

III. IDENTIFICATION AND EVALUATION

1. CHILD FIND

It is the policy or responsibility of this agency that all children with disabilities, residing in the district, including children with disabilities who are homeless children or are wards of the state, and children 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 children with disabilities (such as migrant and homeless children) and children who are suspected of being a child with a disability and in need of special education even though they are advancing from grade to grade. This agency also ensures that it has procedures in place to determine which children are receiving needed special education and related services.

The following state agencies participate in the planning and implementation of child find activities as stated:

Charter Schools:

- A. Placing posters/notices in all administrative offices of each building operated by the agency that describes the agency's responsibility to provide special education and related services to children ages three (3) to twenty-one (21).
- B. Providing written information through general distribution to the parents/guardians of students enrolled in the agency which describes the agency's responsibility to provide special education and related services to children ages three (3) to twenty-one (21).

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

Department of Health assists in identification and location of infants, toddlers, and children with suspected disabilities through its Title V and Head Injury Programs. Referrals are made to local school districts and to the Part C system.

Department of Social Services

- A. The Children's Division assists in the identification of infants, toddlers and children with suspected disabilities. Referrals are made to local school districts and to the Part C system.
- B. Rehabilitation Services for the Blind identifies, locates, and refers infants, toddlers, and children who have visual problems. Referrals are made to either local school districts or to the Part C system.
- C. 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.

The Missouri Department of Elementary and Secondary Education requires this agency to annually assist in Child Find by conducting the following activities prior to November 1 each year:

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

This agency is also required to conduct Child Find in private schools as outlined in Regulation VIII.3. of the Missouri State Plan for Special Education.

2. DEFINITIONS AND CRITERIA FOR DETERMINATION OF ELIGIBILITY

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 Impaired, 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 child with a disability to include children ages three (3) through five (5) who have been properly identified as a young child with a developmental delay.

No child may be determined to be eligible if the determinant factor for that eligibility determination is lack of instruction in reading, including the essential components of reading instruction (as defined by section 1208(3) 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, 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 below.

Disability Categories, Definitions, and Criteria in alphabetical order:

- A. Autism
- B. Deaf/Blindness
- C. Emotional Disturbance
- D. Hearing Impairment and Deafness
- E. Intellectual Disability
- F. Multiple Disabilities
- G. Orthopedic Impairment
- H. Other Health Impairments
- I. Specific Learning Disabilities
- J. Speech or Language Impairment
- K. Traumatic Brain Injury (TBI)
- L. Visual Impairment/Blind
- M. Young Child with a Developmental Delay

Autism Definition

“Autism” means a developmental disability significantly affecting verbal or nonverbal communication and social interaction, generally evident before age three (3) that adversely affects a child’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 child’s educational performance is adversely affected primarily because the child has an emotional disability as defined in this document.

A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria above are satisfied.

Criteria for Initial Determination of Eligibility

A child displays autism when:

- A. 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:
 - 1) Disturbances of speech, language-cognitive, and nonverbal communication:
The child 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.
 - 2) Disturbance of the capacity to relate appropriately to people, events, or objects:
The child 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 child may seek consistency in environmental events to the point of exhibiting rigidity in routines.

- B. The condition adversely affects the child's educational performance.
- C. The autism is not a result of an emotional disability as defined in this document.

Other Behaviors Which the Child May Exhibit Include:

- A. Disturbance of developmental rates and sequences: The child 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.
- B. Disturbances of responses to sensory stimuli: The child'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 child may respond to stimulation inappropriately and in repetitive or nonmeaningful ways.

Deaf/Blindness Definition

“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 children with deafness or children with blindness.

Criteria for Initial Determination of Eligibility

A child is deaf/blind when:

- A. both visual and hearing impairments are present: as described in the criteria for Hearing Impairment/Deafness and Visual Impairment/Blindness, and
- B. the impairments together cause severe communication, developmental, and educational needs.

Emotional Disturbance Definition

“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 child's educational performance:

- 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.

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

Criteria for Initial Determination of Eligibility

A child displays an emotional disturbance when:

- A. through evaluation procedures that must include observation of behavior in different environments, and an in-depth social history the child displays one of the following characteristics:
 - 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.
- B. 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 child 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
- C. the emotional disturbance adversely affects the child's educational performance.

NOTE: Manifestations of an emotional disturbance can be observed along a continuum ranging from normal behavior to severely disordered behavior. Children 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 Definition

"Hearing Impairment" means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance, but is not included in the following definition for deafness.

"Deafness" means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

Criteria for Initial Determination of Eligibility

A child displays a Hearing Impairment/Deafness when:

- A. a hearing impairment has been diagnosed by an audiologist; and

- B. the hearing impairment adversely affects the child's educational performance.

Intellectual Disability Definition

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

Criteria for Initial Determination of Eligibility

A child displays intellectual disability when:

- A. the child performs 2.0 Standard Deviations below their peers of equivalent age, ethnic, and cultural background when measured by a standardized instrument of cognitive ability;
- B. the child displays adaptive behavior consistent with measured 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. There should be a significant positive correlation between the student's intellectual ability and adaptive behavior.
- C. the disability adversely affects the child’s educational performance.

Multiple Disabilities Definition

“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.

Criteria for Initial Determination of Eligibility

A child displays multiple disabilities when:

- A. concomitant impairments occur; and,
- B. the impairments together cause severe educational needs.

Orthopedic Impairment Definition

“Orthopedic Impairment” means a severe orthopedic impairment that adversely affects a child’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).

Criteria for Initial Determination of Eligibility

A child displays a physical impairment when:

- A. an orthopedic impairment has been diagnosed by a licensed physician; and,

- B. the physical impairment adversely affects the child’s educational performance.

Other Health Impairment Definition

“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 child’s educational performance.

Criteria for Initial Determination of Eligibility

A child displays a Health Impairment when:

- A. a health impairment has been diagnosed by a licensed physician, licensed psychologist, licensed professional counselor, or licensed clinical social worker; or school psychologist, and,
- B. the health impairment adversely affects the child's educational performance.

Specific Learning Disability Definition

"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 visual, hearing, or motor disabilities; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or, limited English proficiency.

