shall place the student, without delay, in the appropriate special education placement and provide FAPE to the student including services comparable to those listed in the IEP until the public agency either adopts the IEP from the previous agency or develops and implements a new appropriate IEP.

If the public agency does not agree with the current evaluation report, it must initiate a reevaluation as described in this State Plan. During the time that the reevaluation is being conducted, the agency shall implement the IEP, as written, from the sending agency or provide comparable services until the reevaluation is complete.

For students with suspected disabilities who enroll but do not have copies of the evaluation report and/or IEP, the public agency shall seek information to confirm special education services. Without delay, agency officials shall conduct interviews with officials of the public agency in which the student was enrolled, the student's parent/legal guardian, and, when appropriate, the student and provide such services as can be determined from interviews.

If no evaluation report is obtained, the public agency shall refer the student for comprehensive evaluation and review/revise the IEP, if determined necessary, at the completion of the evaluation.

OUT OF STATE TRANSFERS

For students with an IEP who transfer from another state and enroll in a Missouri public agency within the same school year, the public agency, in consultation with the parents, must provide the student with FAPE. This includes providing services comparable to those described in the student's IEP from the previous public agency until the new public agency:

- (1) Conducts an initial evaluation, if determined necessary by the new public agency, and
- (2) Develops, adopts, and implements a new IEP (if appropriate).

When a student's records are not available to the new public agency, the new public agency shall:

- (1) Place the student in regular education,

- (2) Initiate an initial evaluation, and
- (3) If the student is found eligible, develop and implement an IEP.

TRANSMITTAL OF RECORDS

When a student with an IEP moves from one Missouri public agency to another or from an out-of-state public agency, the new public agency shall take reasonable steps to promptly obtain student records from the student's previous public agency. Records include, but are not limited to the IEP, supporting documents, and any other records relating to the provision of special education or related services. The public agency in which the student was previously enrolled shall take reasonable steps to promptly respond to record requests.

REQUIREMENT FOR REGULAR EDUCATION TEACHER (34 CFR 300.324)

The regular education teacher of a student with a disability, as a member of the IEP team, must, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including:

- (1) The determination of appropriate positive behavioral interventions, supports, and other strategies for the student,
- (2) Supplementary aids and services,
- (3) Program modifications, and
- (4) Supports for school personnel that will be provided for the student, consistent with content of the IEP.

AMENDING OR MODIFYING AN IEP WITHOUT A MEETING

In making changes to a student's IEP after the annual IEP team meeting for a school year, the parent of a student with a disability and the public agency may agree not to convene an IEP team meeting for the purposes of making such changes and instead may develop a written document to amend or modify the student's current IEP. If changes are made to the student's IEP, the public agency must ensure that the student's IEP team is informed of those changes.

CONSOLIDATION OF IEP TEAM MEETINGS

To the extent possible, the public agency shall encourage the consolidation of reevaluation meetings for the student and other IEP team meetings for the student.

IEP AMENDMENTS

Changes to the IEP may be made either by the entire IEP team at an IEP meeting or by mutual agreement of the parent and public agency (as described above) by amending the IEP rather than by redrafting the entire IEP. Upon request, a parent shall be provided with a revised copy

of the IEP with the amendments incorporated.

REVIEW AND REVISION OF IEPs

Each public agency shall ensure that the IEP team reviews the student's IEP periodically, but not less than annually, to determine whether the annual goals for the student are being achieved. The IEP team must also review and, as appropriate, revise the IEP to address:

- (1) Any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate;
- (2) The results of any reevaluation;
- (3) Information about the student provided to or by the parents;
- (4) The student's anticipated needs; or
- (5) Other matters.

FAILURE TO MEET TRANSITION OBJECTIVES

If a participating agency, other than the public agency, fails to provide the transition services described in the IEP, the public agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.

Nothing relieves any participating agency, including a state vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.

ALTERNATIVE MEANS OF MEETING PARTICIPATION (34 CFR 300.328)

When conducting IEP team meetings, the parent of a student with a disability and a public agency may agree to use alternative means of meeting participation such as video conferences and conference calls.

E. LEAST RESTRICTIVE ENVIRONMENT (LRE)

GENERAL LRE REQUIREMENTS (34 CFR 300.114)

Each public agency shall ensure that to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are nondisabled, and that special classes, separate schooling, or other removal of students from the general educational environment occurs only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

CONTINUUM OF ALTERNATIVE PLACEMENTS (34 CFR 300.115)

Each public agency shall ensure that a continuum of alternative placements is available to meet the needs of children/students ages 3 to 21 with disabilities for special education and related services. The continuum shall include instruction in the regular classes (general education environments), special classes, special schools, home instruction, and instruction in hospitals and institutions. Each public agency must make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with general class placement. A student does not have to fail in the less restrictive options on the continuum before the student is placed in a setting that is appropriate to his or her needs.

PLACEMENTS (34 CFR 300.116 AND 300.327)

In determining the educational placement of a student with a disability, including a preschool student with a disability, each public agency shall ensure that the placement decision is made by the IEP team that is knowledgeable about the student, the meaning of the evaluation data, and the placement options, and is made in conformity with LRE provisions. The student's placement is determined at least annually, is based on the student's IEP, and is as close as possible to the student's home.

Unless the IEP of a student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if nondisabled. In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he or she needs. A student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

Each year the public agency, through the IEP process, shall review/revise a student's IEP and subsequently make a placement decision for each student with a disability served by the public agency. The public agency must reach the placement decision from the assumption that a student with a disability should be educated with peers who do not have a disability unless the needs of the student with a disability require other arrangements. The public agency must be able to justify the placement decision in accordance with a two-part inquiry:

- (1) Whether education in the regular classroom, with the use of supplementary aids and services, can be achieved satisfactorily; if not, then,
- (2) Whether the student has been integrated to the maximum extent appropriate.

The following factors shall be considered as a part of the two-part inquiry:

- (1) The curriculum and goals of the regular education class (i.e., factors which document a need for specially designed materials, supplies, or equipment or significant modifications to the regular curriculum which would have an adverse effect on the educational program for other students in the class);

- (2) The sufficiency of the public agency's efforts to accommodate the student with a disability in the regular class (i.e., description of modifications which have been attempted/resources which have been committed and the student-centered results which were observed or a description of the modifications considered but rejected and the basis for the rejection);
- (3) The degree to which the student with a disability will receive educational benefit from regular education (i.e., consideration of the potential positive effects with respect to cognitive, academic, physical, social, or other areas of development);
- (4) The effect the presence of a student with a disability may have on the regular classroom environment and on the education that the other students are receiving (i.e., description of potential harmful effects for the student with a disability or disruptive effects for students without disabilities); and
- (5) The nature and severity of the student's disability (i.e., factors which support a need for alternative instruction which cannot be achieved in the regular class such as extreme distractibility, diverse learning styles, and inability to engage appropriately with other students in academic or social interactions).

NONACADEMIC SETTINGS (34 CFR 300.117 and 34 CFR 300.107)

Each public agency shall ensure that each student with a disability participates in nonacademic and extracurricular services and activities of the public agency with nondisabled students to the maximum extent appropriate to the needs of that student. The public agency must ensure that each student with a disability has the supplementary aids and services determined by the student's IEP team to be appropriate and necessary for the student to participate in nonacademic settings. Such services and activities may include meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities, employment of students including both employment by the public agency, and assistance in making outside employment available.

TECHNICAL ASSISTANCE AND TRAINING ACTIVITIES (34 CFR 300.119)

DESE will conduct the following activities to ensure that teachers and administrators in all public agencies are fully informed about their responsibilities for implementing the least restrictive environment policy and are provided with technical assistance and training necessary to assist them in this effort:

- (1) Distribution of state and federal laws and regulations pertaining to special education;
- (2) Monitoring of public agencies to determine compliance with the least restrictive environment provisions;

- (3) Training/workshops for public agency personnel provided prior to and following monitoring activities regarding least restrictive environment provisions;
- (4) Technical assistance as may be requested by public agencies relative to the implementation of LRE provisions; and
- (5) Collaboration with the State Parent Information and Training Center, as requested.

MONITORING ACTIVITIES (34 CFR 300.120)

DESE monitors each public agency, including the requirements for the least restrictive environment through the following procedures:

- (1) An annual review of each public agency's count of students with disabilities and placement data;
- (2) Investigation of any child complaint filed;
- (3) Periodic monitoring of public agencies to determine appropriate implementation of policies and procedures; and
- (4) Review, approval, and subsequent verification of any corrective actions required of a public agency with respect to violations of least restrictive environment requirements.

DESE will analyze data collected relative to implementation of the LRE requirement at each public agency. If there is evidence that the public agency makes placements that are inconsistent with 34 CFR 300.114, DESE:

- (1) Shall review the public agency's justification for its actions, and
- (2) Shall assist in planning and implementing any necessary corrective action.

F. TRANSITION OF CHILDREN FROM PART C SERVICES TO PART B SERVICES (34 CFR 300.124)

The state of Missouri has developed policies and procedures to ensure a smooth and effective transition from Part C (First Steps) services to Part B (Early Childhood Special Education (ECSE) services at age 3 for children with disabilities.

NOTIFICATION TO PUBLIC AGENCY FROM PART C

In Missouri, all children eligible for the Part C program are considered to be potentially eligible for Part B services. The Part C program notifies the public agency in which the child resides in accordance with the Part C State Plan.

Notification includes the following directory information: child's name and birth date and parent's name, address, and telephone number. When the public agency receives complete directory information, this constitutes a referral to Part B.

The Part C program has an opt out policy that allows parents to object to notification to the public agency. If a parent first opts out of notification to the public agency and subsequently requests notification to the public agency, there may be a gap in services if the decision was made less than 90 days from the child's third birthday.

TRANSITION CONFERENCE WITH PUBLIC AGENCY

The Part C program requires that a transition conference with the public agency be held in accordance with the Part C State Plan. If invited, public agency personnel must participate in the meeting regardless of the time of year in which the meeting occurs. Public agency personnel may participate in the meeting through a variety of methods, including in person, phone conference, web conference, etc.

EVALUATION

If the public agency suspects the child has a disability, an evaluation is conducted, in accordance with the procedures and timelines in the Part B State Plan, to determine if the child is eligible for Part B services.

TIMELINES FOR IEP DEVELOPMENT AND IMPLEMENTATION

All children found eligible for Part C and who are also found eligible for Part B, including Part C Extension children described below must have an IEP developed by the child's third birthday.

The only exceptions to this requirement are (1) if the child was referred to Part C less than 90 days before the child's third birthday; (2) if the parent does not give parental consent to evaluate the child, which delays an evaluation by the public agency and subsequent development of an IEP; or (3) if the parent first opts out of notification to the public agency and subsequently requests notification to the public agency less than 90 days from the child's third birthday, which delays an evaluation by the public agency and subsequent development of an IEP.

An invitation to the initial IEP team meeting must, at the request of the parent, be sent to the Part C service coordinator or other representative of the Part C system to assist with the smooth transition for a child who previously received Part C services.

An IEP is developed in accordance with the Part B State Plan. The IEP team must consider the content of the child's Part C Individualized Family Service Plan (IFSP) when developing the IEP.

The obligation to make FAPE available to each Part C child who is eligible for ECSE begins on the child's third birthday, unless the parent of a child with a summer third birthday chooses Part C Extension instead of FAPE at age 3.

PART C EXTENSION FOR CHILDREN WITH SUMMER THIRD BIRTHDAYS

Parents of a child determined eligible for both Part C and Part B, and who has a summer third birthday in accordance with the Part C State Plan, may choose to: (1) continue Part C services until the initiation of the local public agency's school year following the child's third birthday, or (2) transition to Part B to receive FAPE on the child's third birthday.

Parents who choose to continue Part C services have the right, at any time, for their child with a summer third birthday to receive Part B services instead of Part C services. However, the public agency is not required to provide FAPE under Part B for the period of time a child is receiving services through Part C Extension.

Parents who choose the option to transition to Part B have the right for their child with a summer third birthday to receive FAPE through an IEP upon the child's third birthday. Parents who choose Part B services cannot later choose to return to Part C services once consent for Part B services is obtained and the child has turned three.

G. FAILURE TO PROVIDE FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

The hearing procedure described in the General Provisions Section will be used when a public agency is determined to be unwilling or unable to provide FAPE.

FAILURE TO PROVIDE FAPE

DESE may withhold, in part or whole, and may seek to recover, in part or whole, federal special education funds when a public agency is determined to be either unwilling or unable to provide FAPE. Such determination will be based on the agency's refusal or failure to comply with a corrective action or hearing decision as ordered by DESE in a:

- (1) Monitoring report stemming from a monitoring for compliance with IDEA, Part B, or
- (2) Child complaint decision in which the agency has been found out of compliance, or
- (3) Due process hearing decision of a state level hearing.

In each of the above, corrective actions are expected to be achieved within a given timeline, or in the case of a due process decision, implementation is expected to be achieved within a given timeline. Such timelines in the case of a monitoring report or a child complaint decision may be extended by DESE. However, if DESE determines it is unreasonable to further extend, or if DESE attempted to provide technical assistance to the agency to accomplish the

corrective action to no avail, DESE may determine the agency is unable or unwilling to provide FAPE.

DESE will determine the amount of funding to be withheld or recovered on a case-by-case basis. DESE will determine the amount deemed necessary to enforce the decisions rendered in the actions described above. DESE will notify the public agency in writing of the specific action it has failed to correct, the source and amount of funds that will be withheld or recovered, and the date that the withholding or recovery of funds will begin.

The hearing procedure described in this State Plan, for public agency eligibility, is incorporated herein by reference.

Listed below are the statutes of the state of Missouri that provide the legal basis and source for Missouri's policy.

- (1) Section 161.670(3)(4), RSMo
- (2) Section 162.670, RSMo
- (3) Section 162.675, RSMo
- (4) Section 162.680, RSMo
- (5) Section 162.700(1), RSMo
- (6) Section 167.126, RSMo
- (7) Section 217.355(4), RSMo
- (8) Section 219.021, RSMo
- (9) Article IV, Section 37(a), Missouri Constitution

REGULATION V: PROCEDURAL SAFEGUARDS/DISCIPLINE

The following statements reflect the policy which the Missouri Department of Elementary and Secondary Education (DESE) has established to ensure procedural safeguards for all parties involved in the education of students with disabilities.

A. OPPORTUNITY TO EXAMINE EDUCATION RECORDS/PARENT PARTICIPATION IN MEETINGS (34 CFR 300.501)

Each public agency shall provide the parent of a student with a disability the opportunity to inspect and review all education records with respect to the identification, evaluation, and educational placement of their child and the provision of a free appropriate public education (FAPE) to their child.

Each public agency shall provide proper notice to ensure parents have the opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of their child and the provision of FAPE to their child.

A meeting does not include informal or unscheduled conversations involving staff and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that public agency personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

The individualized education program (IEP) team determines the educational placement for each student with a disability.

B. INDEPENDENT EDUCATIONAL EVALUATION (IEE) (34 CFR 300.502)

The parent of a student with a disability has a right to obtain an Independent Educational Evaluation (IEE) of their child. That right is subject to the requirement that the independent evaluation must meet the educational evaluation criteria used by the public agency when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an independent evaluation.

IEE means an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the student in question.

The right to an IEE assures that:

- (1) Upon requesting an IEE, information about where an independent evaluation may be obtained and the agency criteria applicable for IEEs will be given to the parents.
- (2) The parent has the right to an independent evaluation at public expense for any agency evaluation with which the parents disagrees. If the parent requests an IEE at public expense, however, the public agency must, without unnecessary delay, either file a due

process hearing as described in Due Process Complaint to show that the agency evaluation is appropriate or ensure that an IEE is provided at public expense, unless the agency demonstrates in a hearing that the evaluation obtained by the parent did not meet agency criteria. If the final due process hearing decision determines that the agency evaluation is appropriate, the parent still has the right to an IEE, but not at public expense.

a. Public expense means that the public agency either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent.

(3) The public agency may request, but not require, notification from the parent before an IEE is conducted. If the parent requests an IEE, the public agency may ask for the parent's reason why he or she objects to the public evaluation. However, the public agency may not require the parent to provide an explanation and may not unreasonably delay either providing the IEE at public expense or filing a due process complaint to request a due process hearing to defend the public evaluation.

(4) If the public agency has a policy regarding reimbursement for independent evaluations, that policy will specify the factors to be considered in the determination of public funding for the evaluation. That determination should be based on:

- a. The qualifications and locations of the evaluators, and
- b. The cost of the evaluation.

The public agency may only impose limitations on the cost of an IEE if the agency uses those same limitations when conducting an evaluation. If a public agency uses such cost limitations, it must ensure that its procedures require payment for an IEE at a higher rate if an appropriate IEE cannot, in light of the student's unique needs and other unique circumstances, be obtained within those cost limitations. If the cost of an IEE at public expense exceeds the agency's cost limitations, the public agency must either:

- a. Initiate a due process hearing or
- b. Pay the full cost of the IEE.

(5) If the public agency has a policy regarding reimbursement for independent evaluations and that policy establishes allowable maximum charges for specific tests or types of evaluations, the maximum set will still enable the parent to choose from among qualified professionals in the area and will result only in the elimination of excessive fees. The policy shall specify that the public agency will pay the fee for the independent evaluation up to the maximum established. Additionally, the policy will anticipate that a student's "unique circumstances" may justify an evaluation that exceeds the allowable cost criteria.

(6) If the public agency has no policy which sets maximum allowable charges for specific tests or types of evaluation, then the parents will be reimbursed for services rendered by a qualified evaluator.

- (7) Except for the location of the evaluation and the qualifications of the examiner, a public agency may not impose conditions or timelines related to obtaining an IEE at public expense. These criteria for IEEs at public expense must apply equally to the public agency's own evaluations and exceptions for unique circumstances must be considered.
- (8) A parent is entitled to only one IEE at public expense each time the public agency conducts an evaluation with which the parent disagrees.
- (9) That the results of an independent evaluation obtained by the parents at public expense (or private expense if shared with the agency by the parent):
 - a. Must be considered by the public agency if it meets agency criteria in any decision made with respect to the provisions of FAPE, and
 - b. May be presented as evidence at a due process hearing under this subpart regarding that student.
- (10) The cost of an independent evaluation will be at public expense if a Hearing Commissioner requests an IEE as part of a due process hearing.

C. WRITTEN NOTICE (34 CFR 300.503)

Written notice must be given to parents a reasonable time before the public agency proposes to initiate or change the identification, evaluation, educational placement, or the provision of FAPE, or refuses, to initiate or change the identification, evaluation, educational placement, or the provision of FAPE. The notice must be written in language understandable to the general public and provided in the native language of the parents or other mode of communication used by the parents, unless it is clearly not feasible to do so.

If the native language or other mode of communication of the parents is not a written language, the public agency shall ensure the following:

- (1) The notice is translated orally or by other means to the parents in their native language or other mode of communication;
- (2) The parents understand the content of the notice; and
- (3) There is written evidence that those requirements have been met.

CONTENT OF NOTICE

The written notice sent to parents by the public agency must contain the following:

- (1) A description of the action proposed or refused by the agency;
- (2) An explanation of why the agency proposes or refuses to take the action;

- (3) A description of each evaluation procedure, test, record, or report the agency used as a basis for the proposal or refusal;
- (4) A statement that the parents of a student with a disability have procedural safeguards protection and the means by which a copy of the description of the procedural safeguards can be obtained;
- (5) Sources for parents to contact to obtain assistance in understanding their procedural safeguards;
- (6) A description of other options that the IEP team considered and the reasons why those options were rejected; and
- (7) A description of other factors that are relevant to the agency's proposal or refusal.

D. PROCEDURAL SAFEGUARDS NOTICE (34 CFR 300.504)

A copy of the state approved procedural safeguards available to the parents of a student with a disability and a copy of the Parents' Bill of Rights, per section 161.850 RSMo, shall be given to parents only one time a school year, except that a copy also shall be given to the parents:

- (1) Within five school days of initial referral or parental request for evaluation;
- (2) Upon receipt of the first due process complaint and upon receipt of the first child complaint in a school year;
- (3) Upon a disciplinary change of placement; and
- (4) Upon request by the parent.

The procedural safeguards notice must include a full explanation of all of the procedural safeguards relating to IEE; prior written notice; parental consent; access to educational records; opportunity to present and resolve complaints through due process complaint and state complaint procedures including the time period in which to file; the opportunity for the agency to resolve the complaint and the difference between the complaint procedures; the student's placement during due process proceedings; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parents of students in private schools at public expense; mediation; due process hearings, including requirements for disclosure of evaluation results and recommendations; civil actions including the time period in which to file those actions; and attorneys' fees.

The notice must be written in language understandable to the general public and provided in the native language of the parents or other mode of communication used by the parents, unless it is

clearly not feasible to do so. If the native language or other mode of communication of the parents is not a written language, the public agency shall ensure the following:

- (1) The notice is translated orally or by other means to the parents in their native language or other mode of communication;
- (2) The parents understand the content of the notice; and
- (3) There is written evidence that those requirements have been met.

E. PARENTAL CONSENT (34 CFR 300.300)

PARENTAL CONSENT FOR SERVICES

A public agency that is responsible for making FAPE available to a student with a disability must obtain informed consent from the parent of the student before the initial provision of special education and related services to the student. The public agency must make reasonable efforts to obtain informed consent from the parent for the initial provision of special education and related services to the student.

If the parent of a student fails to respond to a request for, or refuses to consent to, the initial provision of special education and related services,

- (1) The public agency may not use the procedures under Procedural Safeguards (including mediation or due process) in order to obtain agreement or a ruling that the services may be provided to the student;
- (2) The public agency will not be considered to be in violation of providing FAPE to the student for the failure to provide the student with the special education and related services for which the parent refuses to or fails to provide consent; and
- (3) The public agency is not required to convene an IEP team meeting or develop an IEP for the student for the special education and related services for which the public agency requests such consent.

If at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services,

- (1) The public agency may not continue to provide special education and related services to the student, but must provide prior written notice in accordance before ceasing the provision of special education and related services;
- (2) The public agency may not use mediation or a due process hearing to obtain agreement or a ruling that the services may be provided to the student;

- (3) The public agency will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
- (4) The public agency is not required to convene an IEP team meeting or develop an IEP for the student for the special education and related services for which the public agency requests such consent.