Criteria for Initial Determination of Eligibility

A child has a specific learning disability when:

- A. The child does not achieve adequately for the child’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 child’s age or State approved grade-level standards:

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

- B. The child does not make sufficient progress to meet age or State approved grade-level to meet age or State approved grade-level standards in one or more of the areas identified in A above when using a process based on the child’s response to scientific, research-based intervention; or

The child 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 CRF 300.304-300.305. 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,

C. The group determines that its findings under A and B of this section are not primarily the result of:

- 1) A visual, hearing, or motor disability;
- 2) Intellectual disability;
- 3) Emotional disturbance;
- 4) Cultural factors;
- 5) Environmental or economic disadvantage;
- 6) Limited English Proficiency;
- 7) Lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208 (3) of the ESEA);
- 8) Lack of appropriate instruction in math; and,

D. To ensure that underachievement in a child 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:

- 1) Data that demonstrates that prior to or as part of the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel, and
- 2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

Professional Judgment

If this agency uses a severe discrepancy method: A child who does not display a discrepancy of at least 1.5 standard deviations as defined in B above, may nonetheless be deemed to have a specific learning disability if 1) the child 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 implementing that, at a minimum, incorporate guidelines developed by SEA which are found on the Department website.

Speech or Language Impairment Definition

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

A. Criteria for Initial Determination of Eligibility - Language

A language impairment is present when:

- 1) the child consistently exhibits inappropriate use in any of the structures of language (e.g., morphology, syntax, semantics, and pragmatics) as measured by language sampling or other clinical tasks;
- 2) the child's language functioning is significantly below the child's abilities as measured by two (2) or more standardized language assessments. Significantly below is defined as two (2) standard deviations below the mean for children 3 to 5 years of age but not eligible for kindergarten; and 1.5 standard deviation below cognitive ability for children who are kindergarten age eligible and older;
- 3) the language impairment adversely affects the child's educational performance; and,
- 4) the language impairment is not a result of dialectal differences or second language influence.

Professional Judgment

A child may also be deemed eligible if the evaluation documents through formal and informal assessment that a language impairment is present even though the standard scores do not meet the criteria in B above. In such cases, sufficient data must be presented in the evaluation report to document the existence of the language impairment.

B. Criteria for Determination of Initial Eligibility - Sound System Disorder

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

- 1) the student exhibits a delay of correct sound production based on state designated normative data. The child's sound system is significantly delayed based on 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 or multiple errors in the child's speech that compromise intelligibility and/or listener perception even though the recorded errors are considered within normal developmental guidelines;
- 2) the Sound System Disorder adversely affects the child's educational performance; and,
- 3) the sound system disorder is not a result of dialectal differences or second language influence.

Sufficient data is present in the evaluation report to document the existence of a disorder due to multiple errors in the sound system which comprise the child's intelligibility and/or the listener's perception even though the recorded errors are considered within normal developmental guidelines (professional judgment).

C. Criteria for Initial Determination of Eligibility - Fluency

A fluency impairment is present when:

- 1) the child consistently exhibits one or more of the following symptomatic behaviors of dysfluency:
 - sound, syllabic, or word repetition;
 - prolongations of sounds, syllables, or words;
 - blockages; or,
 - hesitations;
- 2) the child's fluency is significantly below the norm as measured by speech sampling in a variety of contexts. A significant discrepancy is defined as five (5) or more dysfluencies per minute or a ten (10) percent dysfluency rate and distracting to the listener; and,
- 3) the fluency impairment adversely affects the child's educational performance

Professional Judgment

A child may also be deemed eligible if the evaluation documents through formal and informal assessment that a fluency impairment is present even though the criterion in C above is not met. In such cases, sufficient data must be presented in the evaluation report to document the existence of the fluency impairment.

D. Criteria for Initial Determination of Eligibility - Voice

A voice impairment is present when:

- 1) the child consistently exhibits deviations in one or more of the parameters of voice: pitch, quality, or volume;
- 2) the child's voice is discrepant from the norm as related to his/her age, sex, and culture and is distracting to the listener;
- 3) the voice impairment is not the result of a temporary problem such as: normal voice changes, allergies, colds, or other such conditions; and,
- 4) the voice impairment adversely affects the child's educational performance.

Traumatic Brain Injury (TBI) Definition

“Traumatic Brain Injury” means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child'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.

Initial Eligibility Criteria for Traumatic Brain Injury

A child has a Traumatic Brain Injury when:

- A. A variety of assessment tools and strategies are used to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, and information related to enabling the child to be involved in and progress in the general curriculum (or for a preschool child, to participate in appropriate activities), that may assist in determining whether the child is a child with a disability and the content of the child's IEP.
- B. No single measure or assessment is used as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for a child.
- C. This agency uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- D. Assessments and other evaluation materials used to assess a child 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 child's native language or other mode of communication, and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer.
- E. Assessments and other evaluation materials used to assess a child 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.
- F. 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.
- G. Assessments are selected and administered so as best to ensure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).
- H. The child 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.
- I. Assessments of children with disabilities who transfer from one public agency to another public agency in the same school year are coordinated with those children's prior and subsequent school as necessary and as expeditiously as possible to ensure prompt completion of full evaluations.
- J. In evaluating each child with a disability, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services

needs, whether or not commonly linked to the disability category in which the child has been classified.

- K. This agency uses assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child.

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 child, including evaluations and information provided by the parents of the child, 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 child's parents, IEP Team and other qualified professionals, as appropriate, shall identify what additional data, if any, are needed to determine:

- A. whether the child has a particular category of disability and the educational needs of the child, or in case of a reevaluation of a child, whether the child continues to have such a disability and the educational needs of the child;
- B. the present levels of performance and educational needs of the child;
- C. whether the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services; and,
- D. whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general curriculum.

The group making these decisions may conduct its review without a meeting. This public agency shall administer tests and other evaluation methods as may be needed to produce the data identified above.

If the determination of the group is that no additional data are needed to determine whether the child continues to be a child with a disability, this agency shall notify the child'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 child continues to be a child with a disability, and to determine the child's educational needs.

If the parent requests assessment, even though the determination has been made that no additional data are needed, this agency must grant the request if the issue is continued eligibility under Part B of IDEA.

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

This agency must provide a child whose eligibility terminates due to graduation from secondary school with a regular diploma or due to reaching the age of twenty-one (21) with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child'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, which includes the parent of the child, must determine whether the child is a child with a disability and the educational needs of the child. This agency will 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 child is a child with a disability and the educational needs of the child, 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 child's physical condition, social or cultural background, and adaptive behavior; and, (ii) Ensure that information obtained from all these sources is documented and carefully considered.

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

Evaluation Report

This agency shall develop a written Evaluation Report for all initial evaluations and any reevaluations which required additional testing.

The evaluation report must include:

- A. a statement of whether the child has a specific disability as defined in Regulation III.2. of the Missouri State Plan for Special Education;
- B. a synthesis of information from the evaluation considering all areas of functioning;
- C. the basis for making the determination of eligibility for a disability;
- D. a statement that the disability is not a result of lack of appropriate instruction in reading, including the essential components of reading instruction (as defined by section 1208(3) of the ESEA or lack of appropriate instruction in math or Limited English proficiency; and,
- E. a 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 A through E above and the following:

- F. relevant behavior, if any, noted during the observation of the child and the relationship of that behavior to academic functioning;
- G. educationally relevant medical findings, if any;
- H. whether the child:
 - 1) does not achieve adequately for the child's age or to meet State approved grade-level standards, and
 - 2) does not make sufficient progress to meet age or State approved grade-level standards, or
 - 3) exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State approved grade-level standards, or intellectual development;
- I. 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 child's achievement level;
- J. if the child has participated in a process that assesses the child's response to scientific, research-based intervention:
 - 1) the instructional strategies used,
 - 2) the student-centered data collected,
 - 3) documentation that the child'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 child's rate of learning, and
 - the parents right to request an evaluation; and,
- K. 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

This agency has, through approved policy, selected the following check marked method to determine eligibility for children ages 3 through grade 1. (only one should be checked)

Children ages 3 to 5 (not kindergarten-age eligible):

- Identify all children using any of the disability categories except that of Young Child with a Developmental Delay, or;

- Identify all children as eligible using only the category of Young Children with a Developmental Delay, or;
- Identify all children as eligible using any of the disability categories including that of Young Child with a Developmental Delay.

For a child who becomes kindergarten-age eligible (age 5 by August 1), this agency has chosen the following check marked method to determine continuing eligibility for special education: (only one should be checked)

- Continue a child as eligible using Young Child with a Developmental Delay or apply any of the other disability categories; or
- Apply any disability category other than Young Child with a Developmental Delay.

Children who are kindergarten age eligible (age five (5) by August 1) who have not been identified as eligible for special education in prior years must meet criteria of any disability category other than Young Child with a Developmental Delay.

Children who are first grade age eligible (age 6 by August 1) must meet criteria of any disability category other than Young Child with a Developmental Delay.

Determination of Eligibility for Children with Specific Learning Disabilities (34CFR300.307)

The State has adopted criteria for determining whether a child 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 child has a specific learning disability and permits the use of a process based on the child's response to scientific, research based intervention.

This agency must use the State criteria in determining whether a child has a specific learning disability.

Additional Group Members 34 CFR 300.308

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

- A. the child's regular teacher, or if the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age; for a child of less than school age, an individual qualified by the Department to teach a child of his or her age;
- B. at least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.

Extension of Evaluation Timelines When Determining Eligibility for Specific Learning Disabilities

This agency must promptly request parental consent to evaluate the child to determine if the child needs special education and related services and must adhere to the evaluation timelines, unless extended by mutual written agreement of the child's parents and the evaluation professionals, if prior to a referral, a child has not made adequate progress after an appropriate period of time when provided instruction and whenever a child is referred for an evaluation.

Observation (34 CFR 300.310)

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

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

- A. use information from an observation in routine classroom instruction and monitoring of the child's performance that was done before the child was referred for an evaluation, or
- B. have at least one member of the group conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent is obtained.

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

IV. FAPE/IEP/LRE

1. FREE APPROPRIATE PUBLIC EDUCATION

It is the policy of this agency that all children with disabilities between the ages of three (3) and twenty-one (21) years, inclusive, as prescribed by Missouri statutes and under the jurisdiction of this agency have a right to a free appropriate public education (FAPE), including children 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 Regulation III of the State Plan.

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

- A. are provided at public expense, under public supervision and direction, and without charge to the parent;
- B. meet the educational standards of the State Education Agency pertaining to the education of students with disabilities;
- C. includes preschool, elementary school, secondary school education; and,
- D. are provided in conformity with the individualized education program (IEP).

FAPE for Children Begins at Age Three (3)

This agency ensures that FAPE is available to each eligible child under the jurisdiction of the agency no later than the child's third birthday. An IEP will 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 plan and the Part C State Plan outline procedures that the Part C system must complete to assure a smooth transition for children eligible for Part B services at age three (3).

FAPE for Children Suspended or Expelled from School

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

In the case of a child with a disability who has been removed for more than ten (10) school days in a school year, this agency, for the remainder of the removals must:

- A. provide services to the extent necessary to enable the child to continue to progress in the general curriculum, although in another setting, and to progress toward achieving the goals in the child's IEP if the removal is:

- 1) under the school personnel's authority to remove for not more than ten (10) consecutive school days as long as that removal does not constitute a change of placement; or
- 2) for behavior that is not a manifestation of the child's disability and results in a disciplinary change of placement.

Children Advancing from Grade to Grade

This agency ensures that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade. The determination that such a child is eligible for services must be made on an individual basis by the group of individuals within this agency.

Exceptions to FAPE

This agency is not required to provide FAPE to the following children and youth:

- A. youth with disabilities who reach the age of twenty-one (21); or,
- B. students who have graduated from high school with a regular high school diploma. The term "regular high school diploma" does not include an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or a general educational development credential (GED). 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.
- C. children 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.
- D. parentally placed private school children with disabilities.
- E. children with disabilities who receive early intervention services under Part C of the Act.

Continuing Requirement for FAPE

Students who have participated in a graduation ceremony or who have obtained a General Education Diploma (GED), but have not been awarded a regular high school diploma, continue to be eligible to receive FAPE if they are under twenty-one (21) years of age.

Agency Responsible for FAPE

Charter Schools and State Board Operated Programs are responsible for the provision of FAPE to those students that are enrolled in their schools.

The local school district or special school district in which a child 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 district, but actually reside in another district 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 district where the student actually resides.

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 three (3) through twenty (20), whose domicile is in one school district, but actually reside in another school district 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:

- A. the requirement to participate in State and district assessments; and,
- B. 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 LRE do not apply.