PARENTAL CONSENT FOR REEVALUATIONS

Each public agency must obtain informed parental consent, prior to conducting any reevaluation of a student with a disability. If the parent refuses to consent to the reevaluation, the public agency may, but is not required to, pursue the reevaluation by using the consent override procedures (mediation or due process). The public agency does not violate its obligation under child find or evaluations if it declines to pursue the evaluation or reevaluation.

Informed parental consent need not be obtained if the public agency can demonstrate it made reasonable efforts to obtain such consent and the child's parent failed to respond.

OTHER CONSENT REQUIREMENTS

Parental consent is not required before reviewing existing data as part of an evaluation or a reevaluation or administering a test or other evaluation that is administered to all students unless, before administration of that test or evaluation, consent is required of parents of all students.

If the parent of a student who is home-schooled or placed in a private school by the parent at their own expense does not provide consent for an initial evaluation or reevaluation, or the parent fails to respond to a request to provide consent, the public agency may not use the consent override procedures. The public agency is not required to consider the student as eligible for special education and related services.

A public agency may not use a parent's refusal to consent to one service or activity under 34 CFR 300.300(a), (b), (c), or (d)(2) to deny the parent or child any other service, benefit, or activity of the public agency, except as required under the Individuals with Disabilities Education Act (IDEA).

REASONABLE EFFORTS

To show reasonable efforts, the public agency must have a record of at least two separate attempts to obtain written, informed parental consent. Documentation of the public agency's attempts could include detailed records of telephone calls made and the results of those calls; copies of correspondence sent to the parent and responses received; or detailed records of visits to the parent's home or workplace and the results of those visits.

PARENTAL CONSENT TO ACCESS PUBLIC INSURANCE (34 CFR 300.154)

Before accessing a student's or parent's public benefits or insurance for the first time, and annually thereafter, a public agency must provide written notification to the student's parents. The notification must be written in language understandable to the general public and in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.

A public agency must obtain parental consent before the public agency accesses a student's or parent's public benefits or insurance for the first time. This is a one-time consent, i.e., the public agency is no longer required to obtain parental consent each time access to public benefits or insurance is sought.

The annual notification must state:

- (1) The public agency must obtain written, informed parental consent that specifies the personally identifiable information that may be disclosed (e.g., records or information about the services that may be provided to a particular child), the purpose of the disclosure (e.g., billing for services under IDEA), and the agency to which the disclosure may be made (e.g., the state's public benefits or insurance program). The consent must also specify that the parent understands and agrees that the public agency may access the parent's or child's public benefits or insurance to pay for services under IDEA.
- (2) The public agency may not require parents to sign up for or enroll in public benefits or insurance programs in order for their child to receive services in the IEP that it is required to provide at no cost to the parents.
- (3) The public agency may not require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for services.
- (4) The public agency may not use a student's benefits under a public benefits or insurance program if that use would:
 - a. Decrease available lifetime coverage or any other insured benefit;
 - b. Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the student outside of the time the student is in school;
 - c. Increase premiums or lead to cancellation of benefits or insurance; or
 - d. Risk loss of eligibility for home and community-based waiver, based on aggregate health-related expenditures.
- (5) Withdrawal of consent or refusal to provide consent for billing public insurance does not relieve the public agency or other public agency of its responsibility to ensure that all required services in the IEP are provided at no cost to the parents.

- (6) Parents have the right to withdraw their consent for disclosure of their child's personally identifiable information to the agency responsible for the administration of the state's public benefits or insurance program at any time.

F. CHILD COMPLAINT PROCESS

STATEMENT OF JURISDICTION (34 CFR 300.151)

DESE, as a grantee under Part B of the IDEA, must maintain procedures for receiving, investigating, and resolving complaints alleging that statutes and/or regulations implementing IDEA have been violated. This is known as the child complaint process.

DESE disseminates information on this process to parents and other interested individuals, including parent training and information centers, protection and advocacy agencies, independent living centers, and other appropriate entities.

FILING A COMPLAINT (34 CFR 300.153)

An organization or individual may file a signed written complaint. The complaint must include:

- (1) A statement that a public agency has violated a requirement of Part B of IDEA;
- (2) The facts on which the statement is based (state facts describing an alleged violation of state and/or federal regulations implementing IDEA);
- (3) The signature and contact information for the complainant; and
- (4) If alleging violations with respect to a specific child, the name and address of the residence of the child and the name of the school that the child is attending. If the child is a homeless child or youth, the available contact information for the child and the name of the school the child is attending must be provided;
- (5) A description of the nature of the problem of the child, including the facts relating to the problem; and
- (6) A proposed solution of the problem to the extent known and available to the party at the time the complaint is filed.

A complaint must allege a violation by a public agency that occurred not more than one year prior to the date that the complaint is received.

The party filing the complaint must forward a copy of the complaint to the public agency serving the child at the same time the party files the complaint with DESE. Failure to provide a copy to the public agency will delay the starting of the timeline for the investigation of the complaint to the date DESE sends a copy of the complaint to the public agency.

Upon receipt, the complaint shall be reviewed and necessary staff assigned to investigate it. The complaint shall also be entered into the complaint tracking system.

INVESTIGATION OF THE COMPLAINT (34 CFR 300.152)

The process of investigation shall include staffing the complaint, providing written notice of the complaint to the public agency, written acknowledgment to the complainant, data collection, and on-site visits where appropriate.

- (1) Assigned staff will review the complaint to determine the parameters of the investigation. This includes determining whether an on-site visit will be necessary or whether the information may be obtained through the use of a data request and phone interviews. Documentation requests and phone interviews will be the primary methods of data collection in the complaint investigation.
- (2) Upon receipt of a complaint, notice shall be sent to the public agency against which the complaint is filed. The notice shall include a copy of the complaint, statement of the elements of the complaint, a description of the investigation process, and, if possible, the details of any on-site visits, data requests, or phone interviews that are planned. The public agency shall be invited to respond to the complaint, which could include a proposal to resolve the complaint and an opportunity for a parent who has filed a complaint and the public agency to voluntarily engage in mediation.
- (3) Upon receipt of a complaint, a written acknowledgment shall be sent to the complainant and shall include a statement of the elements of the complaint, a description of the investigation process, and an invitation to provide any additional information either orally or in writing, about the allegations in the complaint.
- (4) If the investigation requires an on-site visit, separate notice to the public agency shall be given. If the notice is given by phone, the investigator will send a confirmation in writing. The notice shall include a statement of the records to be made available, staff to be interviewed, and any need for access to school or agency facilities.

INVESTIGATION TIMELINES

DESE shall have, upon receipt of the completed complaint, 60 calendar days to investigate and resolve the complaint. Extension of this time limit may be granted by the Commissioner of Education, or a designee, if exceptional circumstances exist with respect to the particular complaint, or the parent (or individual or organization) and the public agency involved agree in writing to extend the time limit to engage in mediation. If such an extension is given, notice shall be given to the complainant and the public agency under investigation, with documentation of that notice to be maintained within the child complaint file. This timeline may also be extended by up to 30 days if both parties agree to participate in mediation.

RESOLUTION OF THE COMPLAINT

Resolution of a child complaint shall be through the issuance of a Decision letter from the Commissioner of Education, or a designee from DESE. The Decision letter shall include findings of fact and conclusions and provide reasons for the Decision. These findings would include a review of the investigation results, including any information in an on-site investigation or from a data request. The basis for resolution may be any of the following:

- (1) A decision that the public agency is not out of compliance;
- (2) A decision that the public agency is out of compliance, but that voluntary corrective action has been taken by the public agency to bring the public agency into compliance; or
- (3) A decision that the public agency is out of compliance and ordering a corrective action with a timeline for submission to DESE. Corrective actions ordered by the Commissioner of Education, or a designee, may include, but are not limited to, technical assistance activities, negotiations, or other actions to achieve compliance.

FINAL DECISION

The findings of the Commissioner of Education, or a designee, related to the complaint shall constitute a final decision of DESE. No further appeal is available.

Permission from a child's parent or the adult student is required to share the final decision with a non-parental complainant. If permission is not given, the non-parental complainant will receive a copy of the final decision with all personally identifiable information redacted. In cases where it is impossible to remove personally identifiable information, the decision will not be provided to a non-parental complainant.

COMPLAINTS FILED UNDER THIS SECTION AND DUE PROCESS HEARINGS

If a written complaint is received that is also the subject of a due process hearing or contains multiple issues of which one or more are part of that hearing, DESE must set aside any part of the complaint that is being addressed in the due process hearing until the conclusion of the hearing. However, any issue in the complaint that is not a part of the due process action must be resolved using the time limit and procedures described above.

If an issue raised in a complaint filed under this section has previously been decided in a due process hearing involving the same parties, the due process hearing decision is binding on that issue and DESE must inform the complainant to that effect.

G. MEDIATION (34 CFR 300.506)

DESE makes mediation available to allow parents or adult students and public agencies to resolve disagreements involving any matter under Part B of IDEA, including matters arising prior to the

filing of a due process complaint. Mediation will be provided at no cost to either party. DESE-funded mediation is not available to resolve disputes between parents or between public agencies and persons other than the parent (or adult student).

PROCESS

The parties must mutually agree to mediate and request mediation from DESE's Office of Special Education.

- (1) DESE will maintain a trained mediator list and assign a mediator on a rotational basis. Once assigned, DESE will send a letter empowering the mediator to proceed. Mediators will not be paid if they have not been empowered by DESE.
- (2) Mediation must be scheduled within 15 days of the assignment of a mediator.
- (3) Mediation must be conducted at a time and place that is convenient to both parties.
- (4) Mediation must be completed within 30 days of the assignment of the mediator.
 - a. Extension of this time limit may be granted by the Commissioner of Education, or a designee, if exceptional circumstances exist with respect to the particular mediation, or the parties involved agree in writing to extend the time limit.
- (5) Any agreement reached during mediation must be in writing and delivered to each party.
- (6) No more than three persons can accompany each party unless the parties mutually agree on additional participants.
- (7) No attorney shall participate or attend on behalf of any party at the mediation session. However, parents may be accompanied by a lay advocate.
- (8) Mediation may not be used to deny or delay a parent's right to a due process hearing or to deny any other rights under Part B of IDEA.
- (9) If the parties resolve a dispute through the mediation process, the parties must execute a legally binding agreement that sets forth that resolution and that states that all discussions that occurred during the mediation will remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding and is signed by both the parent and a representative of the agency who has the authority to bind such agency.
- (10) The written signed agreement is enforceable in any state court of competent jurisdiction or in a district court of the United States. Discussions that occur during the mediation process must be confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding of any federal court or state court.

- (11) If the parties are not able to reach an agreement through the mediation process, the mediator will notify DESE.

MEDIATOR QUALIFICATIONS

- (1) Mediators must be impartial and free of any conflict of interest.
- (2) Mediators shall not be employees of a public agency which is involved in the education or care of the student or of the State Board of Education. A person who otherwise qualifies as a mediator is not an employee of the State Board of Education or public agency solely because he or she is paid by the agency to serve as a mediator.
- (3) Mediators must have a minimum of 16 hours of training as a mediator.
- (4) Mediators, to be placed on DESE's mediator list, must meet all regulations, requirements, and must agree to be compensated at a rate set by DESE and provide DESE with a resume or biographical statement reflecting their qualifications.
- (5) Mediators must be knowledgeable in laws and regulations relating to the provision of special education and related services.

H. DUE PROCESS COMPLAINT

FILING A DUE PROCESS COMPLAINT (34 CFR 300.507)

Parents or a public agency may file a due process complaint with DESE's Office of Special Education concerning the proposed action of the agency to initiate or refuse to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE to the student.

The due process complaint must allege a violation that happened not more than two years before the date the parent or the public agency knew or should have known about the alleged action that forms the basis of the due process complaint. The above timeline does not apply if the complainant could not file a due process complaint within the timeline because

- (1) The public agency specifically misrepresented that it had resolved the issues identified in the complaint, or
- (2) The public agency withheld information that it was required to provide under Part B of IDEA.

DESE shall inform parents of any free or low-cost legal and other relevant services available in the area upon their request or if a parent or the public agency files a due process complaint.

CONTENT OF COMPLAINT (34 CFR 300.508)

In order to request a due process hearing, a parent or the public agency (or the attorney representing either party) must provide the other party with a copy of the due process complaint. That complaint must contain all of the content listed below and must be kept confidential. The party filing a due process complaint must forward a copy of the complaint to DESE.

The content of the complaint must include:

- (1) The name of the student;
- (2) The address of the student's residence;
- (3) The name of the student's school;
- (4) If the student is a homeless child or youth, the student's contact information and the name of the student's school;
- (5) A description of the nature of the problem of the student relating to the proposed or refused action, including facts relating to the problem; and
- (6) A proposed resolution of the problem to the extent known and available at the time.

A complaint is filed on the date it is received by DESE if received during business hours of the Office of Special Education as posted on the DESE website. Complaints received after business hours will be deemed filed the following business day.

ADMINISTRATIVE HEARING COMMISSION TO PROCESS AND HEAR THE COMPLAINTS

Within two business days of the filing of the complaint, the Office of Special Education will forward the complaint to the Administrative Hearing Commission for a hearing. All further documentation must be filed with the Administrative Hearing Commission by fax or mail or as otherwise provided by the Administrative Hearing Commission Rules.

SUFFICIENCY OF COMPLAINT

In order for a due process complaint to go forward, it must be considered sufficient. The due process complaint will be considered sufficient (to have met the content requirements above) unless the party receiving the due process complaint (parent or the public agency) notifies the Administrative Hearing Commission and the other party, in writing, within 15 calendar days of receiving the complaint, that the receiving party believes that the due process complaint does not meet the requirements listed above.

Within five calendar days of receiving the notification, that the receiving party (parent or the public agency) considers a due process complaint insufficient, the Administrative Hearing

Commission must decide if the due process complaint meets the requirements listed above and notify the parent and the public agency, in writing, immediately.

COMPLAINT AMENDMENT

The party who files the complaint may amend the complaint only if:

- (1) The other party approves of the changes, in writing, and is given the chance to resolve the due process complaint through a resolution meeting, described below, or
- (2) By no later than five days before the due process hearing begins, the Administrative Hearing Commissioner grants permission for the changes.

If the complaining party makes changes to the due process complaint, the timelines for the resolution meeting (within 15 calendar days of receiving the complaint) and the time period for resolution (within 30 calendar days of receiving the complaint) start again on the date the amended complaint is filed.

WITHDRAWAL OF COMPLAINT

Unless a motion for decision without hearing has been filed or the hearing has started, a complaining party can withdraw a complaint by sending a written notice of withdrawal or making a verbal request to the Administrative Hearing Commission. If a motion for decision has been filed or the hearing has started, the complaining party shall make a request for withdrawal in writing to the Administrative Hearing Commission which will rule on the request.

PUBLIC AGENCY RESPONSE TO A DUE PROCESS COMPLAINT

If the public agency has not sent a prior written notice to a parent regarding the subject matter contained in their due process complaint, the public agency must, within 10 calendar days of receiving the due process complaint, send a response to the parent and the Administrative Hearing Commission that includes:

- (1) An explanation of why the public agency proposed or refused to take the action raised in the due process complaint;
- (2) A description of other options that the student's IEP team considered and the reasons why those options were rejected;
- (3) A description of each evaluation procedure, assessment, record, or report the public agency used as the basis for the proposed or refused action; and
- (4) A description of the other factors that are relevant to the public agency's proposed or refused action.

Providing the information in items 1-4 above does not prevent the public agency from asserting that the due process complaint was insufficient.

RESPONSE TO A DUE PROCESS COMPLAINT

Except as stated under the sub-heading immediately above, the party receiving a due process complaint must, within 10 calendar days of receiving the complaint, send the other party and the Administrative Hearing Commission a response that specifically addresses the issues in the complaint.

MODEL FORMS (34 CFR 300.509)

DESE has developed model forms to help parties file a due process complaint and a child complaint. However, parties are not required to use these model forms. Parties can use the model form or another appropriate form, as long as it contains the required information for filing a due process complaint.

I. RESOLUTION PROCESS (34 CFR 300.510)

RESOLUTION MEETING

Within 15 calendar days of receiving notice of a parent's due process complaint or amended complaint, and before the due process hearing begins, the public agency must convene a meeting with the parent and the relevant member or members of the IEP team who have specific knowledge of the facts identified in the due process complaint. The meeting:

- (1) Must include a representative of the public agency who has decision-making authority on behalf of the public agency, and
- (2) May not include an attorney of the public agency unless the parent is accompanied by an attorney.

Parents and the public agency determine the relevant members of the IEP team to attend the meeting.

The purpose of the meeting is for the parent to discuss their due process complaint and the facts that form the basis of the complaint so that the public agency has the opportunity to resolve the dispute. The resolution meeting is not necessary if the parent and the public agency agree, in writing, to waive the meeting or if the parent and the public agency agree to use the mediation process.

The public agency shall notify DESE and the Administrative Hearing Commission of the date of the resolution meeting and the result or that a decision was made not to hold a resolution meeting.

RESOLUTION PERIOD

If the public agency has not resolved the due process complaint to the satisfaction of the parent within 30 calendar days of the receipt of the due process complaint (during the time period for the resolution process), the due process hearing may occur.

The 45 calendar day timeline for issuing a final decision begins at the expiration of the 30 calendar day resolution period, with certain exceptions for adjustments made to the 30 calendar day resolution period, as described below.

Except where the parties have both agreed to waive the resolution process or to use mediation, the failure of the parent to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until the parent agrees to participate in a meeting.

If after making reasonable efforts and documenting such efforts, the public agency is not able to obtain the parent's participation in the resolution meeting, the public agency may, at the end of the 30 calendar day resolution period, request that the Administrative Hearing Commission dismiss the due process complaint.

If the public agency fails to hold the resolution meeting within 15 calendar days of receiving notice of the parent's due process complaint or fails to participate in the resolution meeting, the parent may ask the Administrative Hearing Commission to order that the 45 calendar day due process hearing timeline begin.

ADJUSTMENTS TO THE 30 CALENDAR DAY RESOLUTION PERIOD

The 45 day timeline for the due process hearing starts the day after one of the following events:

- (1) Both parties agree, in writing, to waive the resolution meeting;
- (2) After either the mediation or the resolution meeting starts but before the end of the 30 calendar day resolution period, the parties agree, in writing, that no agreement is possible;
or
- (3) Both parties agree, in writing, to continue the mediation process at the end of the 30 calendar day resolution period but later, either party withdraws from the mediation process.

WRITTEN SETTLEMENT AGREEMENT

If a resolution to the dispute is reached at the resolution meeting, the parties must enter into a legally binding agreement that is:

- (1) Signed by the parent and a representative of the public agency who has the authority to bind the agency, and
- (2) Enforceable in any state court of competent jurisdiction (a state court that has authority to hear this type of case) or in a district court of the United States.

The parties' agreement does not need to be filed with, or adopted or approved by, the Administrative Hearing Commission to be legally binding.

AGREEMENT REVIEW PERIOD

If the parties execute an agreement as a result of a resolution meeting, either party may void the agreement within three business days of the agreement's execution.

J. STATE-LEVEL DUE PROCESS HEARINGS

IMPARTIAL DUE PROCESS HEARING (34 CFR 300.511)

The Administrative Hearing Commission processes all due process complaints handling all issues after the filing of the complaint to the final decision. A complaint shall be assigned to a Commissioner who meets the training requirements of state law in regard to special education matters. The provisions of chapters 536 and 621, RSMo and the procedural rules adopted by the Administrative Hearing Commission shall be followed unless they conflict with the federal regulations or state statutes implementing IDEA.

Hearing Commissioners:

- (1) Shall not have a personal or professional interest in the matters that are before them which would conflict with their objectivity in the hearing;
- (2) Shall have an affirmative obligation to seek out any conflict of interest and withdraw from any matter in which a conflict is identified;
- (3) Shall not have been employed within the last five years by a public agency or organization engaged in special education parent or student advocacy;
- (4) Shall not have performed work for a public agency or for a parent or student as a special education advocate within the last five years as an independent contractor or consultant;
- (5) Shall not have been employed within the last five years by the State Board of Education or DESE;
- (6) Shall not have performed work for the State Board of Education or DESE within the last five years as an independent contractor or consultant;
- (7) Shall not have been a party to a special education proceeding as an attorney, parent, or student;
- (8) Must be knowledgeable and understand the provisions of IDEA, and federal and state regulations pertaining to IDEA, and legal interpretations of IDEA by federal and state courts and have had at least 10 hours of initial training in special education matters and shall annually complete a minimum of five hours of training; and

- (9) Must have the knowledge and ability to conduct hearings, and to make and write decisions consistent with appropriate, standard legal practice.

A person who otherwise qualifies to conduct a hearing is not an employee of the agency because he or she is paid by the agency to serve as a Hearing Commissioner.

DESE shall keep a list of Hearing Commissioners who may hear due process complaints. The list must include a statement of the qualification of each of the Hearing Commissioners.

Specific allegations of conflict of interest may be filed with the Administrative Hearing Commission.

Subject Matter: The party that requests the due process hearing may not raise issues at the hearing that were not addressed in the due process complaint, unless the other party agrees.

HEARING RIGHTS (34 CFR 300.512)

Any party to a hearing has the right to

- (1) Be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of students with disabilities;
- (2) Represent themselves or be represented by a licensed Missouri attorney;
- (3) Present evidence and confront, cross-examine, and compel the attendance of witnesses;
- (4) Prohibit the introduction of any evidence that has not been disclosed to that party at least five business days before the hearing;
- (5) Obtain a written or, at the option of the parents, electronic verbatim record of the hearing at no cost; and
- (6) Obtain written or, at the option of the parents, electronic findings of fact and decisions at no cost.

At least five business days prior to a hearing conducted pursuant to 34 CFR 300.511(a), each party must disclose to all other parties all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use at the hearing.

Hearing Commissioners have discretion to bar any party that failed to comply with 34 CFR 300.512(b)(1) from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

In addition, the parents, or the student if he/she is the educational decision maker, have the right to open the hearing to the public; otherwise, it is closed. The parents may also elect to have the student present at the hearing. Any student over age 18 has the right to attend the hearing, unless their legal guardian, if any, objects.

HEARING PROCEDURES

The Hearing Commissioner shall hold the hearing and shall rule on procedural and evidentiary matters. The Hearing Commissioner must ensure that issues for the hearing are appropriately identified, and that evidence is relevant and not cumulative. The Hearing Commissioner shall limit the hearing to the amount of time necessary for each party to present its case. The Hearing Commissioner has authority to question witnesses and request information.

ADMINISTRATIVE HEARING COMMISSION ORDERS

The Hearing Commissioner has the authority to take any actions necessary to ensure the compliance with all requirements of the law. If the Hearing Commissioner orders a party to do an act or not to do an act, the party must comply with the order. Objections to orders must be made as part of the record as promptly as possible. The Hearing Commissioner has the authority to dismiss an action with, or without, prejudice if the party filing the request fails to comply with an order. The Hearing Commissioner has the authority to preclude the other party from presenting defenses and may impose sanctions as allowed by the regulations of the Administrative Hearing Commission.

CONSOLIDATION OF CASES

The Hearing Commissioner may consolidate two or more separate cases for hearing if the cases involve the same student, present substantially the same issues of fact and law, if the consolidation would save time and costs, and if consolidation would not prejudice any party.

A party requesting consolidation must serve a written request for consolidation on all parties to the cases to be consolidated and the Hearing Commissioner. Any party objecting to the request must serve and file their objections within five calendar days following service of the request for consolidation. The Hearing Commissioner will rule on the request for consolidation.

COMMUNICATION WITH HEARING COMMISSIONERS

No party or attorney may communicate with the Hearing Commissioner on the merits of the case unless all parties have the opportunity to participate. Communication with the Hearing Commissioner should be directed to the Administrative Hearing Commission's primary telephone number, 573-751-2422.

All pleadings must be filed by fax or mail or as otherwise provided by the Administrative Hearing Commission.

SITE OF THE HEARING

Each hearing must be held at a time and place which is reasonably convenient to the parents and student involved.

PRE-HEARING CONFERENCE

The Hearing Commissioner has the option to conduct a prehearing conference.

SUBPOENAS

Parties may request subpoenas for witnesses from the Hearing Commissioner in accordance with section 536.077, RSMo.

EVIDENCE

The parties shall exchange lists of exhibits and lists of their witnesses at least five business days before the hearing including an expedited hearing. Any party has the right to prohibit the introduction of any evidence at the hearing that has not been disclosed to that party in accordance with this rule.

Evidence or testimony may also be excluded at the hearing if

- (1) It is cumulative, irrelevant, or unnecessary;
- (2) It represents the legal conclusion of a witness; or
- (3) It is speculation on the part of the witness.

This is not an exhaustive list of all bases for excluding evidence or testimony.

Admissibility of evidence shall be determined by the Hearing Commissioner in accordance with Missouri law, including but not limited to Section 536.070, RSMo, and IDEA and supporting regulations.

The Hearing Commissioner may, at their discretion, limit the number of witnesses, the length of direct and cross examination, and the number and type of documents used as evidence in the hearing.

At the request of a party or upon the Hearing Commissioner's own motion, the Hearing Commissioner may exclude witnesses from the hearing room so that they cannot hear the testimony of other witnesses. The Hearing Commissioner has authority to question witnesses and request information.

LENGTH OF PRESENTATIONS

The Hearing Commissioner may limit the length of any presentation in order to proceed with the hearing in an expeditious manner. In general, a hearing should last no longer than two days. Any hearing exceeding two days requires good cause to be shown and must be documented on the record.

HEARING DECISIONS (34 CFR 300.513)

A decision on whether a student received FAPE must be based on substantive grounds.

In matters alleging a procedural violation, the Hearing Commissioner may find that a student did not receive FAPE only if the procedural inadequacies

- (1) Impeded the student's right to FAPE;
- (2) Significantly impeded the parent's opportunity to participate in the decision-making process regarding the provision of FAPE to their child; or
- (3) Caused a deprivation of an educational benefit.

None of the provisions described above shall be interpreted to prevent the Hearing Commissioner from ordering a public agency to comply with the requirements in the procedural safeguards section of the federal regulations under Part B of IDEA (34 CFR 300.500-300.536).

Nothing in the procedural safeguards section of the federal regulations under Part B of IDEA (34 CFR 300.500-300.536) shall be interpreted to prevent a parent from filing a separate due process complaint on an issue separate from a due process complaint already filed.

FINALITY OF DECISION

Once the Hearing Commissioner has issued a final decision, no motion for reconsideration is permitted. However, if a final decision contains technical or typographical errors, a party may request correction of the errors if the correction does not change the outcome of the hearing or substance of the final hearing decision. Requests for a change of a technical or typographical error do not toll the time for an appeal. The Hearing Commissioner shall make the determination whether such a change is necessary.

FINDINGS AND DECISION TO ADVISORY PANEL AND GENERAL PUBLIC (34 CFR 300.514)

The Administrative Hearing Commission shall mail a copy of the written findings and decision to each party and to DESE. DESE shall provide a copy of the findings and decision (with all personal identifiers removed) to the Missouri Special Education Advisory Panel and shall make the findings and decision available to the public (with all personally identifiable information removed).

TIMELINES AND CONVENIENCE (34 CFR 300.515)

Except in the case of an expedited hearing provided for below, the hearing must be held and a written decision rendered and mailed within 45 days of the expiration of the 30 day resolution period or the adjusted time period specified. The decision timeline may be extended upon request

of a party and agreement by the Hearing Commissioner. The Hearing Commissioner cannot grant an extension without a request from one or both parties.

CIVIL PROCEEDINGS (34 CFR 300.516)

Any party aggrieved by the findings and decisions made in a hearing may appeal the decision within 45 days to the state courts as provided in Chapter 536, RSMo, or in federal court without regard to the amount in controversy. To the extent that Chapter 536, RSMo provisions conflict with IDEA judicial review requirements at 34 CFR 300.516, IDEA judicial review provisions are controlling. The court shall receive the records of the administrative proceedings, shall hear additional evidence at the request of a party, and shall base its decision on the preponderance of the evidence, granting the relief the court deems appropriate.

DECISION REVIEW PROCEDURES

In a case where review of the Commission's decision is sought by a school district or a parent or guardian, either party may appeal pursuant to section 162.962, RSMo.

ATTORNEYS' FEES (34 CFR 300.517)

Only a court of competent jurisdiction can award attorneys' fees.

In any action or proceeding brought under Section 615 of IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs

- (1) To a prevailing party who is the parent of a student with a disability;
- (2) To a prevailing party who is DESE or a public agency against the attorney of a parent who files a complaint or subsequent cause of action that is frivolous, unreasonable, or without foundation, or against the attorney of a parent who continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation; or
- (3) To a prevailing party who is DESE or a public agency against the attorney of a parent, or against the parent, if the parent's request for a due process hearing or subsequent cause of action was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of litigation.

Funds under Part B of IDEA may not be used to pay attorneys' fees or costs of a party related to any action or proceeding under Section 615 of IDEA and 34 CFR 300.517(e). A public agency may use Part B funds for conducting an action or proceeding under Section 615 of IDEA.

A court awards reasonable attorneys' fees under Section 615(i)(3) of IDEA consistent with the following:

- (1) The award must be based on prevailing rates in the community in which the action or proceeding arose for the kind and quality of services furnished. No bonus or multiplier may be used in calculating the fees awarded;
- (2) Attorneys' fees may not be awarded and related costs may not be reimbursed for services performed subsequent to the time of a written offer of settlement to a parent if: the offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedure, or in the case of an administrative proceeding, at any time more than 10 days before the proceeding begins; the offer is not accepted within 10 days; and the court or Hearing Commissioner finds that the relief finally obtained by the parents is not more favorable to the parents than the offer of settlement. However, if the parent prevails and was substantially justified in rejecting the settlement offer, an award of attorney fees and related costs may be made;
- (3) Attorneys' fees may not be awarded relating to any meeting of the IEP team unless the meeting is convened as a result of an administrative proceeding or judicial action;
- (4) Attorneys' fees may not be awarded related to a resolution meeting; and
- (5) The court may reduce the amount of attorneys' fees awarded if: the parent or the parent's attorney, during the course of the action or proceeding, unreasonably protracted the final resolution of the controversy; the amount unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably comparable skill, reputation, and experience; the time spent and legal services furnished were excessive considering the nature of the action or proceeding; or the attorney representing the parent did not provide to the public agency the appropriate information in the due process request notice required by regulation.

Attorneys' fees may not be reduced if the court finds the state or public agency unreasonably protracted the final resolution of any action or there was a violation of Section 615 of IDEA.

MAINTENANCE OF PLACEMENT (34 CFR 300.518)

During the pendency of any administrative or judicial proceeding regarding a due process complaint requesting a due process hearing, the student shall remain in their current placement, unless such change has been made with the agreement of the parent or guardian. Students who are endangering themselves or others can have their status changed, without the agreement of the parent or guardian. The Administrative Hearing Commission cannot order a change of placement during a dispute; but the parent or guardian and the public agency can agree to a change.

If the complaint involves an application for initial admission to public school, the child, with the consent of the parents, must be placed in the public school until the completion of all the proceedings.

If the complaint involves an application for initial services under this part from a child who is transitioning from Part C of IDEA to Part B and is no longer eligible for Part C services because

the child has turned three, the public agency is not required to provide the Part C services that the child had been receiving. If the child is found eligible for special education and related services under Part B and the parent consents to the initial provision of special education and related services under § 300.300(b), then the public agency must provide those special education and related services that are not in dispute between the parent and the public agency.

When a public agency contacts a State Board of Education operated program for consideration of a student's eligibility for acceptance and enrollment, the public agency shall assure that the student will be enrolled or will maintain enrollment in the public agency pending final action by the state.

If the Hearing Commissioner in a due process hearing agrees with the student's parents that a change of placement is appropriate, that placement must be treated as an agreement between the public agency and the parents for purposes of the student's right to remain in their current placement pending any administrative or judicial proceeding.

K. EDUCATIONAL SURROGATES (34 CFR 300.519)

IDENTIFYING THE NEED FOR APPOINTMENT

Any person may advise a public agency that a student with a disability within its jurisdiction may be in need of a person to act as an educational surrogate. Notice can be given to the public agency responsible for providing education to students with disabilities or directly to the Office of Special Education.

PROCESS OF APPOINTMENT

When the public agency responsible for providing education to students with disabilities is informed of a student with disabilities living within its jurisdiction, it shall, within 30 days, determine whether an educational surrogate should be appointed. A request for the appointment of a surrogate shall be made within 10 days to the Office of Special Education. The Office of Special Education, on behalf of the State Board of Education, shall, within 30 days, appoint a person to act as an educational surrogate. The Office of Special Education shall maintain a registry of trained educational surrogates from which they will select individuals for appointment. If an educational surrogate dies, resigns, or is removed, within 15 days thereof, a replacement will be appointed.

CRITERIA FOR APPOINTMENT

The State Board of Education shall appoint a person to act as a surrogate for the parent or guardian of a student with a disability as defined under IDEA and in section 162.675, RSMo, when:

- (1) The student has no identified parent, as defined in 34 CFR 300.30;

- (2) The student has parents who, after reasonable efforts, cannot be located by a public agency;
- (3) The student is a ward of the state and is living in a facility or group home (and not with a person acting as a parent); or
- (4) The student is an unaccompanied homeless youth.

QUALIFICATIONS FOR APPOINTMENT

Any person who is appointed to act as an educational surrogate shall:

- (1) Be at least 18 years of age;
- (2) Not be an employee of DESE, the public agency, or any other agency that is involved in the education or care of the student with disabilities (a person otherwise qualified to be an educational surrogate is not an employee of an agency simply because they are reimbursed to serve as an educational surrogate);
- (3) Not be a contractor of a nonpublic agency that provides only non-educational care for the student;
- (4) Not be a contractor of the public agency involved in the education or care of the student;
- (5) Be free from any personal or professional interest that may conflict with the interests of the student represented; and
- (6) Have knowledge and skills that ensure adequate representation of the student.

In the case of a student who is a ward of the state, the educational surrogate alternatively may be appointed by the judge overseeing the student's case, provided that the surrogate meets the above requirements.

In the case of a student who is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary educational surrogates without regard to the above requirements, until an educational surrogate can be appointed that does meet those requirements.

EDUCATIONAL SURROGATE TRAINING

All educational surrogates shall participate in a training session in which they will become familiar with the Missouri Educational Surrogate Program, acquire a basic understanding of the special education process in Missouri, and develop the knowledge and skill necessary to adequately represent a student. DESE shall provide the educational surrogate training and may require assistance from the public agency to present an effective training session.

PUBLIC AGENCY RESPONSIBILITIES

A public agency shall:

- (1) Designate a staff member who will be responsible for overseeing the educational surrogate program in their public agency. Unless notified otherwise, DESE will assume that the educational surrogate contact person is the same as the public agency's special education director or contact person;
- (2) Complete and return to DESE a "Determination of Need for Surrogate Appointment" form for each student believed to be eligible for receiving a surrogate appointment;
- (3) Assist DESE in recruiting educational surrogate volunteers and submit their names and addresses to DESE;
- (4) Be available to aid DESE with local educational surrogate training; and
- (5) Complete and return to DESE an "LEA Educational Surrogate Evaluation" form for each surrogate serving in the public agency.

DUTIES OF THE EDUCATIONAL SURROGATE

An individual appointed to act as an educational surrogate shall:

- (1) Complete and return to DESE an Educational Surrogate Application and Verification of Eligibility form;
- (2) Attend an educational surrogate training session;
- (3) Represent their assigned student in all decisions relating to the student's education including matters related to the identification, evaluation, and educational placement of the student, as well as the provision of FAPE; and
- (4) Notify the public agency or DESE if any conflicts develop or if they will no longer be able to fulfill their educational surrogate role.

IMMUNITY FROM LIABILITY

The person appointed to act as an educational surrogate shall be immune from liability for any civil damage arising from any act or omission in representing the student in any decision related to the student's education.

This immunity shall not apply to intentional conduct, wanton and willful conduct, or gross negligence.

REIMBURSEMENT

The person appointed to act as an educational surrogate shall be reimbursed by the State Board of Education for all reasonable and necessary expenses incurred as a result of their representation of a student with a disability. Determination of “reasonable and necessary” expenses shall be made at the discretion of DESE and pursuant to State Office of Administration guidelines. Such expenses do not include attorneys’ fees or childcare/babysitting expenses.

EVALUATION

DESE will send to each public agency an evaluation form to complete for each educational surrogate in which they will recommend the continuation or termination of the surrogate appointment. Public agencies shall provide brief written discussions supporting a recommendation of termination and attach any existing documentation. Upon receipt of a recommendation of termination, the Office of Special Education will investigate and reach a decision on whether to terminate.

TERMINATION

The educational surrogate appointment shall be terminated at the request of the educational surrogate or in the event of any of the following situations:

- (1) The conclusions of the initial educational evaluation indicate that the student does not qualify for receiving special education;
- (2) The student's parent or guardian reappears to represent the student or wardship is terminated;
- (3) The student is no longer in need of special education services;
- (4) The student reaches the age of majority;
- (5) The educational surrogate fails to fulfill their responsibilities as defined by state and federal regulations; and
- (6) The student graduates and/or reaches age 21.

L. TRANSFER OF PARENTAL RIGHTS AT AGE OF MAJORITY (34 CFR 300.520)

When a student with a disability reaches age 18 or otherwise is emancipated in accordance with state law, the public agency shall provide any required notice to both the student and the parents. All other rights accorded to parents under Part B of IDEA transfer to the student. All rights accorded to parents transfer to students, at age 18, who are incarcerated in an adult or juvenile, state, or local correctional institution. The student and parent must be notified of the transfer of

rights. The transfer does not apply if the student is declared incompetent by a court of competent jurisdiction.

M. DISCIPLINARY ACTIONS/REMOVALS/EXPEDITED HEARINGS

AUTHORITY OF SCHOOL PERSONNEL (34 CFR 300.530)

School personnel may consider any unique circumstances on a case by case basis when determining whether a change of placement, consistent with other requirements of this section, is appropriate for a student with a disability who violates a code of student conduct.

10 SCHOOL DAYS OR LESS

School personnel under this subsection may remove a student with a disability who violates a code of student conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent such alternatives are applied to students without disabilities) without providing services. School personnel may also impose additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement. Once a student has been removed from their placement for a total of 10 school days in the same school year, the public agency must, during any subsequent days of removal in that school year, provide services to the extent required below under Services.

LONG-TERM SUSPENSION

For disciplinary changes in placement that would exceed 10 consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities, except services must be provided to the extent required under Services.

SERVICES

A student with a disability who is removed from the student's current placement for more than 10 school days must

- (1) Continue to receive educational services, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP, and
- (2) Receive, as appropriate, a functional behavioral assessment, and behavior intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

The services that must be provided to a student with a disability who has been removed from the student's current placement may be provided in an interim alternative educational setting

A public agency is only required to provide services to a student with a disability who has been removed from their current placement for 10 school days or less in that school year, if it provides services to a student without disabilities who has been similarly removed.

After a student with a disability has been removed from their current placement for 10 school days in the same school year, if the current removal is for 10 school days in a row or less and is not a change of placement (see Change of Placement), then school personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.

If the removal is a change of placement, the student's IEP team shall determine the appropriate services to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.

MANIFESTATION DETERMINATION

Within 10 school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the public agency, the parent, and relevant members of the IEP team (as determined by the parent and the public agency) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine if the conduct in question was caused by, or had a direct and substantial relationship to the student's disability; or if the conduct in question was the direct result of the public agency's failure to implement the IEP.

If the public agency, the parent, and relevant members of the IEP team (as determined by the parent and the public agency) determine that either the conduct in question was caused by, or had a direct and substantial relationship to the student's disability; or if the conduct in question was the direct result of the public agency's failure to implement the student's IEP, the conduct shall be determined to be a manifestation of the student's disability.

DETERMINATION THAT BEHAVIOR WAS A MANIFESTATION

If the public agency, the parent, and relevant members of the IEP team make the determination that the conduct was a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless the public agency had conducted a functional behavior assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the student. If the student already has a behavioral intervention plan, the IEP team must review it and modify it, as necessary, to address the behavior.

Unless the removal is due to weapons, drugs, or serious bodily injury, the student must be returned to the placement from which the student was removed, unless the parent and the public agency agree to a change of placement as part of the modification of the behavioral intervention plan.

SPECIAL CIRCUMSTANCES

Whether or not the behavior was a manifestation of the student's disability, school personnel may remove a student to an interim alternative educational setting (determined by the student's IEP team) for up to 45 school days, if the student

- (1) Carries a weapon (see Definitions) to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of DESE or a public agency;
- (2) Knowingly possesses or uses illegal drugs (see Definitions), or sells or solicits the sale of a controlled substance (see Definitions), while at school, on school premises, or at a school function under the jurisdiction of DESE or a public agency; or
- (3) Has inflicted serious bodily injury (see Definitions) upon another person while at school, on school premises, or at a school function under the jurisdiction of DESE or a public agency.

NOTIFICATION

On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of a code of student conduct, the public agency must notify the parents of the decision and provide the parents the Procedural Safeguards.

DETERMINATION OF SETTING (CFR 300.531)

The student's IEP team determines the interim alternative educational setting for removals as described under Change of Placement and Special Circumstances.

EXPEDITED DUE PROCESS HEARING (34 CFR 300.532)

The parent of a student with a disability who disagrees with any decision regarding placement, or the manifestation determination under this subsection, or a public agency that believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others, may request an expedited due process hearing. The hearing is requested by filing a complaint pursuant to section H.

AUTHORITY OF COMMISSION IN EXPEDITED HEARINGS

The Hearing Commissioner, meeting the requirements under Impartial Due Process Hearing, will hold the due process hearing and make a decision.

The Hearing Commissioner may

- (1) Return the student with a disability to the placement from which the student was removed if the Hearing Commissioner determines that the removal was a violation of the

requirements described under the heading Authority of School Personnel, or that the student's behavior was a manifestation of the student's disability, or

- (2) Order a change of placement of the student with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the Hearing Commissioner determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

These expedited hearing procedures may be repeated, if the public agency believes that returning the student to the original placement is substantially likely to result in injury to the student or to others.

Whenever a parent or a public agency files a due process complaint to request such a hearing,

- (1) The Administrative Hearing Commission must arrange for an expedited due process hearing, which must occur within 20 school days of the date the hearing is requested and must result in a determination within 10 school days after the hearing.
- (2) Unless the parents and the public agency agree, in writing, to waive the meeting or agree to use mediation, a resolution meeting must occur within seven calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of receipt of the due process complaint.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings.

The timeline for an expedited due process hearing may not be extended; however, the case may be withdrawn and re-filed.

PLACEMENT DURING APPEALS (34 CFR 300.533)

When the parent or public agency has filed a due process complaint related to disciplinary matters, the student must (unless the parent and DESE or public agency agree otherwise) remain in the interim alternative educational setting pending the decision of the Administrative Hearing Commission, or until the expiration of the time period of removal as provided for and described under Authority of School Personnel, whichever occurs first.

PROTECTION FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES (34 CFR 300.534)

A student who has not been identified as eligible for special education and related services under IDEA and who has engaged in behavior that violated the code of student conduct, may assert any of the protections provided for in Part B of IDEA if the public agency had knowledge that the student was a child with a disability before the behavior that precipitated the disciplinary action occurred. The public agency must be deemed to have knowledge of the disability when

- (1) The parent has expressed concern in writing that the student needs special education services to supervisory or administrative personnel of the appropriate educational agency or a teacher of the student;
- (2) The parent has requested an evaluation; or
- (3) The student's teacher or other school staff has expressed specific concerns about a pattern of the student's behavior directly to the public agency's director of special education or to other supervisory personnel in accordance with the agency's established child find or special education referral system.

A public agency would not be deemed to have knowledge that the student is a student with a disability if the public agency has evaluated the student in accordance with 34 CFR 300.300-300.311 and determined that the student was not a student with a disability; or, if the parent of the student has not allowed an evaluation of the student pursuant to 34 CFR 300.300-300.311 or has refused services.

A student who has not been identified as eligible for special education and related services under IDEA may be subjected to the same disciplinary measures applied to students without disabilities who engage in comparable behaviors if the public agency did not have prior knowledge of the disability.