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

2. INDIVIDUALIZED EDUCATION PROGRAMS

Definition of IEP (34 CFR 300.320)

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

- A. a statement of the child's present levels of academic achievement and functional performance, including how the child's disability affects the child's involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled children), or for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities, and for children with disabilities who take alternative assessments aligned to alternative achievement standards, a description of benchmarks or short-term objectives;
- B. a statement of measurable annual goals, including academic and functional goals designed to meet the child's needs that result from the child's disability to enable

the child to be involved in and make progress in the general education curriculum (i.e., the same curriculum as for nondisabled children), 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. For children with disabilities who take alternative assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;

- C. a 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 child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child:
 - 1) to advance appropriately toward attaining the annual goals;
 - 2) to be involved in and make progress in the general education curriculum;
 - 3) to participate in extracurricular and other nonacademic activities; and,
 - 4) to be educated and participate with other children with disabilities and nondisabled children in the activities described in this paragraph.

This statement will 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 will reflect this.

- D. a statement of the child's participation in physical education;
- E. an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in letter C above;
- F. a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and district-wide assessments. If the IEP team determines that the child shall take an alternate assessment on a particular State or district-wide assessment of student achievement, a statement of why the child cannot participate in the regular assessment, and why the particular alternate assessment is appropriate for the child;
- G. the projected date for the beginning of the services and modifications described in letter C above, and the anticipated frequency, location, and duration of those services and modifications;
- H. a description of how the child's progress toward the annual goals described in Letter B above will be measured, and when periodic reports on the progress the child 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;
- I. a listing of the individuals who attended the IEP meeting and their role (indicates attendance only, not necessarily agreement with the IEP);
- J. a statement indicating the child's eligibility or ineligibility for extended school year services; and,
- K. a statement of the placement considerations and decision.

As appropriate, the IEP must include:

Transition Services

- A. beginning not later than the first IEP to be in effect when the child is sixteen (16), or younger if determined appropriate by the IEP team, and updated annually thereafter appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; the transition services (including courses of study) needed to assist the child in reaching those goals, and
- B. beginning not later than one year before the student reaches age eighteen (18), a statement that the child 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 Children Who are Blind or Visually Impaired

- A. the specific goals and objectives which specify the competencies in reading and writing Braille to be taught during the school year;
- B. means by which Braille will be implemented through integration with normal classroom activities;
- C. the date on which Braille instruction will commence;
- D. the level of competency in Braille reading and writing expected to be achieved by the end of the period covered in the IEP;
- E. the duration of each session;
- F. if the IEP Team determines that Braille instruction is not appropriate for a child with blindness or visual impairments, the basis for that determination shall be documented on the IEP; and,
- G. that a referral to Rehabilitation Services for the Blind has been discussed and the decision of the parent regarding the referral.

Special Considerations

In developing each child's IEP, the IEP Team must consider:

- A. the strengths of the child;
- B. the concerns of the parents for enhancing the education of their child;
- C. the results of the initial or most recent evaluation of the child; and,
- D. the academic, developmental, and functional needs of the child.

The IEP Team must also:

- A. in the case of a child 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 children for whom a Behavior Intervention Plan is developed, the Plan must be included in the IEP);
- B. in the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;
 - C. consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and,
 - D. consider whether the child requires assistive technology devices and services.

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

IEP Team (34 CFR 300.344)

This agency ensures that the IEP team for each child with a disability includes:

- A. the parents of the child;
- B. not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
- C. not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;
- D. a representative of the agency who is qualified to provide or supervise the provisions of specially designed instruction to meet the unique needs of children with disabilities, is knowledgeable about the general curriculum, and is knowledgeable about the availability of resources of this agency and able to commit the resources of the agency;
- E. an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in B through D of this paragraph;
- F. at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and,
- G. whenever appropriate, the child with a disability.

Transition Services Participants

This 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 of the child and the transition services needed to assist the child in reaching those goals. If the student does not attend the IEP meeting, this 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 the child who has reached the age of majority, in implementing transition services, this agency shall

also invite a representative of any other participating agency that is likely to be responsible for providing or paying for transition services.

Determination of Knowledge and Expertise

The determination of the 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.

Designating a Public Agency Representative

This agency may designate another public agency member of the IEP team to also serve as the agency representative (IEP team participant D above) 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 child with a disability and this agency agrees, 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 this 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)

This agency shall take steps to ensure that one or both of the parents of a child 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.

Information Provided to Parents

The notice to parents shall indicate the purpose, time and location of the meeting, and who will be in attendance, and inform the parent that the parent and the district can invite individuals to the meeting that they believe have knowledge or special expertise regarding their child. The determination as to whether an individual has knowledge or special expertise is made by the parent or this agency who invited the individual to be a

member of the IEP team. In the case of an initial IEP Team meeting for a child 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 child is sixteen (16) or younger, if determined appropriate by the IEP Team, and annually thereafter, the notice must indicate:

- A. that a purpose of the meeting is the consideration of the postsecondary goals and transition services for the student;
- B. that this agency will invite the student; and,
- C. identify any other agency that will be invited to send a representative.

Other Measures to Ensure Parent Participation

If neither parent can attend, this agency shall use other methods to ensure parent participation, including individual or conference telephone calls, consistent with CFR 300.328.

Conducting an IEP Meeting without a Parent in Attendance

A meeting may be conducted without a parent in attendance if this agency is unable to convince the parents that they should attend. In this case this agency must have a record of at least two (2) separate attempts to arrange a mutually agreed on time and place, such as:

- A. detailed records of telephone calls made or attempted and the results of those calls;
- B. copies of correspondence sent to the parents and any responses received; or,
- C. detailed records of visits made to the parent's home or place of employment and the results of those visits.

Use of Interpreters or Other Action

This 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

This agency shall provide the parent a copy of the child's IEP at no cost to the parent.

When IEPs Must be in Effect (34 CFR 300.323)

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

This agency shall ensure that a meeting to develop an IEP is conducted within thirty (30) days of a determination that the child needs special education and related services

and that the special education and related services are made available to the child in accordance with the IEP as soon as possible following the IEP meeting.

This agency must ensure that:

- A. the child'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;
- B. each teacher and provider are informed of his or her specific responsibilities related to implementing the child's IEP; and,
- C. the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.

In-state Transfers

In the case of a child with a disability who transfers school districts within the same school year, who enrolls in this agency, and who had an IEP that was in effect in Missouri, this agency shall, without delay, provide such child with a free appropriate public education according to the procedures outlined below.

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

If this 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 develop an IEP until the reevaluation is complete.

For students with suspected disabilities who enroll but do not have copies of the evaluation report and/or IEP, this 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, this 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 children who transfer from another state, and had an IEP that was in effect in that state, to this agency and enroll in a new school within the same school year, this agency, in consultation with the parents, must provide the child with FAPE (including

services comparable to those described in the child's IEP from the previous public agency) until this agency:

- A. conducts an initial evaluation, if determined necessary by the new public agency, and
- B. develops, adopts, and implements a new IEP (if appropriate).