- (1) If a request for evaluation is made during the period in which the student is subject to disciplinary measures, the evaluation must be conducted in an expedited manner.
- (2) Until the evaluation is completed, the student remains in the educational placement determined by the public agency, which can include suspension or expulsion without educational services.
- (3) If the student is determined to be a student with a disability, the public agency shall provide special education and related services and follow all required procedures for disciplining students with disabilities.

REPORTING CRIMES COMMITTED BY STUDENTS WITH DISABILITIES (34 CFR 300.535)

Nothing in this part shall be construed to prohibit a public agency from reporting crimes committed by a student with a disability to appropriate authorities, or to prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by students with disabilities. An agency reporting a crime committed by a student with a disability shall ensure copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom it reports the crime. Transmittal of records must be in accordance with Family Educational Rights and Privacy Act (FERPA).

CHANGE OF PLACEMENT (34 CFR 300.536)

A removal of a student with a disability from the student's current educational placement is a change of placement if

- (1) The removal is for more than 10 consecutive school days; or
- (2) The student has been subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than 10 school days in a school year;
 - b. The student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
 - c. Of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

The public agency determines whether a pattern of removals constitutes a change of placement on a case-by-case basis. That determination is subject to review through due process and judicial proceedings.

DEFINITIONS

Controlled Substance: Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in Section 202(c) of the Controlled Substances Act (21 USC 812 (c)).

Illegal Drugs: Illegal drug means a controlled substance; but does not include a substance that is legally possessed or used under the supervision of a licensed healthcare professional or that is legally possessed or used under any other authority under that Act or under any other provision of federal law.

Weapon: Weapon means dangerous weapon as defined under paragraph (2) of the first subsection (g) of Section 930 of title 18, United States Code. The term "dangerous weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket-knife with a blade of less than 2½ inches in length.

Serious Bodily Injury: A serious bodily injury involves an injury with a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, protracted loss or impairment of the function of a bodily member, organ, or mental faculty (18 USC 1365 (h)(3)).

Listed below are the statutes of the state of Missouri that provide a legal basis for procedural safeguards in this state:

- (1) Section 162.962, RSMo
- (2) Section 162.963, RSMo
- (3) Section 162.955, RSMo
- (4) Section 162.997, RSMo

- (5) Section 162.958, RSMo
- (6) Section 162.998, RSMo
- (7) Section 162.959, RSMo
- (8) Section 162.999, RSMo
- (9) Section 162.961, RSMo

REGULATION VI – DISPROPORTIONALITY

A. OVERIDENTIFICATION AND DISPROPORTIONALITY (34 CFR 300.173)

The State has in effect policies and procedures designed to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of students as students with disabilities.

B. SUSPENSION AND EXPULSION RATES (34 CFR 300.170)

The State of Missouri shall examine data including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities among public agencies in the State or compared to the rates for nondisabled children within the agencies.

If the discrepancies are occurring, DESE shall review and, if appropriate, revise (or require the affected State agency or local education agency to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure these policies, procedures, and practices comply with IDEA.

C. SIGNIFICANT DISPROPORTIONALITY 34 CFR 300.646

The State ensures the collection and examination of data to determine if significant disproportionality based on race and ethnicity is occurring in the State and the public agencies with respect to:

- (1) The identification of students as students with disabilities, including the identification of students as students with disabilities in accordance with a particular impairment;
- (2) The placement in particular educational settings of these students; and,
- (3) The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

In the case of a determination of significant disproportionality with respect to the identification of students as students with disabilities, or the placement in particular educational settings of these students, including disciplinary action resulting in suspension or expulsion, the State shall:

- (1) Provide for the review and, if appropriate, revision of the policies, procedures, and practices used in the identification or placement to ensure that the policies, procedures, and practices comply with the requirements of the IDEA.

- (2) Require any public agency identified with significant disproportionality to reserve the maximum amount of funds specified under the IDEA to provide comprehensive coordinated early intervening services to serve students in the public agency, particularly, but not exclusively, students in those groups that were significantly over identified; and,
- (3) Require the public agency to publicly report on a revision of policies, practices, and procedures described in these regulations.

REGULATION VII: OTHER REQUIREMENTS

A. ACCESS TO INSTRUCTIONAL MATERIALS (34 CFR 300.172)

The State of Missouri has adopted the National Instructional Materials Accessibility Standard (NIMAS) for the purpose of providing instructional materials to blind persons or other persons with print disabilities in a timely manner. “In a timely manner” means that the responsible public agency has taken all reasonable steps to ensure that students with print disabilities have accessible materials at the same time their fellow students without disabilities have their materials.

In carrying out this section, the SEA, to the maximum extent possible, must work collaboratively with the State agency responsible for assistive technology programs.

DEFINITIONS

Blind Persons or Other Persons with a Print Disability means children served under Part B of the IDEA who may qualify to receive books and other publication produced in specialized formats in accordance with the Act entitled “An Act to provide books for adult blind” approved March 3, 1931, 2 U.S.C.135a.

National Instructional Materials Access Center or NIMAC means the center established through the American Printing House for the Blind to receive and maintain a catalog of print instructional materials; to provide access to print instructional materials; and, to develop, adopt, and publish procedures to protect against copyright infringement.

National Instructional Materials Accessibility Standard or NIMAS means the standard established by the Secretary to be used in the preparation of electronic files suitable and used solely for efficient conversion into specialized formats.

Specialized Formats means Braille, audio, or digital text which is exclusively for use by blind or other persons with disabilities and with respect to print materials, includes large print formats when such materials are distributed exclusively for use by blind or other persons with disabilities.

These definitions apply to the State and each public agency.

B. PURCHASE OF INSTRUCTIONAL MATERIALS (34 CFR 300.210)

Public agencies that choose to coordinate with the National Instructional Materials Access Center (NIMAC), when purchasing print instructional materials, must acquire those materials in the same manner and under the same conditions as an SEA.

Public agencies are not required to coordinate with the NIMAC. If a public agency chooses not to coordinate with the NIMAC, the public agency must provide an assurance to DESE that the public agency will provide instructional materials to blind persons or other persons with print disabilities

in a timely manner. “In a timely manner” means that the public agency has taken all reasonable steps to ensure that students with print disabilities have accessible materials at the same time their fellow students without disabilities have their materials.

Nothing in this section relieves a public agency of its responsibility to ensure that students with disabilities who need instructional materials in accessible formats but are not included under the definition of blind or other persons with print disabilities or who need materials that cannot be produced from NIMAS files, receive those instructional materials in a timely manner.

C. RECORDS REGARDING MIGRATORY CHILDREN WITH DISABILITIES (34 CFR 300.213)

The public agency must cooperate with efforts of the ESEA to ensure the linkage of records pertaining to migratory students with disabilities for the purpose of electronically exchanging health and educational information among the states for these students.

D. PROHIBITION ON MANDATORY MEDICATION (34 CFR 300.174)

The State prohibits State and public agency personnel from requiring parents to obtain a prescription for substances identified under schedules I, II, III, IV, or V in section 202 (c) of the Controlled Substances Act (21 U.S.C. 812 (c)) for a student as a condition of attending school or receiving an evaluation or services under IDEA. This does not prohibit teachers or other school personnel from consulting or sharing classroom-based observations with parents or guardians regarding a student’s academic and functional performance or behavior in the classroom or school or regarding the need for evaluation for special education or related services.

E. ROUTINE CHECKING OF HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES (34 CFR 300.113)

Each public agency must ensure that hearing aids worn in school by children with hearing impairments, including deafness, and the external components of surgically implanted medical devices are functioning properly.

For a child with a surgically implanted medical device who is receiving special education and related services, a public agency is not responsible for the post-surgical maintenance, programming, or replacement of the medical device that has been surgically implanted (or of an external component of the surgically implanted medical device).

REGULATION VIII: PERSONNEL STANDARDS

A. PERSONNEL QUALIFICATIONS (34 CFR 300.156)

POLICIES AND PROCEDURES

DESE has established and maintains qualifications to ensure that personnel necessary to carry out the purposes of this part are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities.

The qualifications for personnel, includes related services personnel that are consistent with any state approved or state recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services.

The qualifications for related services personnel ensures that related services personnel who deliver services in their discipline or profession, meet the requirements and have not had certification or licensure requirements waived on an emergency, temporary, or provisional basis and allow assistants who are appropriately trained and supervised, in accordance with state law, regulation, or written policy, to be used to assist in the provision of special education and related services to children with disabilities.

Public agencies must ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared and meet the requirements outlined in Regulation VIII.

SPECIAL EDUCATION TEACHERS

Qualifications for teachers ensure that each person employed as a public agency special education teacher in the state who teaches in an elementary school, middle school, or secondary school is fully certificated as a special education teacher as required by the Elementary and Secondary Education Act (ESEA).

Public agencies must take measurable steps to recruit, hire, and retain qualified personnel to provide special education and related services to students with disabilities.

RULE OF CONSTRUCTION

Nothing in this part shall be construed to create a right of action on behalf of an individual student or a class of students for the failure of a particular public agency or DESE employee to be qualified or to prevent a parent from filing a complaint about staff qualifications with DESE.

USE OF PARAPROFESSIONALS

Missouri allows paraprofessionals who are appropriately trained and supervised to be used to assist in the provision of special education and related services to students with disabilities.

Supervision is provided by a properly certificated teacher appropriate for the setting. Public agencies must provide each paraprofessional, including those who hold a teaching certificate, with the orientation and initial training necessary for the individual to perform the duties associated with the work assignment prior to working with the student. At a minimum, such training shall include information and experiences related to:

- (1) The type of disabilities displayed by the students with whom they will work;
- (2) Basic principles of behavior modification;
- (3) Basic instructional techniques expected to be used (demonstration, modeling, cueing, reinforcement, correction, etc.); and,
- (4) Other areas as necessary (positioning, lifting and transferring techniques, feeding procedures, etc.).

Paraprofessionals, including those who hold a teaching certificate, shall receive a minimum of fifteen (15) hours of training within six (6) months of hire and a minimum of ten (10) hours of training yearly in subsequent school years.

TELEPRACTICE

Telepractice is a service delivery model using technology to deliver professional services at a distance by linking professional to student or professional to professional for assessment, intervention, and/or consultation. Utilization of telepractice is governed by the Missouri professional licensing boards and by the policy, procedures, and practices for each profession (i.e. The American Speech-Language-Hearing Association, The American Occupational Therapy Association, The American Psychological Association, etc.).

PERSONNEL STANDARDS

The Personnel Standards outlined in the following pages list the Titles, Responsibilities, Educational Qualifications, and appropriate Missouri Licensure or Certification requirements for the personnel providing special education and related services for students with disabilities. The Titles listed are not intended to be a finite listing of occupational categories.

The descriptions listed under Responsibilities are not an all inclusive list. Public agencies should review applicable Practice Acts, code of ethics, and content of an individual's preparation program to determine if a designated individual can deliver specific services. Services must be provided consistent with the appropriate guidelines and requirements specified by the individual licensure requirements. In addition, the administration of some standardized assessments have specific requirements for administration. Personnel, with the appropriate education and training, may be qualified to administer these assessments and may hold a variety of job titles.

The Educational Qualifications indicate the entry-level academic degree needed for state approved licensure or certification. Public agencies may employ individuals with qualifications that exceed these requirements. Licensure and Certification requirements are those currently in place and are subject to change by the appropriate governing agency. Specific requirements are available from the appropriate licensing or certifying agency that is listed.

Personnel Standards

TITLE	RESPONSIBILITIES	EDUCATIONAL QUALIFICATIONS	CERTIFICATES OR LICENSE
Adaptive Physical Education Teacher	Direct instruction, consult with teachers, assist in developing IEPs, individualized assessments.	Bachelor's Degree	Certification in physical education or special education issued by the State Board of Education
Assistant Behavior Analyst	Provides applied behavior analysis services under the supervision of a behavior analyst. Supervises the implementation of ABA services by ABA implementers such as Paraprofessionals or Registered Behavior Technicians. Conducts assessments and develops plans. Provides support, consultation, and intervention regarding behavior management and ABA instruction. Conducts professional development in behavior intervention and instructional techniques including but not limited to discrete trial, pivotal response training, and verbal behavior training.	Bachelor's Degree	License issued by the Division of Professional Registration
Audiologist	Plans and implements screening, evaluation/diagnosis, and special education services for hearing impaired students.	Master's Degree	License issued by the State Board of Registration for the Healing Arts
Audiology Aide	Works under direct supervision of a licensed audiologist.	High school diploma or a high school equivalency (HSE) certificate	Registration certificate issued by the State Board of Registration for the Healing Arts
Behavior Analyst	Provides applied behavior analysis services. Develops and oversees behavior intervention plans. Supervises the implementation of ABA services by ABA implementers such as Paraprofessionals or Registered Behavior Technicians. Conducts assessments and develops plans. Provides support, consultation, and intervention regarding behavior management and ABA instruction. Conducts professional development in behavior intervention and instructional techniques including but not limited to discrete trial, pivotal response training, and verbal behavior training.	Master's Degree	License issued by the Division of Professional Registration
Case Manager	An administrative function that includes oversight of the IEP process on an individual student basis.	Bachelor's Degree	Certification in any area of special education issued by the State Board of Education
Counselor, School	Provides direct guidance and counseling to eligible students with disabilities not routinely provided to the entire school population.	Master's Degree	Certification as a School Counselor issued by the State Board of Education

TITLE	RESPONSIBILITIES	EDUCATIONAL QUALIFICATIONS	CERTIFICATES OR LICENSE
Counselor, Licensed Professional	Provides individual and group counseling techniques, methods or procedures for the purposes of assessing, understanding or influencing behavior. Conducts assessments for aptitudes, intelligence, attitudes, abilities, achievement, interests or personal characteristics. Provides Therapeutic vocational/personal rehabilitation.	Master's Degree	License issued by the Division of Professional Registration
Educational Diagnostician	Administers educational evaluations and assists in determining eligibility for special education.	Master's Degree	Certification as a School Counselor, School Psychological Examiner, School Psychologist, or in special education issued by the State Board of Education; or a Licensed Professional Counselor license issued by Division of Professional Registration
Interpreter of the Deaf	Facilitates communication between students with hearing impairments and hearing persons.	High school diploma or a high school equivalency (HSE) certificate	Certification issued by the Commission for the Deaf and a license issued by the Division of Professional Registration.
Music Therapist	Participates in the development and implementation of IEPs.	Bachelor's Degree	Certification recognized by the American Music Therapy Association
Occupational Therapist	Provides occupational therapy and evaluation services to eligible students with disabilities.	Bachelor's Degree	License issued by the Missouri Board of Occupational Therapy
Occupational Therapy, Certified Assistant (COTA)	Provides occupational therapy services under the direction of a licensed occupational therapist.	AA degree	License issued by the Missouri Board of Occupational Therapy
Orientation and Mobility (O&M) Specialist	Provides orientation and mobility services to eligible students with visual impairments.	Bachelor's Degree with specialization in orientation and mobility, teaching the blind and visually impaired, rehabilitation teaching, special education, occupational therapy, physical therapy or closely related area	Certified by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) as an Orientation and Mobility Specialist (COMS), the National Blindness Professional Certification Board (NBPCB) with a National Orientation and Mobility Certification (NOMC), or hold a nationally recognized certification related to orientation and mobility
Orientation and Mobility Paraprofessional	Provides orientation and mobility services under the direction of an Orientation and Mobility (O&M) Specialist.	High school diploma or a high school equivalency (HSE) certificate, and demonstrated proficiency in O&M as determined by the supervisory O&M Specialist	None

TITLE	RESPONSIBILITIES	EDUCATIONAL QUALIFICATIONS	CERTIFICATES OR LICENSE
Paraprofessional	Assists with the implementation of IEPs under the direction of a licensed/certificated professional. Additional responsibilities may include: practicing and supporting skills and behaviors described in a child's IEP goals related to instruction provided by a licensed/certificated professional, meeting the physical needs of the student, preparation of materials and providing other supports that may be necessary based on the student's needs and disability.	High school diploma or a high school equivalency (HSE) certificate OR If assigned to a school-wide Title I building, meets the paraprofessional requirements of the Elementary and Secondary Education Act	None
Paraprofessional for Braille Instruction	Assists with the implementation of IEPs under the direction of a teacher for the visually impaired.	High school diploma or a high school equivalency (HSE) certificate OR If assigned to a school-wide Title I building, meets the paraprofessional requirements of the Elementary and Secondary Education Act and demonstrated proficiency in Braille as determined by the supervisory teacher for the visually impaired	None
Physical Therapist	Provides physical therapy and evaluation services to eligible students with disabilities.	Bachelor's Degree OR Master's Degree if graduated after December 31, 2002	License issued by the State Board of Registration for the Healing Arts
Physical Therapist Assistant	Provides Physical Therapy services under the direction of a physical therapist.	60 hours prescribed course of study, Associate's Degree	License issued by State Board of Registration for the Healing Arts
Physician	Provides medical, evaluative, and diagnostic services, and assists in planning and implementing special education services for students with disabilities.	Medical Degree	License issued by the State Board of Registration for the Healing Arts
Psychologist, School	Administers psychological tests, participates on evaluation teams, provides psychological services to eligible students with disabilities as specified on the IEP, and assists in planning and implementing special education services.	Master's Degree	Certification as a School Psychologist issued by the State Board of Education

TITLE	RESPONSIBILITIES	EDUCATIONAL QUALIFICATIONS	CERTIFICATES OR LICENSE
Psychologists	Administers psychological tests, participates on evaluation teams, provides psychological services to eligible students with disabilities as specified on the IEP, and assists in planning and implementing special education services.	Master's Degree	License issued by the Division of Professional Registration
Recreational Therapist	Participates in the development and implementation of IEPs.	Bachelor's Degree	Certification recognized by the Recreational Therapy Association
Registered Behavior Technician	Implements behavior intervention strategies and applied behavior analysis supports under supervision of the Behavior Analyst and/or Assistant Behavior Analyst. Assists in the implementation of intervention strategies and the preparation and collection of data for Behavior Intervention Plans.	Complete 40 hours of training through an approved curriculum and pass competency examination needed to apply for registration issued by the Behavior Analyst Certification Board	Registered Behavior Technician registration issued by the Behavior Analyst Certification Board
School Nurse, LPN	Provides health services under the direction of an RN or Physician. http://www.allnursingschools.com/nursing-careers/article/registered-nurse-vs-licensed-practical-nurse/	Degree, diploma or certificate from an accredited Licensed Practical Nursing Program	License issued by the State Board of Nursing
School Nurse, RN	Provides screening, evaluative, and diagnostic health information. Provides health services to eligible students with disabilities as specified on the student's IEP. The health services would include only those not routinely provided to the entire school population.	Degree, diploma or certificate from an accredited Professional Nursing Program	License issued by the State Board of Nursing
School Psychological Examiner	Coordinates and/or participates on the multidisciplinary evaluation team. Conducts individual evaluations and assists in determining whether a student is a student with a disability	Master's Degree	Certification as a School Psychological Examiner issued by the State Board of Education
School Social Worker	Provide services to parents of students with special education needs, assists in the development and implementation of IEPs. Assist in identification and assessment of individual's educational needs including social, emotional, behavioral, adaptive needs; develops and implements behavior intervention plans; provides individual, group, parent, and family counseling and consultation; serves as a liaison with home, school, and community.	Master's Degree in Social Work	None

TITLE	RESPONSIBILITIES	EDUCATIONAL QUALIFICATIONS	CERTIFICATES OR LICENSE
Social Worker, Licensed Clinical	Provides methods, principles, and techniques of casework, group work, client centered advocacy community organization, administration, planning, evaluation, consultation, research, psychotherapy and counseling methods and techniques to persons, families, and groups in assessment, diagnosis, treatment, prevention, and amelioration of mental emotional conditions. Delivers services that are billable to Medicaid.	Master's Degree	License issued by Missouri State Committee for Social Workers
Special Education Administrator	Directs, coordinates, and supervises the public agency's special education services.	Master's Degree	Certification as a Special Education Administrator issued by the State Board of Education.
Special Education Process Coordinator	Supervises the special education process from referral through placement and provision of services, appropriate identification and placement of students with disabilities; and, public agency compliance with state and federal requirements for special education.	Bachelor's Degree	Certification in any area of special education issued by the State Board of Education or certification or licensure in a related service area
Special Education Supervisor/PK-12	Directs and assists special education teachers and paraprofessionals, grades PK-12, or any combination thereof, in providing special education services to students with disabilities.	Bachelor's Degree	Certification in special education issued by the State Board of Education
Speech/Language Pathologist	Provides direct instruction, consultation with teachers, develops IEPs, writes evaluation reports, and may provide evaluation services and any other duties permitted by state law.	Master's Degree	Certification as a Speech and Language Pathologist issued by the State Board of Education or license issued by the State Board of Registration for the Healing Arts
Speech/Language Pathologist, Diagnostic	Provides evaluation services for students with suspected speech/language disabilities. This person does not have a caseload of students for provision of direct services.		
Speech/Language Pathology Aide	Works under the direct supervision of a licensed speech/language pathologist. Additional responsibilities may include preparation of materials and providing other supports that may be necessary based on the student's needs and disability.	High school diploma or a high school equivalency (HSE) certificate	Registration certificate issued by the State Board of Registration for the Healing Arts
Speech/Language Pathology Assistant	Assists with the implementation of IEPs under the direction of a licensed speech/language pathologist.	Bachelor's Degree	Registration certificate issued by the State Board of Registration for the Healing Arts

TITLE	RESPONSIBILITIES	EDUCATIONAL QUALIFICATIONS	CERTIFICATES OR LICENSE
Teacher • Accessible Assistive Technology	Provide instruction in accessible assistive technology, consultation, and training with teachers, and conduct assistive technology assessment	Bachelor's Degree	Certification in blind and partially sighted issued by the State Board of Education, hold a valid and current Certified Assistive Technology Instructional Specialist for People with Visual Impairments (CATIS), or hold a valid and current National Certification in Access Technology for the Blind (NCATB) or other nationally recognized certification related to assistive technology instruction for individuals with visual impairments
Teacher • Early childhood special education	Direct instruction, consultation with teachers, develop IEPs, writing evaluation reports, travel training, individualized assessments.	Bachelor's Degree	Certification in early childhood special education issued by the State Board of Education
Teacher • Early childhood blended funding program	Direct instruction, consultation with teachers, develop IEPs, writing evaluation reports, travel training, individualized assessments.	Bachelor's Degree	Certification in early childhood or early childhood special education issued by the State Board of Education
Teacher • Hearing Impaired	Specialized instruction in sign language or other related instruction.	Bachelor's Degree	Certification in deaf and hearing impaired issued by the State Board of Education
Teacher • Specially designed instruction	Direct instruction, consultation with teachers, develop IEPs, writing evaluation reports, travel training, co-teaching, individualized assessments, sign language instruction.	Bachelor's Degree	Certification in special education issued by the State Board of Education
Teacher • Visually Impaired	Specialized instruction in Braille or other related instruction.	Bachelor's Degree	Certification in blind and partially sighted issued by the State Board of Education, hold a current and valid National Certification in Unified English Braille (NCUEB) working under the supervision of a reading specialist, or hold a nationally recognized certification related to Braille instruction
Vocational/Career Education Resource Educator (VRE)	Assists with the development and implementation of IEPs and the placement of students with disabilities in vocational programs.	Bachelor's Degree	Special Education Certificate or Counselor or Vocational Certificate and additional coursework as determined by the Vocational Division

REGULATION IX: CASELOADS

A. CLASS SIZE AND CASELOADS

Caseloads and Class Size Requirements differ between Early Childhood Special Education (ECSE) and grades K-12. Factors to consider when determining caseload for grades K-12 are listed below.