When a child's records are not available to this agency, the agency shall:

- A. place the child in regular education, and
- B. initiate an initial evaluation, and
- C. if the child is found eligible, develop and implement an IEP.

Transmittal of Records

To facilitate the transition for a child entering a school from another school district in Missouri or from an out-of-state school, the new school in which the child enrolls shall take reasonable steps to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child, from the previous school in which the child was enrolled and the previous school in which the child was enrolled shall take reasonable steps to promptly respond to such request from the new school.

Requirement for Regular Education Teacher

The regular education teacher of a child with a disability, as a member of the IEP team, will, to the extent appropriate, participate in the development, review, and revision of the child's IEP, including assisting in the determination of appropriate positive behavioral interventions and strategies for the child and supplementary aids and services, program modifications or supports for school personnel that will be provided for the child, consistent with content of the IEP. The IEP team members determine the extent of the participation of a general education teacher at the particular IEP meeting.

Amending or Modifying an IEP without a Meeting

In making changes to a child's IEP after the annual IEP Team meeting for a school year, the parent of a child with a disability and this 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 child's current IEP. If changes are made to the child's IEP, this agency must ensure that the child's IEP Team is informed of those changes.

Consolidation of IEP Team Meetings

To the extent possible, this agency shall encourage the consolidation of reevaluation meetings for the child and other IEP Team meetings for the child.

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 this 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

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

- A. any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate;
- B. the results of any reevaluation;
- C. information about the child provided to or by the parents;
- D. the child's anticipated needs; or,
- E. other matters.

Failure to Meet Transition Objectives (34 CFR 300.324)

If a participating agency, other than this agency, fails to provide the transition services described in the IEP, this 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.

Private School Placements by Public Agencies

Before this agency places a child with a disability in, or refers a child to, a private school or facility, this agency shall initiate and conduct a meeting to develop an IEP for the child. This agency shall ensure that a representative of the private school or facility attends the meeting. If the representative cannot attend, this agency shall use other methods to ensure participation by the private school or facility, including individual or conference telephone calls.

After a child with a disability enters a private school or facility, any meetings to review and revise the child's IEP may be initiated and conducted by the private school or facility at the discretion of this agency. If the private school or facility initiates and conducts these meetings, this agency shall ensure that the parents and an agency representative are involved in any decision about the child's IEP and agree to any proposed changes in the IEP before those changes are implemented.

Even if a private school or facility implements a child's IEP, responsibility for compliance with this part remains with this agency and the SEA.

Alternative Means of Meeting Participation (34 CFR 300.328)

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

Routine Checking of Hearing Aids and External Components of Surgically Implanted Medical Devices (34 CFR 300.113)

This 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, this 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).

3. LEAST RESTRICTIVE ENVIRONMENT (LRE)

General LRE Requirements (34 CFR 300.550)

This agency ensures that to the maximum extent appropriate children with disabilities, including children in public or private institutions or other care facilities, are educated with children who do not have disabilities, and that special classes, separate schooling, or other removal of children 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 300.551)

This agency ensures that a continuum of alternative placements is available to meet the needs of children ages five (5) to twenty-one (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. This agency shall make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with general class placement.

For children ages three (3) to five (5), the placement options include home, early childhood settings, early childhood special education classes in settings with children who are nondisabled, early childhood special education in settings with only children with disabilities, multiple settings and residential settings.

See most current definitions of placement on the Department of Elementary and Secondary Education website at <http://dese.mo.gov/se/compliance/documents/se-com-sped-placements.pdf>.

Placements (34 CFR 300.552)

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

Unless the IEP of a child with a disability requires some other arrangement, the child 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 child or on the quality of services that he or she needs. A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

Each year this agency, through the IEP process, shall review/revise a child's IEP and subsequently make a placement decision for each student with a disability served by the this agency. This agency shall 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. This agency must be able to justify the placement decision in accordance with a two-part inquiry:

- A. Whether education in the regular classroom, with the use of supplementary aids and services, can be achieved satisfactorily; if not, then,
- B. Whether the child has been integrated to the maximum extent appropriate.

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

- A. 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 affect on the educational program for other students in the class);
- B. The sufficiency of the district's efforts to accommodate the child 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);
- C. The degree to which the child 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);
- D. The effect the presence of a child 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,
- E. The nature and severity of the child'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, inability to engage appropriately with other students in academic or social interactions).

Nonacademic Settings (34 CFR 300.553)

This agency shall ensure that each child with a disability participates in nonacademic and extracurricular services and activities of this agency with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child. This agency ensures that 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. 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 agency, referrals to agencies which provide assistance to individuals with disabilities, employment of students including both employment by the this agency, and assistance in making outside employment available.

Children in Public or Private Institutions (34 CFR 300.2) (not applicable for state board operated programs and charter schools)

This agency is responsible for the provision of special education and related services for a child with a disability who resides in public and private institutions or other alternative residential settings. Children with disabilities or suspected disabilities shall be referred to this agency by a representative of the facility or by the parent for evaluation, development of an IEP, and placement. The residential placement of such children will have been made by the Missouri departments of Mental Health or Social Services or by a court of competent jurisdiction. This agency may also provide the special education and related services required by such children with disabilities. When this agency does provide such services, the services will be under the general supervision of the Department of Elementary and Secondary Education. The Department of Mental Health shall provide special education and related services for any child who is placed outside of his/her official domicile and is determined to be dangerous to himself or others or is medically fragile. Special education and related services for children who reside in public and private institutions shall be provided in the least restrictive environment.

Technical Assistance and Training Activities (34 CFR 300.119)

The Department of Elementary and Secondary Education will conduct the following activities to ensure that teachers and administrators in this agency 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:

- A. distribution of state and federal laws and regulations pertaining to special education;
- B. monitoring of this agency to determine compliance with the least restrictive environment provisions;
- C. training/workshops for this agency's personnel provided prior to and following monitoring activities regarding least restrictive environment provisions;
- D. technical assistance as may be requested by this agency relative to the implementation of LRE provisions; and,
- E. collaboration with the State Parent Information and Training Center as requested.

Monitoring Activities (34 CFR 300.120)

The Department of Elementary and Secondary Education monitors this agency, including the requirements for the least restrictive environment through the following procedures:

- A. an annual review of this agency's count of children with disabilities and placement data;
- B. investigation of any child complaint filed;
- C. periodic monitoring of this agency to determine appropriate implementation of policies and procedures; and,
- D. review, approval, and subsequent verification of any corrective actions required of this agency with respect to violations of least restrictive environment requirements.