CLASS SIZE/CASELOAD STANDARDS FOR GRADES K-12

It is the responsibility of the public agency to assign students to classes and monitor student to teacher ratios for class size and caseload to ensure that there are adequate staff, and that staff have adequate time to provide for the implementation of the individualized education program (IEP) of each identified student with a disability.

Paraprofessionals/aides may be assigned to specific students and/or may be assigned to classrooms based upon the number and unique needs of students with disabilities being served in the class. While qualified teachers and licensed therapists must design and provide initial or original instruction, support personnel may provide reinforcement and practice of previously taught skills or content. Additionally, appropriately trained support personnel may provide assistance to students in response to specific needs related to:

- (1) Significant cognitive and/or sensory impairments;
- (2) Safety;
- (3) Mobility;
- (4) Personal care;
- (5) Behavior;
- (6) Medical/health; or
- (7) Other unique circumstances.

Considerations when making staffing determinations include:

- (1) Instructional planning time (minimum of 250 minutes per week of instructional planning during the school day is required);
- (2) Data collection, observation, assessment, and report preparation;
- (3) Consultation and IEP planning with general educators;

- (4) IEP case management;
- (5) IEP team meetings and meetings with parents;
- (6) Age of the students (younger students generally require more assistance with personal tasks such as toileting, dressing, and feeding); and
- (7) Travel time between assignments.

When assigning students to a self-contained classroom, consideration should be given to the following:

- (1) Severity of the disability of the students assigned to the classroom;
- (2) Ages of students assigned to the classroom;
- (3) Range of needs of the students as specified in their IEPs;
- (4) Unique needs of the students as specified in their IEPs;
- (5) Other duties assigned to the classroom teacher (IEP case management, recess, lunch, etc.); and
- (6) Level of paraprofessional support provided.

When assigning students to a resource or general education classroom, consideration should be given to the following:

- (1) The ages and grade levels of the students served;
- (2) The severity of the disabilities of the students served;
- (3) The unique needs of the students as identified in their IEPs;
- (4) The number of IEPs managed by the teacher;
- (5) Any assessment/evaluation responsibilities of the teacher; and
- (6) Other duties assigned to the teacher.

CASELOADS AND CLASS SIZE REQUIREMENTS FOR EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)

Caseloads for ECSE are mandatory and tied to funding requirements. The number of personnel approved for each public agency will be based upon a review of the public agency's data for early

childhood special education. ECSE funding will not be provided for staff serving children who are age 5 and kindergarten age eligible.

Position/Full Time Equivalent	Caseload/ Class Size
Teacher of Early Childhood Special Education Classroom	10-20
Teacher of Integrated Classroom	10-20
Itinerant Teacher (teachers who move from class-to-class within a facility or travel to other facilities)	12-22
Teacher of Severe/Low Incidence Classrooms	4-10
Paraprofessional in ECSE Center based Self- Contained Classroom or Integrated Classroom	10-20
Paraprofessional in ECSE Severe/Low Incidence Classrooms	4-10
Diagnostic Staff – for each position	160+
Related Services Staff Employed by District (Occupational Therapist, Physical Therapist, Speech Therapist)	35-50
ECSE Dedicated Program or Process Coordinator (Administrator)	180+
ECSE Secretary	180+
Nurse (FTE can be increased if additional nursing needs are specifically addressed in IEPs)	175+
Social Worker	
General	175+
Diagnostic	160+
Related Services	35-50

REGULATION X: FISCAL REQUIREMENTS

A. SUBGRANTS TO PUBLIC AGENCIES (34 CFR 300.705)

For each year for which funds are allocated to states under 34 CFR 300.703, it is the policy of the Department of Elementary and Secondary Education (DESE) to award subgrants to public agencies as described in 34 CFR 300.705.

USE OF AMOUNTS (34 CFR 300.202)

The amounts provided to the public agency under Part B of the Act must be:

- (1) Expended in accordance with applicable provisions of Part B of IDEA;
- (2) Used only to pay the excess costs of providing special education and related services to students with disabilities, consistent with the excess cost provision of this section;
- (3) Used to supplement State, local, and other Federal funds and not to supplant those funds;
- (4) Expended in accordance with the public agency's Part B Budget Application; and,
- (5) Directed 100 percent towards special education unless otherwise allowed.

PERMISSIVE USE OF FUNDS (34 CFR 300.208)

Funds provided to a public agency under Part B of the Act may be used for the following activities:

- (1) Services and aids that also benefit nondisabled children: For the costs of special education and related services and supplementary aids and services, provided in a regular class or other education-related setting to a student with a disability in accordance with the IEP of the student, even if one or more students will benefit from these services.
- (2) Coordinated Early Intervening services: 34 CFR 205(d), 34 CFR 208 (a)(2), 34 CFR 226). To develop and implement coordinated, early intervening educational services in accordance with 34 CFR 300.226. A public agency may not use more than fifteen (15) percent of the amount the agency receives under Part B for any fiscal year, less any amount reduced by the agency under adjustments to local fiscal effort, if any, in combination with other amounts (which may include amounts other than education funds), to develop and implement coordinated, early intervening services, which may include interagency financing structures, for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade 3) who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment. In implementing coordinated, early intervening service, a responsible public agency may carry out activities that include:

- a. Professional development (which may be provided by entities other than public agencies) for teachers and other staff to enable such personnel to deliver scientifically-based academic instruction and behavioral interventions, including scientifically-based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and
- b. Providing educational and behavioral evaluations, services, and supports, including scientifically-based literacy instruction.

Nothing in this section shall be construed to either limit or create a right to FAPE under Part B or to delay appropriate evaluation of a student suspected of having a disability. The amount of funds expended by public agency for early intervening services under 34 CFR 300.226 shall count toward the maximum amount of expenditures that the public agency may reduce local effort.

- (3) High cost special education and related services: To establish and implement cost or risk sharing funds, consortia, or cooperative for the public agency itself or for public agencies working in a consortium of which the public agency is a part, to pay for high cost special education and related services. In Missouri this is known as the “High Need Fund.”
- (4) Administrative case management: A public agency may use funds received under Part B of the Act to purchase appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the IEP of students with disabilities that is needed for the implementation of those case management activities.
- (5) Schoolwide Programs under Title I of the Elementary and Secondary Education Act (ESEA) 34 CFR 300.206: Public agencies may use funds received under Part B for any fiscal year to carry out a school-wide program under section 1114 of the ESEA. The amount used in any school-wide program may not exceed the amount received by the public agency under Part B for that fiscal year, divided by the number of students with disabilities in the jurisdiction of the public agency, and multiplied by the number of students with disabilities participating in the school-wide program. Part B funds used in this manner, must be considered Federal Part B funds for purposes of calculations required for determining excess costs. All other requirements of Part B of the Act must be met by a public agency using Part B funds in a school-wide program, including ensuring that students with disabilities in school-wide program receive services in accordance with a properly developed IEP and are afforded all of the rights and services guaranteed to students with disabilities under the Act.

B. ACCOUNTING AND PAYMENT PROCEDURES

Public agencies shall submit a budget application for Part B funds on or before the required due date. Part B funds may not be obligated until the budget application has been substantially approved, which occurs upon submission.

Public agencies must ensure that obligations made with Part B funds only occur between the substantial approval date of the budget application and June 30 of the fiscal year.

Public agencies must ensure obligated Part B funds are expended by September 30 of each fiscal year.

Public agencies must ensure Part B funds from the current grant cycle do not pay for expenditures from a prior grant cycle.

The public agency must ensure that the public agency's written procurement procedure is followed when purchasing goods and/or services with Part B funds.

Public agencies shall submit payment requests for Part B funds by the required due dates. Payment requests must be based on actual expenditures to date.

Public agencies must create a coding system for tracking special education expenditures paid with Part B funds, state funds, and local funds separately.

Public agencies must create a coding system to tie all federal revenue received (Part B, Early Childhood Special Education (ECSE), and High Need Fund (HNF)) to specific expenditures.

Public agencies must ensure that all personnel paid in full or in part with Part B funds must maintain time and effort documentation.

Public agencies must use the accounting codes identified in the MO Accounting Manual to track special education expenditures.

Capital outlay purchases with Part B funds must be prior approved by the Department. This includes equipment, construction/renovation and vehicles/buses.

Each public agency shall submit a final expenditure report (FER) for Part B funds on or before the required due date.

Appropriate records shall be maintained to verify all expenditure of funds received under Part B of IDEA.

C. EXCESS COST (34 CFR 300.202)

A responsible public agency may not use funds provided under Part B of IDEA to pay for all of the costs directly attributable to the education of a child with a disability ages six (6) through seventeen (17).

A responsible public agency may use Part B funds to pay for all of the costs directly attributable to the education of a child with a disability ages three (3) through five (5) and ages eighteen (18) through twenty (20), if no local or State funds are available for nondisabled children of these ages.

However, the agency must comply with the nonsupplanting and other requirements of this part in providing the education and services for these children.

A responsible public agency meets the excess cost requirement if it has spent at least a minimum average amount for the education of its children with disabilities before funds under Part B are used.

Excess costs must be calculated in accordance with 34 CFR 300.16 and may not include capital outlay or debt service.

D. MAINTENANCE OF EFFORT (34 CFR 300.203)

ELIGIBILITY STANDARD

For purposes of establishing the public agency's eligibility for an award for a fiscal year, the SEA must determine that the public agency budgets, for the education of children with disabilities, at least the same amount, from at least one of the following sources, as the public agency spent for that purpose from the same source for the most recent fiscal year for which information is available:

- (1) Local funds only;
- (2) The combination of State and local funds;
- (3) Local funds only on a per capita basis; or
- (4) The combination of State and local funds on a per capita basis.

When determining the amount of funds that the public agency must budget to meet the requirement in paragraph (a)(1) of this section, the public agency may take into consideration, to the extent the information is available, the exceptions and adjustment provided in §§ 300.204 and 300.205 that the public agency:

- (1) Took in the intervening year or years between the most recent fiscal year for which information is available and the fiscal year for which the public agency is budgeting; and
- (2) Reasonably expects to take in the fiscal year for which the public agency is budgeting,
- (3) Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which the public agency is required to account to the Federal government directly or through the SEA may not be considered in determining whether a public agency meets the standard in paragraph (a)(1) of this section.

COMPLIANCE STANDARD

Except as provided in §§ 300.204 and 300.205, funds provided to a public agency under Part B of the Act must not be used to reduce the level of expenditures for the education of children with disabilities made by the public agency from local funds below the level of those expenditures for the preceding fiscal year.

A public agency meets this standard if it does not reduce the level of expenditures for the education of children with disabilities made by the public agency from at least one (1) of the following sources below the level of those expenditures from the same source for the preceding fiscal year, except as provided in §§ 300.204 and 300.205:

- (1) Local funds only;
- (2) The combination of State and local funds;
- (3) Local funds only on a per capita basis; or
- (4) The combination of State and local funds on a per capita basis.

Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which the public agency is required to account to the Federal government directly or through the SEA may not be considered in determining whether a public agency meets the standard in paragraphs (b)(1) and (2) of this section.

SUBSEQUENT YEARS RULE

If, in the fiscal year beginning on July 1, 2013, or July 1, 2014, a public agency fails to meet the requirements of § 300.203 in effect at that time, the level of expenditures required of the public agency for the fiscal year subsequent to the year of the failure is the amount that would have been required in the absence of that failure, not the public agency's reduced level of expenditures.

If, in any fiscal year beginning on or after July 1, 2015, a public agency fails to meet the requirement of paragraph (b)(2)(i) or (iii) of this section and the public agency is relying on local funds only, or local funds only on a per capita basis, to meet the requirements of paragraph (a) or (b) of this section, the level of expenditures required of the public agency for the fiscal year subsequent to the year of the failure is the amount that would have been required under paragraph (b)(2)(i) or (iii) in the absence of that failure, not the public agency's reduced level of expenditures.

If, in any fiscal year beginning on or after July 1, 2015, a public agency fails to meet the requirement of paragraph (b)(2)(ii) or (iv) of this section and the public agency is relying on the combination of State and local funds, or the combination of State and local funds on a per capita basis, to meet the requirements of paragraph (a) or (b) of this section, the level of expenditures

required of the public agency for the fiscal year subsequent to the year of the failure is the amount that would have been required under paragraph (b)(2)(ii) or (iv) in the absence of that failure, not the public agency's reduced level of expenditures.

CONSEQUENCE OF FAILURE TO MAINTAIN EFFORT

If a public agency fails to maintain its level of expenditures for the education of children with disabilities in accordance with paragraph (b) of this section, the SEA is liable in a recovery action under section 452 of the General Education Provisions Act (20 U.S.C. 1234a) to return to the Department, using non-Federal funds, an amount equal to the amount by which the public agency failed to maintain its level of expenditures in accordance with paragraph (b) of this section in that fiscal year, or the amount of the public agency's Part B subgrant in that fiscal year, whichever is lower.

EXCEPTIONS TO MAINTENANCE OF EFFORT (34 CFR 300.204)

The total amount or average per capita amount of either local only or the combined State and local school funds budgeted by the public agency for expenditures in the current fiscal year for the education of students with disabilities must be at least equal to the total amount or average per capita amount of state and local school funds actually expended for the education of students with disabilities in the most recent preceding fiscal year for which the information is available.

Allowance may be made for:

- (1) The voluntary departure, by retirement or otherwise, or departure by just cause, of special education or related services personnel;
- (2) A decrease in the enrollment of children with disabilities;
- (3) The termination of the obligation of the agency, consistent with this part, to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child has left the jurisdiction of the agency, has reached the age at which the obligation of the agency to provide FAPE to the child has terminated, or no longer needs the program of special education;
- (4) The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities; and,
- (5) The assumption of cost by the high cost fund operated by the SEA under 34 CFR 300.704(c).

ADJUSTMENT TO FISCAL EFFORT (34 CFR 300.205)

In any fiscal year for which a public agency's Federal allocation exceeds the amount the public agency received in the previous fiscal year, the public agency may reduce the level of expenditures required for the education of children with disabilities from state and local funds by not more than fifty (50) percent of the amount in excess.

If a public agency exercises the authority to reduce the state or local effort, the public agency must use an amount of state or local funds equal to the reduction in expenditures to carry out activities that could be supported with funds under the ESEA regardless of whether the public agency is using funds under the ESEA for those activities.

If the SEA determines that a public agency is unable to establish and maintain programs of FAPE that meet the requirements of section 613 (a) of the Act and this part or the SEA has taken action against the public agency under section 616, the SEA must prohibit the public agency from reducing the level of expenditures for that fiscal year.

The amount of funds expended by the public agency for early intervening services under 34 CFR 300.226 shall count toward the maximum amount of expenditures that the public agency may reduce maintenance of fiscal effort.

E. WITHHOLDING OF PAYMENTS

When the Department finds a failure to comply with any provision of applicable state or federal law, the Department may notify the public agency of restriction of funds under Part B until compliance is met.

F. PERSONNEL

Personnel paid in full or in part from Part B funds must be appropriately prepared and trained as outlined in Regulation VIII, Personnel Standards of this State Plan.

Personnel paid in full or in part from Part B funds must maintain time and effort documentation prescribed in the Uniform Grant Guidance.

REGULATION XI: EARLY CHILDHOOD (ECSE) EXPENDITURE REQUIREMENTS

A. EARLY CHILDHOOD SPECIAL EDUCATION (ECSE) EXPENDITURE REQUIREMENTS

Early Childhood Special Education expenditures must be reported annually through an Expenditure Report for service provided during the previous school year. ECSE reimbursement may be paid through the monthly payment transmittal.

ECSE expenditures may be claimed under the following categories: contractual expenditures, personnel, equipment, extended school year, leases/capital outlay, operation of plant, professional development, mileage, transportation, start-up costs, supplies/program maintenance.

GENERAL REQUIREMENTS

All expenditures must follow the public agency's procurement guidelines.

Public agencies may not collect or charge tuition costs for allowable ECSE services; however, the public agency may charge for tuition related to general early childhood education that is not part of the Individualized Education Program (IEP).

CONTRACTUAL EXPENDITURES

Placement of students outside of the public agency for instructional services must be through an approved private agency or another public agency. Private agency tuition costs must be prorated if services other than ECSE are included in the tuition cost, unless the other service is part of the IEP goals.

PERSONNEL REQUIREMENTS

ECSE personnel must meet all personnel standards and caseload requirements as stated herein.

EQUIPMENT EXPENDITURES

Equipment is defined as items that have a useful life of at least one year and a cost of \$5,000 or more per unit.

All equipment items purchased with ECSE funds are the property of the public agency's ECSE program and must remain with the program.

All individualized equipment purchases must be IEP driven.

LEASE EXPENDITURES

Leases are allowed for facilities, modular units, buses, vehicles, and office equipment.

Facility lease payments are made in accord with 5 CSR 30-640.200.

CAPITAL OUTLAY

Funding for ECSE Capital Outlay, including but not limited to: facility renovation, facility construction, facility purchase, copiers, and vehicles/buses is not permitted and will not be reimbursed unless the public agency had an approved ECSE capital cost purchase agreement with the Department of Elementary and Secondary Education prior to July 1, 2015.

OPERATION OF PLANT EXPENDITURES

For ECSE programs in stand-alone facilities with no other programs, all utilities and custodial costs may be charged to the ECSE program.

For ECSE programs in facilities with other programs/grades, a prorated portion of the utilities and custodial costs may be charged to the ECSE program.

PROFESSIONAL DEVELOPMENT EXPENDITURES

Teachers, administrators, and other direct services staff (OT, PT, SLPs, Interpreters, etc.) are allotted \$300 per FTE for professional development activities. Part-time staff must be prorated based on these flat rate amounts.

Paraprofessionals are allotted \$150 per FTE for professional development activities. Part-time staff must be prorated based on these flat rate amounts.

START-UP COSTS/NEW CLASSROOMS REQUIREMENTS

Start-up costs of \$10,000 are allotted for a new classroom when the public agency has an increase from the prior year to the current year in either the December 1 Child Count or the End of the Year Count that meets the minimum caseload requirement.

A public agency that previously contracted for ECSE services with a private agency or cooperative and is starting a program in-house may utilize start-up funds even if minimum caseload requirements are not met.

Start-up costs of \$1,200 per FTE are allotted for each new itinerant position that meets minimum caseload requirements.

SUPPLIES/PROGRAM MAINTENANCE EXPENDITURES

The public agency is allotted at a minimum \$75 per the December 1 Child Count or the End of the Year Child Count (whichever is higher).

TRANSPORTATION EXPENDITURES

Public agencies with dedicated ECSE routes may charge the full cost of the bus driver, bus aides, contracted transportation costs, supplies, and equipment to the program. A prorated cost may be charged for mechanics, dispatchers, bus barns, contracted maintenance, and insurance.

Public agencies that do not have dedicated ECSE routes may only charge a prorated portion of the cost for the bus driver, bus aides, contracted transportation (not including maintenance) costs, supplies, and equipment. The public agency may not charge the program for mechanics, contracted maintenance, dispatchers, bus barns, and insurance.

REGULATION XII: STAKEHOLDERS

A. PUBLIC PARTICIPATION (34 CFR 300.167-300.169)

The State of Missouri ensures that, prior to the adoption of any policies and procedures needed to comply with the Individuals with Disabilities Education Act, or prior to submitting a State Plan to the Secretary, there are public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities.

B. PUBLIC ATTENTION (34 CFR 300.606)

If the State receives notice that an enforcement action is proposed or is being taken against the State by the Secretary of Education, DESE must take such actions as may be necessary to notify the public within the State of the pendency of that enforcement action. At a minimum, the State must post a notice on the DESE website and distribute the notice to the media and through public agencies.

C. STATE ADVISORY PANEL (34 CFR 300.167)

The State of Missouri maintains an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State. The advisory panel is appointed by the Commissioner of DESE. The Panel is a public governmental body as defined by Missouri's Open Meetings and Records Law and complies with the "Sunshine Law."

MEMBERSHIP (34 CFR 300.168)

The membership of the State advisory panel is representative of the State population and is composed of individuals involved in or concerned with the education of children with disabilities, including:

- (1) Parents of children with disabilities (ages birth through twenty-six (26));
- (2) Individuals with disabilities;
- (3) Teachers;
- (4) Representatives of institutions of higher education that prepare special education and related services personnel;
- (5) State and local education officials, including officials who carry out activities under the McKinney-Vento Homeless Assistance Act;

- (6) Administrators of programs for children with disabilities;
- (7) Representatives of other State agencies involved in the financing or delivery of related services to children with disabilities;
- (8) Representatives of private schools and public charter schools;
- (9) At least one (1) representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities;
- (10) A representative from the State child welfare agency responsible for foster care; and,
- (11) Representatives from the State juvenile and adult corrections agencies.

A majority of the members of the panel must be individuals with disabilities or parents of children with disabilities (ages birth through twenty-six (26)).