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

- A. shall review the agency's justification for its actions, and
- B. shall assist in planning and implementing any necessary corrective action.

4. TRANSITION OF CHILDREN FROM PART C SERVICES TO PART B SERVICES

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 (this Responsible Public Agency) services for children with disabilities at age three. For the purposes of transition of children from Part C services to Part B services, this agency will follow the State Regulation for Implementing Part C of IDEA.

Part C State Regulation is incorporated herein by reference. This agency ensures that it will follow that regulation.

See Part C State Regulation for Implementing the IDEA, General Provisions, Section F, Transition to Preschool Programs.

V. PROCEDURAL SAFEGUARDS/DISCIPLINE

The following statements reflect the policy which the Missouri Department of Elementary and Secondary Education has established to ensure procedural safeguards for all parties involved in the education of students with disabilities (Sections 162.945, 162.950(1)(2), 162.955, 162.961(1)(2)(3)(4)(5), 162.962(1)(2), 162.963(1)(2), 162.997(1)(2), 162.998(1)(2), and 162.999(1)(2)(3)(4)(5)(6)(7)(8), RSMo).

1. OPPORTUNITY TO EXAMINE EDUCATION RECORDS/PARENT PARTICIPATION IN MEETINGS

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

This agency shall provide proper notification to ensure parents have the opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of the student and the provision of a free appropriate public education to the 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 this agency's personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

The IEP team determines the educational placement for each child with a disability.

2. INDEPENDENT EDUCATIONAL EVALUATION (IEE)

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

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

The right to an independent educational evaluation assures:

- A. that upon requesting an IEE, information about where an independent evaluation may be obtained and this agency's criteria applicable for independent educational evaluations will be given to parents.
- B. that parents have the right to an independent evaluation at public expense for any agency evaluation with which the parents disagree. If a parent requests an IEE at public expense, however, this agency must, without unnecessary delay, either file a due process hearing as described in Regulation V. to show that the 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 decision is that the evaluation is appropriate, the parents still have the right to an independent educational evaluation, but not at public expense.

- 1) Public expense means that this agency either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent.
- C. that parents cannot be required to notify this agency prior to obtaining an independent evaluation at public expense. However, it is reasonable for the agency to request notification before such an evaluation is conducted. Likewise a parent cannot be required to explain why they object to the public evaluation, but it is reasonable for the agency to ask why.
- D. that if this 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 will be based on:
- 1) the qualifications and locations of the evaluators; and,
 - 2) the cost of the evaluation.

This agency may only impose limitations on the cost of an IEE if this agency uses those same limitations when conducting an evaluation. If this 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 child's unique needs and other unique circumstances, be obtained within those cost limitations. If the cost of an IEE at public expense exceeds this agency's cost limitations, this agency will either:

- (a) initiate a due process hearing or
 - (b) pay either the full cost of the IEE.
- E. that if this 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 parents to choose from among qualified professionals in the area and will result only in the elimination of excessive fees. The policy specifies that this agency will pay the fee for the independent evaluation up to the maximum established. Additionally, the policy anticipates that a student's "unique circumstances" may justify an evaluation that exceeds the allowable cost criteria.
- F. that if this 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.
- G. except for the location of the evaluation and the qualifications of the examiner, this agency may not impose conditions or timelines related to obtaining an independent educational evaluation at public expense. These criteria for IEEs at public expense must apply equally to the agency's own evaluations and exceptions for unique circumstances must be considered.

- H. that a parent is entitled to only one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parents disagrees.
- I. that the results of an independent evaluation obtained by the parents at private expense (or private expense if shared with the agency by the parent):
 - 1) will be considered by this agency if it meets agency criteria in any decision made with respect to the provisions of a free appropriate public education to the student; and,
 - 2) may be presented as evidence at a due process hearing under this subpart regarding that student.
- J. that the cost of an independent evaluation will be at public expense if a hearing officer requests an independent educational evaluation as part of a due process hearing.

3. WRITTEN NOTICE

Written notice will be given to parents a reasonable time before the agency initiates or changes the identification, evaluation, educational placement, or the provision of a free appropriate public education of the student or refuses to initiate or change the identification, evaluation, educational placement, or the provision of a free appropriate public education of the student. The notice will 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, this agency shall ensure the following:

- A. that the notice is translated orally or by other means to the parents in their native language or other mode of communication;
- B. that the parents understand the content of the notice; and,
- C. that there is written evidence that those requirements have been met.

Content of Notice

The written notice sent to parents by this agency shall contain the following:

- A. a description of the action proposed or refused by this agency;
- B. an explanation of why this agency proposes or refuses to take the action;
- C. a description of each evaluation procedure, test, record, or report this agency used as a basis for the proposal or refusal;
- D. a statement that the parents of a child with a disability have procedural safeguards protection and the means by which a copy of the description of the procedural safeguards can be obtained;
- E. sources for parents to contact to obtain assistance in understanding their procedural safeguards.
- F. a description of any other factors which are relevant to this agency's proposed or refused action; and,
- G. a description of other factors that are relevant to the agency's proposal or refusal.

4. PROCEDURAL SAFEGUARDS NOTICE (34 CFR 300.504)

A copy of the state approved procedural safeguards available to the parents of a child with a disability shall be given to parents only one (1) time a school year, except that a copy also shall be given to the parents:

- A. upon initial referral or parental request for evaluation;
- B. upon receipt of the first due process complaint and upon receipt of the first child complaint in the school year;
- C. upon a disciplinary change of placement; and,
- D. upon request by the parent.

The procedural safeguards notice must include a full explanation of all of the procedural safeguards relating to independent educational evaluation; 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 child's placement during dependency of due process proceedings; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parents of children 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.

5. PARENTAL CONSENT (34 CFR 300.300)

Parental Consent for Services

This agency is responsible for making FAPE available to a child with a disability and must obtain informed consent from the parent of the child before the initial provision of special education and related services to the child. This agency must make reasonable efforts to obtain informed consent from the parent for the initial provision of special education and related services to the child. Procedures for reasonable efforts required are the same as parent participation in IEP meetings.

If the parent of a child fails to respond or refuses to consent to services, this 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 child.