ADVISORY PANEL DUTIES (34 CFR 300.169)

The State advisory panel must:

- (1) Advise the SEA of unmet needs within the State in the education of children with disabilities;
- (2) Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities;
- (3) Advise the SEA in developing evaluations and reporting on data to the Secretary under section 618 of the Act;
- (4) Advise the SEA in developing corrective action plans to address findings identified in Federal monitoring reports under Part B of the Act;
- (5) Advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities; and,
- (6) Advise on the education of eligible students with disabilities who have been convicted as adults and incarcerated in adult prisons.

ADVISORY PANEL PROCEDURES

- (1) The advisory panel shall meet as often as necessary to conduct its business.
- (2) Official minutes must be kept on all panel meetings and must be made available to the public on request.

- (3) All advisory panel meetings and agenda items must be announced enough in advance of the meeting to afford interested parties a reasonable opportunity to attend. Meetings must be open to the public.
- (4) Interpreters and other necessary services must be provided at panel meetings for panel members or participants.
- (5) The advisory panel shall serve without compensation but the State must reimburse the panel for reasonable and necessary expenses for attending meetings and performing duties.

REGULATION XIII: PRIVATE SCHOOLS

A private school is defined as any nonpublic, nonprofit private school or facility, including religious schools, that meets the definition of an elementary or secondary school under § 160.011, RSMo, as well as home schools under § 167.012, RSMo and Family Paced Education schools under § 167.013, RSMo.

A. CHILDREN ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOLS WHEN FAPE IS AT ISSUE (34 CFR 300.148)

A public agency is not required to pay for the cost of education, including special education and related services, of a student with a disability at a private school if the public agency made FAPE available to the student and the parents elected to place the student in a private school. However, the public agency shall include that student in the population whose needs are addressed consistent with 34 CFR 300.131-300.144.

DISAGREEMENTS ABOUT FAPE

Disagreements between a parent and a public agency regarding the availability of a program appropriate for the student, and the question of financial responsibility are subject to the due process procedures in Regulation V.

REIMBURSEMENT FOR PRIVATE SCHOOL PLACEMENT

If the parents of a student with a disability, who previously received special education and related services under the authority of a public agency, enroll the student in a private preschool, elementary, or secondary school without the consent of or referral by the public agency, a court or a hearing officer may require the agency to reimburse the parents for the cost of that enrollment if the court or hearing officer finds that the agency had not made FAPE available to the student in a timely manner prior to that enrollment and that the private placement is appropriate. A parental placement may be found to be appropriate by a hearing officer or a court even if it does not meet the State standards that apply to education provided by the Missouri Department of Elementary and Secondary Education (DESE) and public agencies.

LIMITATION ON REIMBURSEMENT

The cost of reimbursement described in Reimbursement for Private School Placement may be reduced or denied

- (1) If
 - a. at the most recent IEP team meeting that the parents attended prior to removal of the student from the public agency, the parents did not inform the IEP team that they were rejecting the placement proposed by the public agency to provide

- FAPE to their student, including stating their concerns and their intent to enroll their student in a private school at public agency expense; or
 - b. at least 10 business days (including any holidays that occur on a business day) prior to the removal of the student from the public agency, the parents did not give written notice to the public agency of the information previously described in paragraph (1)(a);
- (2) If, prior to the parents' removal of the student from the public agency, the public agency informed the parents, through the notice requirements described in 34 CFR 300.503(a)(1), of its intent to evaluate the student (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parents did not make the student available for the evaluation; or
- (3) Upon a judicial finding of unreasonableness with respect to actions taken by the parents.

EXCEPTION

Notwithstanding the notice requirement, the cost of reimbursement

- (1) Must not be reduced or denied for failure to provide the notice if
 - a. the public agency prevented the parent from providing the notice;
 - b. the parents had not received notice; or
 - c. maintaining the student in the public agency placement would likely result in physical harm to the student; and
- (2) May, in the discretion of the court or a hearing officer, not be reduced or denied for failure to provide this notice if the parents are not literate or cannot write in English or if maintaining the student in the public agency would likely result in serious emotional harm to the student.

B. CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOLS-CHILD FIND

CHILD FIND FOR PRIVATE SCHOOL CHILDREN WITH DISABILITIES (34 CFR 300.131)

Each public agency shall locate, identify, and evaluate all students with disabilities who are enrolled by their parents in private schools located in the public agency's boundaries.

The child find process must be designed to ensure equitable participation of parentally-placed private school students and an accurate count of those students.

In carrying out these requirements, the public agency must undertake activities similar to the activities undertaken for the agency's public school students.

The cost of carrying out the child find requirements in this section, including initial evaluations and reevaluations, may not be considered in determining if the public agency has met its proportionate share obligation under Expenditures/Proportionate Share.

The child find process must be completed in a time period comparable to that for students attending the public agency consistent with Regulation III.

Each public agency in which private schools are located, must, in carrying out the child find requirements in this section, include parentally-placed private school children who reside in a State other than Missouri, but attend a private school located in Missouri.

C. PUBLIC AGENCY REQUIREMENTS TO PROVIDE SERVICES FOR PARENTALLY-PLACED PRIVATE SCHOOL CHILDREN WITH DISABILITIES (34 CFR 300.132)

To the extent consistent with the number and location of students with disabilities who are enrolled by their parents in private schools located in the district served by the public agency, provision must be made for the participation of those students with disabilities in the program assisted or carried out under Part B of IDEA by providing them with special education and related services, including direct services determined in accordance with the equitable services determination requirement under Equitable Services Determined.

Each public agency shall ensure that a services plan is developed and implemented for each parentally-placed private school student with a disability who has been designated by the public agency in which the private school is located to receive special education and related services.

Each public agency must maintain in its records and provide to DESE, the following information related to parentally-placed private school students

- (1) the number of students evaluated;
- (2) the number of students determined to be students with disabilities; and
- (3) the number of students served.

EXPENDITURES/PROPORTIONATE SHARE (34 CFR 300.133)

Each public agency must spend the following on providing special education and related services (including direct services) to parentally-placed private school students with disabilities:

For students ages 3 to 21 with disabilities, an amount that is the same proportion of the public agency's total subgrant under Section 611(f) of IDEA as the number of private school students eligible under IDEA ages 3 to 21 who are enrolled by their parents in private schools located in

the public agency's boundaries is to the total number of students eligible under IDEA in its jurisdiction ages 3 to 21.

For student aged 3 through 5, an amount that is the same proportion of the public agency's total subgrant under section 619(g) of IDEA as the number of parentally-placed private school students with disabilities aged 3 through 5 who are enrolled by their parents in a private elementary school located in the public agency's boundaries is to the total number of students with disabilities in its jurisdiction aged 3 through 5. Children aged 3 through 5 are considered to be parentally-placed private school students with disabilities enrolled by their parents in private elementary schools if they are enrolled in a private school that meets the definition of elementary school in 34 CFR 300.13.

If a public agency has not expended for equitable services all of the funds described in this section by the end of the fiscal year for which Congress appropriated the funds, the public agency must obligate the remaining funds for special education and related services (including direct services) to parentally-placed private school students with disabilities during a carry-over period of one additional year.

In calculating the proportionate amount of Federal funds to be provided for parentally-placed private school students with disabilities, the public agency, after timely and meaningful consultation with representatives of private schools, must conduct a thorough and complete child find process to determine the number of parentally-placed students eligible under IDEA attending private schools located in the public agency boundaries. Child find activities may not be charged to the proportionate share obligations.

State and local funds may supplement and in no case supplant the proportionate amount of Federal funds required to be expended for parentally-placed private school children with disabilities.

REPORTING REQUIREMENTS

After timely and meaningful consultation with representatives of parentally-placed private school students with disabilities, each public agency must determine the number of parentally-placed private school students with disabilities attending private schools located in the public agency's boundaries and ensure that the count is conducted on December 1, inclusive of each year. The child count must be used to determine the amount that the public agency must spend on providing special education and related services to parentally-placed private school students with disabilities in the next subsequent fiscal year.

CONSULTATION (34 CFR 300.134)

To ensure timely and meaningful consultation, a public agency or, if appropriate, DESE, must consult with private school representatives and representatives of parents of parentally-placed private school students with disabilities during the design and development of special education and related services for the students regarding the following:

- (1) The child find process, including how parentally-placed private school students suspected of having a disability can participate equitably; and how parents, teachers, and private school officials will be informed of the process;
- (2) The determination of the proportionate share of Federal funds available to serve parentally-placed private school students with disabilities, including the determination of how the proportionate share of those funds was calculated;
- (3) The consultation process among the public agency, private school officials, and representatives of parents of parentally-placed private school students with disabilities, including how the process will operate throughout the school year to ensure that parentally-placed students with disabilities identified through the child find process can meaningfully participate in special education and related services;
- (4) A discussion of how, where, and by whom special education and related services will be provided for parentally-placed private school students with disabilities, including a discussion of
 - a. the types of services (including direct services and alternate service delivery mechanisms);
 - b. how special education and related services will be apportioned if funds are insufficient to serve all parentally-placed private school students; and
 - c. how and when those decisions will be made; and
- (5) If the public agency disagrees with the views of the private school officials on the provision of services or the types of services (whether provided directly or through a contract), the public agency will provide to the private school officials a written explanation of the reasons why the public agency chose not to provide services directly or through a contract.

WRITTEN AFFIRMATION (34 CFR 300.135)

When timely and meaningful consultation, as required by 34 CFR 300.134, has occurred, the public agency must obtain a written affirmation signed by the representatives of participating private schools. If the representatives do not provide the affirmation within a reasonable period of time, the public agency must forward the documentation of the consultation process to DESE.

COMPLIANCE (34 CFR 300.136)

A private school official has the right to submit a complaint to DESE through the child complaint process, outlined in Regulation V, that the public agency

- (1) Did not engage in consultation that was meaningful or timely, or
- (2) Did not give due consideration to the views of the private school official.

If the private school official wishes to submit a complaint, the official must provide to DESE the basis of the noncompliance by the public agency and the applicable private school provisions in Regulation XIII. The public agency must forward the appropriate documentation to DESE.

If the private school official is dissatisfied with the decision of DESE, the official may submit a complaint to the Secretary of Education, United States Department of Education. The private school official must provide the information on the noncompliance that was provided to DESE. DESE must forward the appropriate documentation to the Secretary.

EQUITABLE SERVICES DETERMINED (34 CFR 300.137)

No parentally-placed private school student with a disability has an individual right to receive some or all of the special education and related services that the student would receive if enrolled in a public school.

Decisions about the services that will be provided to parentally-placed private school students with disabilities must be made in accordance with Consultation and the following.

If a student with a disability is enrolled in a religious or other private school by the student's parents and will receive special education or related services from an public agency, the public agency must initiate and conduct meetings to develop, review, and revise a services plan for the student, and ensure that a representative of the religious or other private school attends each meeting. If the representative cannot attend, the public agency shall use other methods to ensure participation by the religious or other private school, including individual or conference telephone calls.

The public agency must make the final decisions with respect to the services to be provided to eligible parentally-placed private school students.

EQUITABLE SERVICES PROVIDED (34 CFR 300.138)

The services provided to parentally-placed private school students with disabilities must be provided by personnel meeting the same standards as personnel providing services in the public agency, except that private elementary school and secondary school teachers who are providing equitable services to parentally-placed private school students with disabilities do not have to meet the special education teacher qualification requirements in 34 CFR 300.156.

Parentally-placed private school students with disabilities may receive a different amount of services than students with disabilities in public schools.

Each parentally-placed private school student with a disability who has been designated to receive services must have a services plan that describes the specific special education and related services that the public agency will provide to the student in light of the services that have been determined to be made available to parentally-placed private school students with disabilities.

The services plan must, to the extent appropriate, meet the requirements specified for an IEP under Regulation IV with respect to the services provided, and be developed, reviewed, and revised consistent with requirements for IEPs under Regulation IV.

The provision of equitable services must be provided by employees of the public agency or through contract by the public agency with an individual, association, agency, organization, or other entity. Special education and related services provided to parentally-placed private school students with disabilities, including materials and equipment, must be secular, neutral, and nonideological.

LOCATION OF SERVICES AND TRANSPORTATION (34 CFR 300.139)

Services to parentally-placed private school students with disabilities may be provided on the premises of private, including religious schools, to the extent consistent with law.

If necessary for the student to benefit from or participate in the services provided under Regulation XIII, a parentally-placed private school student with a disability must be provided transportation from the student's school or the student's home to a site where the services are being provided other than the private school, and from the service site to the private school or to the student's home, depending on the timing of the services. The cost of the transportation may be included in calculating whether the public agency has met expenditure requirements. Public agencies are not required to provide transportation from the student's home to the private school. If the public agency provides transportation from the student's home to the private school, the cost cannot be used in calculating whether the public agency has met expenditure requirements.

DUE PROCESS COMPLAINTS AND STATE COMPLAINTS (34 CFR 300.140)

The due process procedures, outlined in Regulation V, only apply to complaints that a public agency has failed to meet the child find requirements. Any due process complaint regarding the child find requirements must be filed with the public agency in which the private school is located, and a copy must be forwarded to DESE.

Any complaint that the public agency has failed to meet all other requirements pertaining to parentally-placed private school students must be filed in accordance with the child complaint process outlined in Regulation V. Complaints filed by a private school official must be filed with DESE in accordance with the procedures outlined in Compliance.

FUNDS CANNOT BENEFIT A PRIVATE SCHOOL (34 CFR 300.141)

A public agency may not use Part B funds provided under IDEA to finance the existing level of instruction in the private school or to otherwise benefit the private school.

A public agency must use Part B funds provided under IDEA to meet the special education and related services needs of parentally-placed private school students, but not for meeting the needs of a private school or the general needs of the students enrolled in the private school.

USE OF PERSONNEL (34 CFR 300.142)

The public agency may use funds available under IDEA to make public school personnel available in other than public facilities

- (1) To the extent necessary to provide services under Regulation XIII for parentally-placed private school students with disabilities; and
- (2) If those services are not normally provided by the private school.

The public agency may use funds available under IDEA to pay for services of an employee of the private school to provide services if:

- (1) The private school employee performs the services outside of their regular hours of private school duties; and
- (2) The employee performs the services under public supervision and control.

SEPARATE CLASSES (34 CFR 300.143)

A public agency may not use funds available under IDEA for classes that are organized separately on the basis of school enrollment or religion of the students if the classes are at the same site and the classes include students enrolled in public schools and students enrolled in private schools.

EQUIPMENT/SUPPLIES/CONSTRUCTION FOR THE BENEFIT OF PRIVATE SCHOOL CHILDREN WITH DISABILITIES (34 CFR 300.144)

A public agency must control and administer the funds used to provide special education and related services under Regulation XIII and hold title to and exercise continuing administrative control of all property, equipment, and supplies that the public agency acquires with funds under Section 611 or 619 of IDEA for the benefit of private school students with disabilities.

The public agency may place equipment and supplies in a private school for the period of time needed for the Part B program.

The public agency must ensure that the equipment and supplies placed in a private school are used only for Part B purposes and can be removed from the private school without remodeling the private facility.

The public agency must remove equipment and supplies from a private school if the equipment and supplies are no longer needed for Part B purposes, or removal is necessary to avoid unauthorized use of equipment and supplies for other than Part B purposes.

No funds under Part B of IDEA may be used for repairs, construction, or minor remodeling of private school facilities.

Listed below are the statutes of Missouri that provide a legal basis and source for Missouri's policy relating to private schools.

- (1) Article I, Section 7
- (2) Article IX, Section 8
- (3) Section 162.996, RSMo
- (4) Section 167.012, RSMo
- (5) Section 167.013, RSMo

REGULATION XIV: APPROVED PRIVATE AGENCIES

A. STUDENTS PLACED IN APPROVED PRIVATE AGENCIES BY PUBLIC AGENCIES

RESPONSIBILITY OF THE SEA (34 CFR 300.146)

The Department of Elementary and Secondary Education (DESE) ensures that when a student with a disability is placed in or referred to an approved private agency by the state or public agency, the student is provided special education and related services in conformity with an individualized education program (IEP) and at no cost to parents. Each student must be provided an education that meets the standards that apply to education provided by DESE and public agencies and each student has all the rights of a student with a disability who is served by the public agency.

IMPLEMENTATION BY THE SEA (34 CFR 300.147)

DESE will approve private agencies in accordance with standards developed for public agencies through procedures, such as a review of policies and procedures, written reports, parent questionnaires, and on-site visits.

All private agencies approved by DESE receive a copy of State Standards and Regulations for special education.

DESE will provide representatives from approved private agencies the opportunity to participate in the development and revision of state standards that apply to them.

Any private educational agency which desires to contract with a public agency or with the State Board of Education to provide special education and related services for students with disabilities shall make application to the State Board of Education for review and approval by staff of DESE as outlined herein.

RESPONSIBILITY OF THE PUBLIC AGENCY

Public agencies can only contract with private agencies that have been approved by the State Board of Education for the placement of students with disabilities. Part B funds cannot be used to pay for services from unapproved private agencies.

PRIVATE AGENCY PLACEMENTS BY PUBLIC AGENCIES

Before a public agency places a student with a disability in or refers a child to a private school or facility, the public agency shall initiate and conduct a meeting to develop an IEP for the student. The public agency shall ensure that a representative of the private agency attends the meeting. If the representative cannot attend, the agency shall use other methods to ensure participation by the private school or facility, including individual or conference telephone calls.

After a student with a disability enters a private agency, any meetings to review and revise the student's IEP, including annual review meetings, may be requested by the private agency but shall be conducted by the public agency. The public agency shall ensure that a group meeting the requirements of an IEP team, including the parents, and a private agency representative, are involved in any decisions about the student's IEP.

Responsibility for compliance with this part remains with the public agency that placed the student at the private agency.

TERMINATION OF ENROLLMENT

The private agency will immediately request an IEP team meeting to review and revise the IEP, including placement, when a private agency believes it can no longer implement a student's IEP or provide FAPE in the least restrictive environment. A private agency shall not terminate the enrollment of any student for behavioral concerns or changes in progress in the school program without reviewing progress monitoring data and exhausting other reasonable alternatives.

Changes in Student Progress

The student's IEP team should meet to review the IEP, carefully considering revision of the present level statements, goals, services, related services, accommodations, modifications, behavior intervention plan, and placement. The IEP team should consider whether a reevaluation is needed to get new information to inform IEP development and provision of FAPE.

Crisis Situations

If a private agency suspends a student, the private agency shall immediately inform the public agency. The public agency that placed the child, the parents or guardian, the private agency, and any other agencies involved in the student's education should meet to discuss removal and alternatives. When removals result in a disciplinary change in placement as described in Regulation V in the Missouri State Plan for Special Education, the public agency shall follow disciplinary procedures in 34 CFR 300.530 - 34 CFR 300.536 and Regulation V.

B. APPLICATION, EVALUATION, AND APPROVAL OF PRIVATE EDUCATIONAL AGENCIES

STATUTORY AUTHORITY

Pursuant to state law, a public agency may, if no adequate program is available in nearby districts or through public agencies, contract with any organizations within the state or an adjacent state which meet the standards established by the State Board of Education for services for students with disabilities. Agencies will be approved and monitored by DESE.

AGENCY DEFINED

For the purpose of these provisions, a private organization is defined as any organization which has programs meeting the standards established by the State Board of Education with the

exception of any organization established for a sectarian purpose or whose governance is controlled by any religious creed, church, or sectarian denomination.

AGENCY POLICIES AND PROCEDURES

Agencies shall be organized and operated according to written policies and procedures. Those written policies and procedures must include statements that the agency will:

- (1) Comply with the provisions of IDEA, including all of the procedural safeguards provided for in that Act;
- (2) Provide all services to students with disabilities under contract from a public agency in accordance with the student's IEP;
- (3) Provide all services at no cost to the parents;
- (4) Ensure that the student has the same rights as a student with a disability served by the public agency with whom the contract is negotiated;
- (5) Have a written Code of Conduct which has been shared with the parents of the students with a disability and the public agency with which the contract has been negotiated; and
- (6) Have a written procedural plan which coordinates the evaluation of all programs and services provided to students with disabilities which includes:
 - a. program goals and objectives for each program and service and
 - b. evaluation criteria and procedures for each offered program/service.

Special educational services provided by the agency, pursuant to contract with public agency(s), shall conform to the aforementioned policies. To document that those services will conform, each agency must sign an "Assurances" statement provided by DESE.

Private agency approval may be withdrawn by DESE if the agency's written policies and procedures, as they relate to IDEA, are not being followed by the agency and the agency fails to correct the situation in a timely manner.

ADMINISTRATION OF PROGRAMS

The educational programs provided by agencies shall be provided administrative direction by a person who has certification in an area of special education or related area which is appropriate for the educational program(s) the agency provides.

PROVISION OF FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

The curricula of private educational agencies shall include all the areas for which instruction is provided, per the contract and the student's IEP. It shall be in writing and revised, as necessary. Agencies shall provide instruction and related services:

- (1) In conformance with their contractual arrangement with the public agency;
- (2) In conformance with an IEP that meets the requirements of IDEA;
- (3) At no cost to parents;
- (4) That meets the standards that apply to education provided by the public agency including access to the general education curriculum, as determined appropriate by the IEP team; and
- (5) In accordance with the provisions of the Procedural Safeguards as referenced in Regulation V of this State Plan as they apply to private agencies.

FACILITIES, TRANSPORTATION, EQUIPMENT, AND MATERIALS

Agencies shall provide appropriate facilities, equipment, and materials to effectively deliver special education and related services to all students serviced via contract.

Agencies shall comply with appropriate health and environment, occupancy, fire safety, transportation, and accessibility standards as are warranted by the services which the agency has contracted to provide.

CERTIFICATED AND LICENSED PROFESSIONAL STAFF

Agencies shall retain appropriately certificated staff according to the personnel standards in these regulations to deliver the services for which public agencies have contracted. Personnel records shall be maintained for all certificated and licensed professional staff.

CRIMINAL BACKGROUND CHECK

Each agency shall ensure that all agency staff and contracted service providers who will have contact with children have, prior to contact with children, undergone a criminal background check within the past five years that includes the following:

- (1) A Federal Bureau of Investigation fingerprint check;
- (2) A search of the National Crime Information Center's National Sex Offender Registry; and

- (3) A search of the following registries, repositories, or databases in Missouri, the state where the staff member resides, and each state where such staff member resided during the preceding five years:
 - a. The state criminal registry or repository, with the use of fingerprints being required in the state where the staff member resides and optional in other states;
 - b. The state sex offender registry or repository; and
 - c. The state-based child abuse and neglect registry and database.

Each agency shall ensure subsequent criminal background checks are conducted for staff and contracted providers who will have contact with children within five years of the previous criminal background check.

Each agency shall assure compliance in the initial and annual approval applications.

AGENCY AND STUDENT RECORDS

Agencies shall maintain an organized system of accurate and current records which pertain to the administration of the agency and the delivery of special education and related services. Student records shall be maintained consistent with the provisions of the Family Educational Rights and Privacy Act, 34 CFR 99.1-99.67, and the Missouri Secretary of State's record retention schedule for special education records. At the parent's request and when the information is no longer needed to provide educational services, the information must be destroyed. Agencies shall provide a contracting public agency, upon written request, complete and timely access to all of the private agency records which pertain to the delivery of services to student(s) served through contractual agreement with that public agency. The private agency shall maintain sufficient and accurate records to document the delivery of appropriate special education and related services.

The private agency shall assure seclusion and restraint procedures are followed pursuant to § 160.263, RSMo.

ADMINISTRATIVE AND SUPPORT SERVICES

The private agency shall provide appropriate administrative and support services, as needed, for the effective delivery of special education and related services for contract students.

PROFESSIONAL DEVELOPMENT

The private agency shall assure that all personnel receive in-service training, as appropriate, to be effective in the delivery of special education and related services. The agency shall also assure that all agency staff and contracted service providers who will have contact with children have completed crisis prevention and intervention training. If agency staff are unable to complete training prior to assuming duties they may, for up to 60 days and while training is being completed, work under the direct supervision of a trained staff.

NONDISCRIMINATION

Agencies shall ensure equal employment/educational opportunities regardless of race, color, creed, national origin, sex, disability, or age in its programs and services.

INITIAL APPROVAL

Initial applicants will submit a written initial application for approval to the Office of Special Education and shall be reviewed on-site. Disposition will be one of the following: approved without condition, conditional approval, or not approved.

ANNUAL APPROVAL

All agencies will annually submit a written assurance statement and staff certification form to the Office of Special Education. Disposition will be one of the following: approved without condition, conditional approval, or not approved.

EMERGENCY REVOCATION

DESE reserves the right to revoke approval at any time upon evidence of a violation of approval conditions or state or federal law.

APPEAL PROCEDURE FOR PRIVATE AGENCIES

An agency will be provided with notice and an opportunity for a hearing upon disapproval of an initial or annual application or revocation of approval under these provisions. This notice shall contain:

- (1) A statement of the basis upon which DESE has disapproved the application or revoked approval;
- (2) A description of the corrective action needed to resolve the issue;
- (3) Advisement that a hearing may be requested before DESE not later than 30 days from receipt of the notice of disapproval or revocation; and
- (4) Information about the procedures applicable to the hearing process.

An applicant requesting a hearing pursuant to this section must do so in writing directed to the Assistant Commissioner for the Office of Special Education. Within 30 days of the date of receipt of the request, the Assistant Commissioner or a designee shall schedule and conduct the hearing. Not later than 30 days after the formal close of the hearing, a written ruling shall be forwarded to the applicant.

Appeal of the Assistant Commissioner's ruling is authorized pursuant to Chapter 536, RSMo.

REGULATION XV: SPECIAL SCHOOL DISTRICTS

Under the Merry litigation settlement, Parkway School District has some joint compliance responsibilities that exceed responsibilities that apply to other component districts. Such responsibilities of the Merry case are incorporated herein by reference.

A. BASIS FOR COMPLIANCE

The mandate to provide appropriate educational services to students with disabilities is a function of both federal and state statute. The purpose of this regulation is to define the scope of these requirements. In this and other portions of this regulation, reference is made, where possible, to the specific statutory or regulatory source of each of the stated requirements. References are be made to the United States Code (USC), the Code of Federal Regulations (CFR), the Revised Statutes of Missouri (RSMo.) and the Missouri Code of State Regulations (CSR).

Section 504 of the Rehabilitation Act of 1973: The foundation of the assurance of a free appropriate public education for students with disabilities is found under Section 504 of the Rehabilitation Act of 1973 (Section 504). 29 USC Sections 706(7), 794, 794a, 794b. This statute and its accompanying regulations, in part, require that elementary and secondary schools provide appropriate regular or special education and related aids and services necessary to meet the needs of students with disabilities as adequately as the needs of nondisabled students are met 34 CFR 104.33(b). The requirements of Section 504 are applicable to any recipient of federal financial assistance from the U. S. Department of Education and to any program or activity that receives or benefits from such assistance 34 CFR 104.2. This would include both the special school district and the component districts within the special district.

Part B of IDEA: This statute represents a major federal initiative in special education. Part B of the Individuals with Disabilities Education Act (IDEA) provides specific grants of financial assistance to the states for the purpose of assuring appropriate special education and related services to students with disabilities 20 USC Sections 1400-1485.

Code of State Regulations: State regulation found at 5 CSR 20.300.110 reflects the State Plan for Special Education, Regulations Implementing Part B of the Individuals with Disabilities Education Act (State Plan). This State Plan is the primary policy document adopted to assure compliance with IDEA. Submitted by the Department of Elementary and Secondary Education (DESE) on behalf of the entire state, its provisions are applicable to each public agency that has direct or delegated authority to provide special education and related services. These requirements are binding regardless of whether an agency is a direct recipient of funds under IDEA 34 CFR 300.2.

Revised Statutes of Missouri: Chapter 162 RSMo. contains the enabling legislation required, in conjunction with the provisions of this State Plan, to meet the federal and state mandates

for appropriate educational services for students with disabilities. One of the service options available under state statute is the creation of a special school district pursuant to Section 162.825 RSMo. The referendum establishing a special school district creates a distinct public school district for the purpose of providing special education and related services to students with disabilities within the component districts of which it is comprised.

Compliance with Federal Requirements: Although the statutory authority to provide special education and related services under Section 162.825 RSMo. allows a special school district to become a subgrantee under IDEA, this does not relieve component districts from compliance responsibilities under Section 504. The requirements of Section 504 extend to both special and general education services to students with disabilities, and if not for the existence of a special school district, the component districts would be required to provide both special and general education services. Thus, it is through the compliance plan submitted by the special school district that the component districts not only benefit from the federal grants under IDEA, but also meet a major part of their obligations under Section 504.

B. STRUCTURE OF COMPLIANCE

Compliance Requirements to be Addressed: With regard to the compliance responsibilities of a special district and component districts, this regulation will reference other sections of this State Plan.

Forms of Compliance: Based upon the division of responsibility for educational services resulting from the creation of a special school district, three (3) forms of compliance can be identified.

- (1) **Direct Compliance:** Those requirements of IDEA that can only be complied with by the state's subgrantee will be defined as areas of direct compliance. Here a special school district will have immediate responsibility for both policy development and implementation of the federal requirements.
- (2) **Joint Compliance:** Certain issues require joint cooperation between the special and component districts in order for there to be full compliance with the requirements of IDEA. Although the special district may have primary responsibility to develop policy in these areas, implementation shall be the joint responsibility of the special and component districts. This is required because, for most students with disabilities, special education services are provided in the general education setting. Where sufficient assurances as to these responsibilities are not possible through the compliance plan submitted by the special school district or, when they are a function of state statute, separate assurances may be required of the component districts.
- (3) **Separate Compliance:** A third category of compliance will be matters of separate compliance in which each special or component district is responsible for compliance. Here compliance can only be obtained by policy established by the

board of each district. This would include the requirements under Section 504 that are not met through compliance with IDEA under this regulation and the requirements of the Family Education Rights and Privacy Act (20 USC Section 1232g).

Each of the compliance issues addressed in this regulation will be described in terms of one of these three (3) forms of compliance.

C. COMPLIANCE REQUIREMENTS

The following sections outline specific amendments to the designated portions of the State Plan. Their purpose is to clarify compliance responsibilities for a special school district and the component districts of which it is comprised.

CHILD FIND (Regulation III)

Child Find addresses the planning and implementation of child find efforts. The specific compliance requirements of each element of the identification process are addressed separately.

- (1) Awareness and Child Find: It is a matter of direct compliance for the special school district to develop and implement such policies and procedures needed to ensure the publication of appropriate notices through the print media, radio, and television. These policies and procedures must result in appropriate coverage throughout the service area of the special school district. The posting of notices and the distribution of written literature to school patrons is, of necessity, a matter of separate compliance, with each district responsible for distribution of materials within their own facilities.
- (2) Joint Review Committee: The Joint Review committee shall determine if it is appropriate to refer and evaluate students attending component districts to determine eligibility for special education services. This committee shall be composed of staff from both the special and component districts and the work of the committee shall be a matter of joint compliance. The determination to refer and evaluate would require an affirmative recommendation based upon a consensus of the committee and shall be binding upon both the special and component districts.
- (3) Procedural Safeguards: When a parent referral is made to any certificated staff at either the component school district or the special school district, a copy of the Procedural Safeguards must be provided to the parent or guardian by the special school district within five (5) school days of the date of that request as a matter of direct compliance. For either a parent referral or an agency referral, when the Joint Review Committee determines whether or not the referral for evaluation is warranted, then a copy of the Procedural Safeguards and/or the Procedural Safeguards statement and an appropriate prior written notice either proposing or

refusing to evaluate shall be forwarded to the parent or guardian, by the special school district as a matter of direct compliance. Further, these actions are subject to the procedural safeguards and hearing rights assured by the special district and provided under Subpart E of IDEA regulations and Regulation V of the State Plan, as modified by this regulation.

PROCEDURES FOR EVALUATION AND DETERMINATION OF ELIGIBILITY (Regulation III)

The IEP of a student with a disability shall be based upon a full and comprehensive evaluation. Although policy development and implementation of evaluation procedures rests primarily with the special school district, each component district shall have specific responsibilities in support of the evaluation process.

- (1) Evaluation Procedure: IDEA Regulations (34 CFR 300.304) and Regulation III of this plan outline specific protections in the evaluation process to determine initial eligibility and subsequent reevaluation. It is a matter of direct compliance for the special school district to maintain appropriate procedures and allocate sufficient personnel to assure these protections.
- (2) Support of the Evaluation Process: Compliance responsibilities to be implemented by the component districts include:
 - a. Providing reports, classroom assessments, or other resource materials from their general education staff to the group of individuals evaluating the student to determine eligibility.
 - b. Designating appropriate staff required to participate in the group of individuals evaluating the student for eligibility for special education services or to reevaluate the student on a periodic basis.
 - c. Designating appropriate staff to participate in the group that makes the eligibility determination.
- (3) Procedural Safeguards: Notice of intent to evaluate or reevaluate to the parent or guardian shall be a matter of direct compliance for the special school district. Notice of initial evaluation would be based upon the determination of the Joint Review Committee. Notice of intent to reevaluate would be based upon recommendation of the IEP Team. Prior written notice either proposing or refusing an evaluation would be given both when the evaluation is requested by the IEP Team and when the evaluation is based upon parental or agency request (34 CFR 300.504). As with other elements in the process of providing special education and related services, procedural safeguards under Subpart E of IDEA apply to the evaluation process (34 CFR 300.504). Based upon this notice and any subsequent disagreement with the proposed evaluation/reevaluation, the parent or guardian may invoke the administrative hearing process also provided under Subpart E. Implementation of these procedural safeguards shall be based upon the provisions of Regulation V of the State Plan as amended by this regulation, under the direction of the special school district.

INDIVIDUALIZED EDUCATION PROGRAM (Regulation IV)

The Individualized Education Program (IEP) is a written statement summarizing the special education and related services necessary to provide the student with a Free Appropriate Public Education (FAPE). Compliance responsibilities for the development, implementation and review of a student's IEP are addressed in Regulation IV of the State Plan. The following relates these responsibilities to the special and component districts.

- (1) Conducting IEP Meetings: The special school district shall, as a matter of direct compliance, be responsible for initiating and conducting meetings for the purpose of developing, reviewing, and revising an IEP for each eligible student 34 CFR 300.320.
- (2) IEP Meeting Excusal: Any member of the IEP Team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the team member's area of curriculum or related services if the parent, in writing, and the special and component school district consent to the excusal and the team member submits, in writing to the parent and IEP Team, input into the development of the IEP prior to the meeting.
- (3) Participants of the IEP Meeting.

Staff: The special and component districts will be responsible, as indicated, for identifying and assigning the following staff members to participate in IEP meetings. Such assignments shall be made with the understanding that the IEP Team decision are binding on both districts and may not be unilaterally changed at a higher administrative level in either district. Decisions relating to the IEP are appealable by the parent or guardian through the administrative hearing process authorized under Regulation V of the State Plan as amended by this regulation.

- a. General Education Teacher (Component District): At least one general education teacher of the student must be present at IEP meetings for students who are or may be participating in the general education environment. Generally, a general education teacher will need to be identified to participate in IEP meetings for all but a very few children who are receiving services in separate school buildings. However, the determination of whether or not a general education teacher will need to participate in any given meeting or part(s) of a meeting must be made on a child-by-child basis by the members of the IEP Team. The district cannot identify any specific group of students (i.e., those in separate buildings) for whom the participation of a general education teacher would not be required.
- b. Local Education Agency (LEA) Representative (SSD): A representative of the SSD must be present to serve in the role of LEA. In accordance with provisions of IDEA, this person must be:

- Qualified to provide, or supervise the provision of, special education services;
- Knowledgeable about the general curriculum; and,
- Knowledgeable about the availability of resources of the LEA (SSD).

This person must also have the authority to commit the resources of the district. The special education teacher on the IEP Team may also assume this role.

- c. Component District Representative (CD): The component district must be represented by a person who:
 - Can assure implementation of the component district's responsibilities for the IEP. If there will be a general education teacher present at the IEP meeting, this role may be delegated to that person;
 - Is knowledgeable of the general education curriculum including extracurricular and non-academic programs; and,
 - Is knowledgeable of and can commit resources of the component district, as determined necessary.
- d. Special Education Teacher (SSD): The child's special education teacher, or in the case of an initial IEP, a person qualified to provide special education services, must be present at the IEP meeting.
- e. Individual who can interpret instructional implications of evaluation results (SSD): Person(s) identified above may also serve in this role.
- f. Parents (SSD): The special school district, in convening the IEP meeting, must also ensure, as a matter of direct compliance, appropriate parental or guardian participation in the development of the IEP 34 CFR 300.322. This includes appropriate notification of the meeting with a copy of Procedural Safeguards, scheduling the meeting at a mutually agreed upon time and place, use of other methods of participation if the parent cannot attend, documenting attempts to schedule the meeting at an agreed upon time if the parents refuse to participate, taking those actions needed for the parent to understand the proceedings, and providing the parent a copy of the IEP.
- g. Student (SSD and CD): The SSD, in convening the IEP meeting, must ensure, as a matter of direct compliance, appropriate participation of the student, age 16+ in the development of the IEP, if a purpose of the meeting will be consideration of transition service needs. This includes inviting the student to the meeting and if the students will not participate, ensuring that the necessary steps have been taken to determine the student's needs, preferences, and interests. For students receiving services in a component district building, both the SSD and component district, as a matter of joint compliance, shall ensure that the student has the opportunity to attend the IEP meeting.
- h. Other (CD and SSD): Each district shall, as a matter of direct compliance, ensure that other staff who have knowledge and expertise regarding the

child and whose attendance at the IEP meeting has been determined necessary and appropriate by the district, shall be provided the opportunity to attend the IEP meeting.

- (4) Content of the IEP: Although the specific structure of the IEP is dictated by regulation (34 CFR 300.324), the content of each of the specified elements will be the work product of the meeting participants. The goal of the process is to reach consensus, with elements of the IEP intended to reflect agreement on what would be appropriate for the student with disabilities.
- (5) Parental Disagreement with the IEP Content: Should a parent express disagreement about the content of the IEP, three (3) options can be considered:
 - a. Agree upon an interim course of action, including implementation of those components of the IEP where agreement exists and scheduling a time to reconvene the IEP meeting.
 - b. Agree upon some informal method of resolving the disagreement, including mediation, IEP Facilitation, or outside consultation.
 - c. Conclude that consensus cannot be reached and that the IEP Team decision is subject to the parent's right to the administrative hearing process, as described in Regulation V of the State Plan as amended by this regulation.
- (6) Role of the SSD and CD Representatives: the SSD and CD staff members who attend the IEP meeting to serve in these roles should strive to reach agreement on each issue regarding services for an individual student. Prolonged disagreement between the representatives of the special and component district could improperly delay implementation of appropriate services. Resolution shall be reached based upon the following:
 - a. The IEP process does not represent a negotiation between the special and component districts regarding control over the development of the student's educational program. It was the clear intent of Congress that, under IDEA, control rests with the IEP Team and not with the local school board of any district.
 - b. Disagreement between the agency representatives or negotiations to resolve the disagreement may not serve to delay parental or guardian hearing rights under IDEA.

PROCEDURAL SAFEGUARDS (Regulation V)

Under the Merry litigation, Parkway School District has some joint compliance responsibilities that exceed responsibilities that apply to other districts. Such requirements of the Merry case are incorporated herein by reference.

Each of the compliance areas outlined under Regulation V of the State Plan relating to procedural safeguards will be addressed separately where requirements differ from the norm due to the organization/nature of SSD.

- (1) Opportunity to Examine Records: The parents or guardian of students with disabilities have the right to inspect and review records with respect to the provision of special education and related services to their child 34 CFR 300.501, in accordance with the procedures outlined within IDEA regulations, 34 CFR 300.613-300.620. Implementation of these requirements in regard to access and confidentiality of special education records is a matter of separate compliance for each special and component district based upon possession of the records. Each district must have policies in place to assure compliance with these regulatory requirements.
- (2) Independent Evaluation: The assurance of the right of a student with disabilities to have an independent evaluation 34 CFR 300.502 is primarily a matter of direct compliance by the special school district. This would include the parental right to an independent educational evaluation at public expense 34 CFR 300.502 (b), the requirement that parent-initiated evaluations be considered in decisions regarding the student's program 34 CFR 300.502 (c), compliance with hearing officer requests for independent evaluations 34 CFR 300.502 (d), and the requirement that any evaluation obtained at public expense is based upon the same criteria as used by the public agency initiating the evaluation 34 CFR 300.502 (e).
- (3) Prior Parental Notice: The requirement of written parental notice prior to any proposed change or refusal to change the identification, evaluation, or educational placement of the student or the provision of free and appropriate public education to the student 34 CFR 300.503 (a), is a matter of direct compliance by the special school district. Although consultation with appropriate component district staff will be needed in order to determine these recommendations, direct responsibility to assure compliance with this notice requirement, including the assurance of appropriate content of the notice 34 CFR 300.503 (b) is the responsibility of the special school district.
- (4) Prior Parental Consent: Parental consent must be obtained prior to conducting any initial evaluation or additional assessments as part of the reevaluation process and prior to the initiation of special education and related services to a student with a disability 34 CFR 300.300. Obtaining this consent, as well as the initiation of procedures if a parent refuses consent, would be a matter of direct compliance for the special school district.
- (5) Administrative Hearing Process: A parent or the responsible public agency may initiate a hearing on matters regarding the identification, evaluation, or educational placement of the student or the provision of free and appropriate public education, 34 CFR 300.507. It is the responsibility of the SSD to initiate the administrative hearing process for all students with disabilities ages five (5) to twenty-one (21) years of age and for students ages three (3) and four (4) who reside in component districts that do not provide Early Childhood Special Education (ECSE) services.

Component districts that provide ECSE services have the responsibility to initiate due process for those children. There is no right to a due process hearing to be initiated by one school district against another. School districts within the State of Missouri comply with these requirements based upon the administrative hearing process required under Chapter 162 RSMo. Although full implementation of this hearing process could be defined as a matter of joint compliance, the complexity of this process requires specific delineation of the compliance responsibilities.

- a. Implementation: As the subgrantee under IDEA, it is a matter of direct compliance for the special school district to implement the hearing process outlined under state statute. This includes designation of the individual to hold the resolution meeting pursuant to Section 162.961 RSMo.
 - b. Implementation of the Hearing Decision: As a function of the creation of a special school district and as a matter of compliance with the procedural safeguards under IDEA regarding the provision of special education and related services, both the special and the component district would be bound by any final decision obtained through the administrative hearing process, 34 CFR 300.513. Implementation of a final decision would be a matter of joint compliance between these districts.
- (6) Separate Compliance with Section 504: As stated previously, some of the protections of Section 504 go beyond the provision of special education services and cannot be addressed in these provisions. Both the special and component districts must, as a matter of separate compliance, maintain policies and procedures that address those requirements of Section 504 that do not relate to the provision of special education services.
- (7) Maintenance of Placement: A major area of joint compliance for the special and component districts will be implementation of the requirements as to the student's status during administrative or judicial proceedings 34 CFR 300.518. Maintenance of the placement for the student with a disability, whether in an instructional setting provided by the special district or the component district, will be required unless there is an agreement of the parties otherwise. Without such agreement, the placement can only be changed by a final decision of the Administrative Hearing Commission or by order of a court of competent jurisdiction. This would include, but not be limited to, implementation of disciplinary procedures that would constitute a significant change in the placement for the student.
- (8) Educational Surrogates: Sections 162.997-162.999 RSMo. authorize the appointment of educational surrogates when the parents or guardian of the student are not known or unavailable to act on behalf of a student with a disability as required pursuant to IDEA requirements 34 CFR 300.519. The responsibility for the educational surrogate program is a joint compliance. While the SSD has the primary responsibility to notify DESE of a student that is in need of an educational surrogate, providing the basic notice requirements and evaluating the educational surrogate's performance, the component districts must assist SSD in sharing information to assist

them in making a determination of need. The component districts should also assist the SSD in the recruitment of individuals to be trained as educational surrogates. Component districts must also assist with the implementation of the program by affording the educational surrogate the same rights as other parents.

LEAST RESTRICTIVE ENVIRONMENT (Regulation IV)

The special school district and each component district share responsibility for assuring that students with disabilities will be educated, to the maximum extent appropriate, with their nondisabled peers.