If the parent of a child refuses to consent to the initial provision of special education and related services or the parent fails to respond to a request to provide consent for the initial provision of special education and related services, this agency will not be considered to be in violation of providing FAPE to the child for the failure to provide the child with the special education and related services for which the agency requests consent. This agency is not required to convene an IEP Team meeting or develop an IEP for the child for the special education and related services for which the agency requests such consent.

Parental Consent for Reevaluations

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

Other Consent Requirements

Parent 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 children unless, before administration of that test or evaluation, consent is required of parents of all children.

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

Definition of “Efforts”

Consent is not necessary for any subsequent placements and consent for reevaluations need not be obtained if this agency can demonstrate that it made reasonable efforts to obtain consent and the parent failed to respond. “Reasonable efforts” include a minimum of two (2) attempts documented, such as: 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 work place and the results of those visits. Neither may lack of consent after the initial evaluation or the initial placement be a cause for denial of any other service, activity, or benefit of the agency.

Parent consent means that the:

- A. parent 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;
- B. parent 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) which will be released and to whom; and,
- C. parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time; however, if the parent revokes consent, that revocation is not retroactive.

Parental Revocation of Consent (34 CFR 300.9 and 300.300)

A parent may unilaterally withdraw a child from further receipt of special education and related services by revoking their consent for the continued provision of special education and related services to their children. This agency may not, through mediation or a due process hearing, challenge the parent's decision or seek a ruling that special education and related services must continue to be provided at to the child. Parental revocation of consent must be in writing.

Upon receipt of the parent's written revocation of consent, this agency:

- must provide the parent with prior written notice before ceasing the provision of special education and related services
- will not be considered in violation of requirement to make FAPE available to the child because of the failure to provide the child with special education and related services
- is not required to convene an IEP team meeting or develop an IEP for the child
- is not required to amend the child's education records to remove any references to the child's receipt of special education and related services

6. ADMINISTRATIVE HEARING RIGHTS

Mediation (34 CFR 300.506)

The Department of Elementary and Secondary Education makes mediation available to allow parents and responsible 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.

A. Process

The parties must agree to mediate and mutually agree on a mediator from the trained mediator list maintained by the Department of Elementary and Secondary Education, Office of Special Education.

- 1) The parties shall notify the Department of the mediator selected and the Department will send a letter empowering them to proceed. Mediators will not be paid if they have not been empowered by the Department.
- 2) Mediation must be scheduled within fifteen (15) days of the selection 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 thirty (30) days of the agreement to mediate.

- 5) Any agreement reached during mediation must be in writing and delivered to each party.
- 6) No more than three (3) 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 this 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 the Department.

B. Mediator Qualifications

- 1) Mediators must be impartial and free of any conflict of interest.
- 2) Mediators shall not be employees of an LEA or 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 LEA solely because he or she is paid by the agency to serve as a mediator.
- 3) Mediators must have a minimum of sixteen (16) hours of training as a mediator.
- 4) Mediators, to be placed on the Department's mediator list, must meet all regulations, requirements, and must agree to be compensated at a rate set by the Department and provide the Department 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.

Filing a Due Process Complaint (34 CFR 300.507)

Parents or this agency may file a due process complaint with the Department of Elementary and Secondary Education, 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 a free appropriate public education to the student.

The due process complaint must allege a violation that happened not more than two years before the date the parent or this 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:

- A. this agency specifically misrepresented that it had resolved the issues identified in the complaint, or
- B. this agency withheld information that it was required to provide under Part B of IDEA.

The Department 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 this agency files a due process complaint.

Due Process Complaint (34 CFR 300.508)

In order to request a due process hearing, a parent or this 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 the Department of Elementary and Secondary Education.

The content of the complaint must include:

- A. the name of the child;
- B. the address of the child's residence;
- C. the name of the child's school;
- D. if the child is a homeless child or youth, the child's contact information and the name of the child's school;
- E. a description of the nature of the problem of the child relating to the proposed or refused action, including facts relating to the problem; and,
- F. a proposed resolution of the problem to the extent known and available.

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

Administrative Hearing Commission to Process and Hear the Complaints

Within two (2) 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.

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 this agency) notifies the Administrative Hearing Commission and the other party, in writing, within fifteen (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 (5) calendar days of receiving the notification that the receiving party (parent or this agency) considers a due process complaint insufficient, the Administrative Hearing Commissioner must decide if the due process complaint meets the requirements listed above and notify the parent and this agency, in writing, immediately.

Complaint Amendment

Either party may make changes to the complaint only if:

- A. 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
- B. by no later than five (5) 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 fifteen (15) calendar days of receiving the complaint) and the time period for resolution (within thirty (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 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 who will rule on the request.

Responsible Public Agency Response to a Due Process Complaint

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

- A. an explanation of why this agency proposed or refused to take the action raised in the due process complaint;
- B. a description of other options that the child's individualized education program (IEP) Team considered and the reasons why those options were rejected;
- C. a description of each evaluation procedure, assessment, record, or report this agency used as the basis for the proposed or refused action; and,
- D. a description of the other factors that are relevant to this agency's proposed or refused action.

Providing the information in items A-D above does not prevent this agency from asserting that the due process complaint was insufficient.

Other Party Response to a Due Process Complaint

Except as stated under the sub-heading immediately above, the party receiving a due process complaint must, within ten (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)

The Department of Elementary and Secondary Education has developed model forms to help parties to 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, so long as it contains the required information for filing a due process complaint.

Resolution Process (34 CFR 300.510)

Resolution Meeting

Within fifteen (15) calendar days of receiving notice of a parent's due process complaint, and before the due process hearing begins, this agency must convene a meeting with the parent and the relevant member or members of the individualized education program (IEP) Team who have specific knowledge of the facts identified in the due process complaint. The meeting:

- A. must include a representative of this agency who has decision-making authority on behalf of this agency, and

B. may not include an attorney of this agency unless the parent is accompanied by an attorney.

Parents and this 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 this agency has the opportunity to resolve the dispute. The resolution meeting is not necessary if the parent and this agency agree, in writing, to waive the meeting or if the parent and this agency agree to use the mediation process.

This agency shall notify the Department of Elementary and Secondary Education 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 this agency has not resolved the due process complaint to the satisfaction of the parent within thirty (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 forty-five (45) calendar day timeline for issuing a final decision begins at the expiration of the thirty (30) calendar day resolution period, with certain exceptions for adjustments made to the thirty (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, this agency is not able to obtain the parent's participation in the resolution meeting, this agency may, at the end of the thirty (30) calendar day resolution period, request that the Administrative Hearing Commissioner dismiss the due process complaint.