- (1) Continuum of Alternative Placements: IDEA requires that, to the maximum extent appropriate, students with disabilities are educated with students who are not disabled and that the removal occur only when the nature or the severity of the disability is such that education in the regular classes cannot be achieved satisfactorily with the use of supplementary aids and services. Each special and component district shall, as a matter of joint compliance, ensure that a continuum of alternative placements is available to meet the needs of students with disabilities for special education and related services 34 CFR 300.115. This includes the requirement that for every student with a disability:
 - a. Consideration is made, on an annual basis, of placement in the general education environment with appropriate supplementary aids and services, modifications or supports;
 - b. In selecting the least restrictive environment, consideration is given to any potential harmful effect on the student or on other students or on the quality of services which he or she needs; and,
 - c. Unless the IEP of a student with a disability requires some other arrangement, the student is educated in the school which he or she would attend if nondisabled 34 CFR 300.116(c).
- (2) Allocation of Instructional Resources: The special school district and each component district shall, as a matter of joint compliance, adopt those policies and practices needed to assure allocation of instructional resources sufficient to provide appropriate special education and related services. These assurances shall address:
 - a. Allocation of classroom instructional space.
 - b. Allocation of space for the provision of related services.
 - c. The availability and provision of instructional materials to support the general education curriculum, including: current textbooks, teacher manuals and supplements, instructional technology (including hardware and software), and other materials that are routinely designated for the use of nondisabled students. Instructional technology (including hardware, software, and multimedia) shall be accessible to students with disabilities either directly by features incorporated within the technology or by compatibility with add-on components.

- d. The access of special education teachers to instructional supports generally available to all teaching staff (e.g., duplicating services, computer technology, library/media resources, etc.).

The amount of instructional space provided by each component district should be proportionate to the number of students with disabilities identified as residents of the component district; students with disabilities served by the component district pursuant to the plan for voluntary desegregation for St. Louis County; and, students with disabilities who otherwise attend a private, parochial, parish or home school. Classrooms for students with low incidence disabilities may be strategically located in certain districts and students from any component district may attend.

- (3) Comparable Facilities: Each special and component district shall ensure that the facilities, provided to students with disabilities are comparable to those available to nondisabled students within that building and/or district 34 CFR 104.34 (Section 504).
- (4) Comparable Services and Activities: In the provision of nonacademic and extracurricular services and activities, the special and component districts shall ensure, as a matter of joint compliance, that each otherwise qualified student with a disability participates with non disabled students in those services and activities to the maximum extent appropriate and ensures each child with a disability has the supplementary aids and services determined by the child's IEP team to be appropriate and necessary for the child to participate in nonacademic settings 34 CFR 300.117 (IDEA) and 34 CFR 104.27 (Section 504).
- (5) Relocation of Instructional Space: Should space requirements within the component district require the relocation of space, the component district shall ensure that these changes are made no more frequently than the relocation of space for general education student services. The changes in the location of space for special education services from one building to another by component districts shall follow the same procedures the component district would follow in designating the location of its own space for instructional purposes 34 CFR 104.4(a) (Section 504).

PRIVATE SCHOOLS (Regulation XIII)

It is a matter of joint compliance for the special and component districts to adopt appropriate procedures and practices to allow participation of private school students as previously defined in Regulation XIII of this State Plan.

LOCAL COMPLIANCE PLAN

Each special district and the component districts of which it is comprised shall submit those assurances mandated by the requirements of the State Plan, as amended by this regulation, in the form of a local compliance plan or through a jointly ratified addendum to that plan.

- (1) Special District Compliance Plan: Those issues determined to be areas of direct compliance shall continue to be addressed in the local compliance plan submitted by the special school district for approval by DESE.
- (2) General Assurance Document: Assurances as to areas of joint and separate compliance that are not contained in the special district compliance plan shall be addressed through joint ratification of a general assurance to the special district compliance plan. This general assurance document must be submitted for approval to DESE, Office of Special Education.
- (3) Agency Ratification: Joint adoption of any compliance plan or general assurance document by any participating special or component district shall be reflected in board resolutions for that participating district and the signature of the district's chief administrative officer.

REGULATION XVI: STATE OPERATED PROGRAMS

A. SEA PROVISION OF DIRECT SERVICES

The Missouri Department of Elementary and Secondary Education (DESE) provides free appropriate public education (FAPE) services for students with disabilities through three State Board of Education Operated Programs: Missouri School for the Deaf (MSD), Missouri School for the Blind (MSB), and the Missouri Schools for the Severely Disabled (MSSD).

It is the policy of DESE that the requirements of Part B of the Individuals with Disabilities Act (IDEA) are implemented by the State Board of Education Operated Programs responsible for the education of students with disabilities. Each State Board Operated Program is required to submit a Compliance Plan that specifies the policies and procedures necessary to meet the requirements of IDEA.

DESE ensures each educational program for students with disabilities administered by the State Board of Education is under the general supervision of the Office of Special Education, DESE, and that their programs meet the standards of the State Education Agency (SEA).

DESE ensures funds provided under Part B to support SEA direct services are used in accordance with requirements of this state plan with the exception of those policies related to excess cost.

B. MISSOURI SCHOOLS FOR THE SEVERELY DISABLED

REGULATIONS FOR SERVICES

MSSD, a system of day school services in a separate school setting, was established by state law to serve students with severe disabilities referred to the State Board of Education by public agencies which do not operate such programs themselves and which are not a part of special school districts. If the evaluation information and the Individualized Education Program (IEP) compiled by the public agency supports separate school placement as the student's least restrictive educational environment, the public agency may request a determination of student eligibility for services. The following procedural information is provided to assist public agencies in accessing services from MSSD.

ELIGIBILITY CRITERIA FOR MSSD

- (1) The public agency must establish the existence of a severe or profound intellectual disability. Students with severe disabilities generally have significant cognitive deficits, which must be demonstrated in the evaluation report. The public agency must submit an evaluation report that includes the information described below:
 - a. Cognitive Functioning: The evaluation report must show that the student obtains scores that are four or more standard deviations below the mean using a standardized measure

- of cognitive functioning. When a standardized measure of cognitive ability cannot be obtained due to a combination of sensory and/or motor impairments, and evaluation information indicates significant deficits in cognitive ability and adaptive behavior skills, the evaluation report must include a description of the student's intensity of needed supports across all life areas, as defined by the American Association on Intellectual and Developmental Disabilities (AAIDD) classification system; and
- b. Adaptive Functioning: The evaluation report must include a composite score that is four or more standard deviations below the mean using a normative referenced standardized measure of adaptive behavior.

Only assessment results from comprehensive evaluations less than three years old and consistent with the procedures in Regulation III will be considered during the MSSD eligibility process.

- (2) Students who educationally benefit from special education and related services that can be provided by the public agency are not considered eligible for services through MSSD.
- (3) Students who would otherwise be eligible for MSSD based on the severity of the disability will not be accepted if they require homebound placement as such a placement would preclude attendance at a separate day program such as MSSD. Students who otherwise qualify and require only intermittent services in the home will be eligible for referral.
- (4) An eligible student with a severe disability who attains the age of five before the first day of August of the school year beginning in that calendar year may enroll in MSSD. Extended School Year services shall be provided to students eligible for such services.

ELIGIBILITY PROCEDURE

In order to assure compliance with applicable state and federal laws and regulations governing identification, evaluation, IEP development, and educational placement procedures for students who may be enrolled in MSSD, the following procedures have been adopted by the State Board of Education.

- (1) All students identified as potentially in need of services from MSSD shall be enrolled in and served by the public agency pending the determination of such need. This includes students whose performance indicates possible functioning within the range of severe to profound intellectual disability.
- (2) The public agency in which the student resides shall complete a comprehensive evaluation which is current within three years. A reevaluation may be required as determined necessary for individual students. The evaluation information must be obtained in accordance with state regulations on evaluation. Additional educational records or other pertinent information may be required by MSSD to clarify the student's educational needs.

- (3) Following compilation of evaluation information, the public agency where the student resides will convene the IEP team to develop an IEP to be implemented by the public agency for the current school term in accordance with the requirements of state regulations. The public agency must consider all service options, including service through a separate school placement, to determine which placement is appropriate to meet the student's educational needs.
- (4) When the IEP team is considering separate school placement at MSSD, the public agency shall request an eligibility review. The IEP team shall provide justification as to why MSSD would be the least restrictive educational environment for the student. The justification documentation must include information that the public agency has:
 - a. Considered educating the student in the public agency;
 - b. Identified supplementary aids and services that would be needed to educate the student in the public agency; and
 - c. Articulated why the public agency cannot serve the student in the public agency in a placement that would benefit the student.

The public agency must submit to MSSD any supporting evidence for each of the preceding statements that justify the IEP team's decision, including but not limited to, evaluation report, current IEP, preceding IEPs, if applicable, and related educational records and other pertinent information for all services provided by the public agency. MSSD may request additional information on an individual student basis if necessary.

- (5) Following a professional review of this information, the public agency shall be notified whether the student is eligible for services through MSSD. The eligibility determination is not appealable and is a unilateral determination made by MSSD. If the student is determined eligible, MSSD will send the public agency recommendations for needed instruction and services as appropriate.
- (6) Should the public agency be notified that the student is eligible for MSSD, the public agency may refer the student. If the public agency chooses to refer the student, the public agency shall follow Referral Procedure.

REFERRAL PROCEDURE

- (1) Once the student has been deemed eligible, the public agency shall notify parents of the eligibility decision and hold an IEP meeting to consider changing the student's placement in the least restrictive environment. Public agencies are encouraged to involve a local MSSD administrator in the referral process. MSSD administrators will honor requests to participate whenever possible. If the IEP team changes placement to public separate day facility/MSSD, the team should consider recommendations from MSSD and modify the IEP accordingly. The IEP provided at time of referral must reflect the actual number of minutes of service per week needed to provide FAPE.

- (2) The public agency shall provide the parents prior written notice of the change in placement and services and an explanation of the Procedural Safeguards notice, including an explanation of their right to appeal the action through a due process hearing.
- (3) The public agency will send the completed referral form, IEP reflecting placement at MSSD, and prior written notice of the change of placement to MSSD.
- (4) Upon receipt of the completed referral form, IEP for separate placement, and prior written notice of the change of placement, MSSD will provide enrollment documents to the parent and public agency.
- (5) The public agency shall assist parents with enrollment, including timely completion of enrollment forms. The public agency shall provide special education and related services for a reasonable time after providing parents with prior written notice of the change of placement, or until the child enrolls at MSSD, whichever occurs first. MSSD will notify the public agency of the date of the student's enrollment.

ANNUAL AND SUBSEQUENT IEP REVIEW

The public agency shall ensure that the IEP team reviews the student's IEP periodically, but not less than annually. IEP annual reviews will consider placement in the least restrictive environment in accordance with Regulation IV.

- (1) The public agency will convene IEP team meetings in collaboration with MSSD.
- (2) MSSD may request an IEP team meeting at any time to address progress toward meeting goals, behavior concerns, health concerns, or any other matter impacting provision of FAPE in the least restrictive environment.
- (3) At any time, the IEP team may determine that the student is no longer eligible for MSSD because MSSD can no longer provide FAPE in the least restrictive environment.

The IEP team should carefully consider whether all options for supporting the student in the current placement have been exhausted, as demonstrated by documentation. Examples of documentation include, but are not limited to:

- a. review of progress monitoring data and/or behavioral data;
- b. reevaluation to obtain new assessment results;
- c. behavior intervention plan; and
- d. review of the IEP present level statements, goals, services, related services, accommodations, modifications, and placement.

If the IEP team determines that MSSD is no longer the appropriate placement, the public agency will provide the parent with prior written notice of the change in placement and services. The public agency and MSSD will determine the effective date of the change of placement to transition the student to the new placement.

REEVALUATION

Public agencies shall consult with MSSD regarding reevaluations. The public agency shall conduct a reevaluation as required by Regulation III. Results of the reevaluation shall be submitted to MSSD for review. Additional data may be requested by MSSD to clarify the student's educational needs.

TRANSFER OF STUDENTS ENROLLED IN MSSD

A student who is enrolled in an MSSD school and moves from one public agency to another (including those moves to another public agency within the catchment area of the MSSD school the student currently attends), may transfer enrollment immediately on the basis of the justification for separate school placement, current IEP, and evaluation report. This is considered an interim placement, not to exceed 30 days, during which the new public agency follows the transfer procedures provided within Regulation III to confirm concurrence with placement in MSSD as the least restrictive educational environment for the student. If this review results in determination that MSSD is the least restrictive environment, the new public agency will complete the Justification for Continued Separate School Placement form. If, during the 30-day interim period, the new public agency fails to provide the Justification for Continued Separate School Placement form, the student will not be served by MSSD and shall be served by the public agency through a placement other than MSSD.

TRANSFER OF STUDENTS WITH SEVERE DISABILITIES FROM A SEPARATE SCHOOL (DAY) FACILITY (IN MISSOURI PUBLIC AGENCY, A SPECIAL SCHOOL DISTRICT, OR AN OUT-OF-STATE PROGRAM)

A 60-day interim placement at MSSD may be available for students with severe disabilities who are changing public agencies due to a change in residence. These students must have been receiving services in their public agency, through cooperative arrangement with another public agency, in a special school district, or in an out-of-state program for students with severe disabilities.

To qualify for this interim placement, the following criteria must be met:

- (1) The current IEP and comprehensive evaluation report are adopted by the new public agency pursuant to transfer procedures provided within Regulation IV.
- (2) The new public agency submits a copy of the student's current IEP and comprehensive evaluation report to MSSD with a letter acknowledging adoption of the documents. In the same letter, the new public agency will verify the previous placement provided educational services in a self-contained classroom with students with severe disabilities in a separate school building. In addition, the public agency requests that the student be served in a 60-day interim placement to confirm concurrence with placement in MSSD as the least restrictive educational environment for the student.
- (3) MSSD will issue a letter of interim placement assignment if the information submitted is viewed as substantiating the request.

- (4) Enrollment documents must be completed at the onset of the 60-day interim placement period. MSSD will notify the public agency of the date of the student's enrollment.
- (5) During the 60-day interim placement, the public agency shall seek an eligibility determination in accordance with Eligibility Procedure. If found eligible, the public agency will issue a prior written notice to the parents, guardian, or educational surrogate and MSSD confirming continued placement. If, during the 60-day interim period, the public agency fails to submit the justification for separate school placement, the student will not be served by MSSD and shall be served by the public agency through a placement other than MSSD.

If MSSD is not confirmed as the student's least restrictive educational environment, the public agency is notified of this decision and becomes responsible for providing the required special education and related services in accordance with Regulation V and Regulation IV.

TRANSFER OF STUDENTS WHO PREVIOUSLY ATTENDED MSSD, MOVED OUT OF STATE, AND HAVE RETURNED TO MISSOURI

To qualify for this interim placement, the following criteria must be met:

- (1) The student attended MSSD in the 12 months prior to seeking readmission,
- (2) The student moved out of state and had an IEP placement other than a separate day school,
- (3) The student moved back to Missouri, and
- (4) The parent agrees to the interim placement at MSSD.

Procedure to implement the interim placement:

- (1) The current IEP and comprehensive evaluation report are reviewed by the new public agency pursuant to transfer procedures provided within Regulation IV and a decision made accepting or rejecting the IEP and evaluation report is documented.
- (2) The new public agency submits a copy of the student's current IEP and evaluation report to MSSD with documentation of the acceptance or rejection of the documents. In a letter, the new public agency will verify the previous placement at MSSD within the prior 12 months. In addition, the public agency requests that the student be served in a 60-day interim placement to confirm concurrence with placement in MSSD as the least restrictive educational environment for the student.
- (3) MSSD will issue a letter of interim placement assignment if the information submitted is viewed as substantiating the request.

- (4) Enrollment documents must be completed at the onset of the 60-day interim placement period. MSSD will notify the public agency of the date of the student's enrollment.
- (5) During the 60-day interim placement, the public agency shall follow the procedures to seek eligibility determination in accordance with 1-4 above. If found eligible, the public agency will issue a prior written notice to the parents, guardian, or educational surrogate and MSSD confirming continued placement. If, during the 60-day interim period, the public agency fails to submit all the documentation needed to determine eligibility for placement at MSSD, the student will not be served by MSSD and shall be served by the public agency through a placement other than MSSD.

If MSSD is not confirmed as the student's least restrictive educational environment, the public agency is notified of this decision and becomes responsible for providing the required special education and related services in accordance with Regulation V and Regulation IV.

C. MISSOURI SCHOOL FOR THE BLIND AND MISSOURI SCHOOL FOR THE DEAF

REGULATIONS FOR SERVICES

MSB and MSD are established by state law to serve those students referred to the State Board of Education by local public agencies who may require such services to receive FAPE. If the evaluation information and the IEP compiled by the local public agency supports separate school placement as the student's least restrictive educational environment, the local public agency may seek determination of student eligibility for services. The following procedural information is supplied to assist public agencies in accessing services from MSB and MSD.

ELIGIBILITY CRITERIA FOR MSB AND MSD

MSB: Students who are Blind or Visually Impaired, for purposes of MSB eligibility, are those students who meet the state eligibility criteria for Visual Impairment. Students who meet the state eligibility category criteria for MSSD are not eligible for MSB.

MSD: Students who are Deaf or Hearing Impaired, for purposes of MSD eligibility, are those students who meet the state eligibility criteria for Deaf/Hearing Impaired. Students who meet the state eligibility criteria for MSSD are not eligible for MSD.

A student may enroll in MSB and MSD upon attaining the age of five years. Extended School Year services shall be provided to students who attain age five years during the summer, if eligible for such services.

ELIGIBILITY PROCEDURE

In order to assure compliance with applicable state and federal laws and regulations governing identification, evaluation, IEP development, and educational placement procedures for students

who seek enrollment in either the MSB or MSD program, the following procedures have been adopted by the State Board of Education.

- (1) All students identified as potentially in need of services from the State Board Operated Programs shall be enrolled in public agency programming pending the determination of such need.
- (2) The public agency in which the student resides shall provide comprehensive and appropriate evaluation information, current within three years. The public agency may be required to submit to MSB or MSD additional evaluations, educational records, or other pertinent information as determined necessary to clarify the student's educational needs. The requested additional evaluations must be obtained in accordance with Regulation III.
- (3) Following compilation of evaluation information, the public agency where the student resides will convene the IEP team to develop an IEP to be implemented by the public agency for the current school term in accordance with the requirements of state regulation provisions for IEPs within Regulation IV. The public agency must consider all service options, including service through a separate school placement, to determine which placement is appropriate to meet the student's educational needs.
- (4) When the IEP team is considering separate school placement at MSB or MSD, the public agency shall request an eligibility review. The IEP team shall provide justification as to why MSB or MSD would be the least restrictive educational environment for the student. The justification documentation must include information that the public agency has:
 - a. Considered educating the student in the public agency;
 - b. Identified supplementary aids and services that would be needed to educate the student in the public agency; and
 - c. Articulated why the public agency cannot serve the student in the public agency in a placement that would benefit the student.

The public agency must submit to MSB or MSD any supporting evidence of each of the preceding statements that justify the IEP team's decision, including but not limited to, evaluation report, current IEP, preceding IEPs, if applicable, and related educational records and other pertinent information for all services provided by the public agency. MSB or MSD may request additional information on an individual student basis if necessary.

- (5) Following a professional review of this information, the public agency shall be notified whether the student is eligible for services through MSB or MSD. The eligibility determination is not appealable and is a unilateral determination made by MSB or MSD, respectively. If the student is determined eligible, MSB or MSD will send the public agency recommendations for instructional programming and services if appropriate.

- (6) Should the public agency be notified that the student is eligible for MSB or MSD, the public agency may refer the student. If the public agency chooses to refer the student, the public agency shall follow Referral Procedure.

REFERRAL PROCEDURE

- (1) Once the student has been deemed eligible, the public agency shall notify parents of the eligibility decision and hold an IEP meeting to consider changing the student's placement in the least restrictive environment. Public agencies are encouraged to involve a local MSB or MSD administrator in the referral process. MSB or MSD administrators will honor requests to participate whenever possible. If the IEP team changes placement to MSB or MSD, the team should consider recommendations from MSB or MSD and modify the IEP accordingly. The IEP provided at time of referral must reflect the actual number of minutes of service per week needed to provide FAPE.
- (2) The public agency shall provide the parents prior written notice of the change in placement and services and an explanation of the Procedural Safeguards notice, including an explanation of their right to appeal the action through a due process hearing.
- (3) The public agency will send the completed referral form, IEP reflecting placement at MSB or MSD, and prior written notice of the change of placement to MSB or MSD.
- (4) Upon receipt of the completed referral form, IEP for separate placement, and prior written notice of the change of placement, MSB or MSD will provide enrollment documents to the parent and public agency.
- (5) The public agency shall assist parents with enrollment, including timely completion of enrollment forms. The public agency shall provide special education and related services for a reasonable time after providing parents with prior written notice of the change of placement, or until the child enrolls at MSB or MSD, whichever occurs first. MSB or MSD will notify the public agency of the date of the student's enrollment.

ANNUAL AND SUBSEQUENT IEP REVIEW

The public agency shall ensure that the IEP team reviews the student's IEP periodically, but not less than annually. IEP annual reviews will consider placement in the least restrictive environment in accordance with Regulation IV.

- (1) The public agency will convene IEP team meetings in collaboration with MSB or MSD.
- (2) MSB or MSD may request an IEP team meeting at any time to address progress toward meeting goals, behavior concerns, health concerns, or any other matter impacting provision of FAPE in the least restrictive environment.
- (3) At any time, the IEP team may determine that the student is no longer eligible for MSB or MSD because MSB or MSD can no longer provide FAPE in the least restrictive environment.

The IEP team should carefully consider whether all options for supporting the student in the current placement have been exhausted, as demonstrated by documentation. Examples of documentation include, but are not limited to:

- a. review of progress monitoring data and/or behavioral data;
- b. reevaluation to obtain new assessment results;
- c. behavior intervention plan; and
- d. review of the IEP present level statements, goals, services, related services, accommodations, modifications, and placement.

If the IEP team determines that MSB or MSD is no longer the appropriate placement, the public agency will provide the parent with prior written notice of the change in placement and services. The public agency and MSB or MSD will determine the effective date of the change of placement to transition the student to the new placement.

REEVALUATION

Public agencies shall consult with MSB or MSD regarding reevaluations. The public agency shall conduct a reevaluation as required by Regulation III. Results of the reevaluation shall be submitted to MSB and MSD for review. Additional data, including additional evaluation information, may be requested by MSB or MSD and must be provided by the public agency to clarify the student's educational needs.



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