If this agency fails to hold the resolution meeting within fifteen (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 Commissioner to order that the forty-five (45) calendar day due process hearing timeline begin.

Adjustments to the Thirty (30) Calendar Day Resolution Period

The forty-five (45) day timeline for the due process hearing starts the day after one of the following events:

- A. both parties agree, in writing, to waive the resolution meeting;
- B. after either the mediation or the resolution meeting starts but before the end of the thirty (30) calendar day resolution period, the parties agree, in writing, that no agreement is possible; or,
- C. both parties agree, in writing, to continue the mediation process at the end of the thirty (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:

- A. signed by the parent and a representative of this agency who has the authority to bind the agency, and
- B. 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.

Agreement Review Period

If the parties execute an agreement as a result of a resolution meeting, either party may void the agreement within three (3) business days of the agreement's execution.

State-level Due Process Hearings

- A. 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 has had at least 10 hours of training in 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 the Individuals with Disabilities Education Act.
- B. Hearing Rights: 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, including all evaluations and recommendations based on the offering party's evaluation at the hearing that has not been disclosed to that party at least five (5) 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.

In addition, the parents 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.

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

Hearing Decisions (34 CFR 300.513)

A decision on whether a child received a free appropriate public education (FAPE) must be based on substantive grounds.

In matters alleging a procedural violation, the Administrative Hearing Commission may find that a child did not receive FAPE only if the procedural inadequacies:

- A. impeded the child's right to a free appropriate public education (FAPE);
- B. significantly impeded the parent's opportunity to participate in the decision-making process regarding the provision of a free appropriate public education (FAPE) to their child; or,
- C. caused a deprivation of an educational benefit.

None of the provisions described above can be interpreted to prevent the Administrative Hearing Commission from ordering this 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) can 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

Jurisdiction of the Administrative Hearing Commission ends when the final decision is issued. There are no amendments to the decision permitted.

Findings and Decision to Advisory Panel and General Public

A copy of the written findings and decision shall be mailed to each party and to the State Department of Elementary and Secondary Education (Department). The Department 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 forty-five (45) days of the expiration of the thirty (30) day resolution period or the adjusted time period specified. The decision timeline may be extended upon request of the party/parties and agreement by the Administrative Hearing Commissioner. The Administrative Hearing Commissioner cannot grant an extension without a request from one or both parties.

Site of the Hearing

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

Civil Proceedings (34 CFR 300.516)

Any party aggrieved by the findings and decisions made in a hearing may appeal the decision within forty-five (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 the IDEA judicial review requirements at 34 CFR 300.516 the 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.

Commissioner Qualifications to Hear Due Process Complaints

Hearing Commissioners:

- A. shall not have a personal or professional interest in the matters that are before them which would conflict with their objectivity in the hearing;
- B. shall have an affirmative obligation to seek out any conflict of interest and withdraw from any matter in which a conflict is identified;
- C. shall not have been employed within the last five years by a school district or organization engaged in special education parent or student advocacy.
- D. shall not have performed work for a school district or for a parent or student as a special education advocate within the last five years as an independent contractor or consultant;
- E. shall not have been employed within the last five years by the State Board of Education or Department of Elementary and Secondary Education;
- F. shall not have performed work for the State Board of Education or Department of Elementary and Secondary Education within the last five years as an independent contractor or consultant;

- G. shall not have been party to a special education proceeding as an attorney, parent, or child; and,
- H. 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 at least 10 hours of initial training in special education matters and shall annually complete a minimum of five hours of training.

Hearing Commissioners must have the knowledge and ability to conduct hearings, and to make and write decisions consistent with appropriate, standard legal practice.

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

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

Pre-Hearing Conference

The Administrative Hearing Commission has the option to conduct a prehearing conference.

Administrative Hearing Commissioner Orders

The Commissioner has the authority to take any actions necessary to ensure the compliance with all requirements of the law and may dismiss any or all issues in a due process complaint, with or without prejudice, if the party requesting the hearing fails to comply with an order by the Commissioner or if the party who filed the due process complaint fails to appear at the hearing.

Subpoenas

Parties may request subpoenas for witnesses from the Administrative Hearing Commission in accordance with section 536.077.

Hearing Procedures

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

A. Length of Presentations

The 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 (2) days. Any hearing exceeding two (2) days requires good cause to be shown and must be documented on the record.

B. Exclusions

Evidence and testimony should be excluded if:

- 1) It is documentary evidence that has not been included in the documentary evidence volume, and no good cause has been shown for failure to include;
- 2) It is documentary evidence that has not been disclosed to the opposing party at least five (5) days before the hearing or two (2) days prior to an expedited hearing;
- 3) It is cumulative or irrelevant;
- 4) It represents the legal conclusion of a witness;
- 5) It is speculation on the part of the witness; and/or,
- 6) It is cumulative, irrelevant, or unnecessary testimony or evidence, even in the absence of an objection by any party to the hearing.

C. Responding to Orders

If the Commissioner orders that parties do an act or not do an act, the parties must comply with the order. Objections to orders must be made as part of the record as promptly as possible. The Commissioner has the authority to dismiss an action with, or without, prejudice if the party filing the request fails to comply with an order.

D. Communication with Hearing Commissioners

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

All pleadings must be filed by fax or mail as set forth in the Administrative Hearing Commission Rules.

E. Witnesses

At the request of a party or upon the Commissioner's own motion, the 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.

F. Limitations

The Commissioner may, at his or her 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.

Consolidation of Cases

A. Standards for Consolidation

The Commissioner may consolidate two (2) 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.

B. Request for Consolidation

A party requesting consolidation must serve a written request for consolidation on all parties to the cases to be consolidated and the Commissioners assigned to the cases. Any party objecting to the request must serve and file their objections within five (5) calendar days following service of the request for consolidation.

C. Determination

The Administrative Hearing Commission will rule on the request for consolidation.

Hearing Officer List

The Department shall keep a list of the persons who serve as hearing officers. The list must include a statement of the qualification of each of those persons.

Maintenance of Placement (34 CFR 300.518)

During the pendency of any administrative or judicial proceeding regarding a due process complaint notice requesting a due process hearing, the child shall remain in his or her 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, pursuant to court order.

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

If the decision 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 this agency and the parents for purposes of "stay-put" pending and during judicial appeal.

7. EDUCATIONAL SURROGATES

This agency has established the following for the appointment of an educational surrogate:

Identifying the Need for Appointment

Any person may advise this 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 agency responsible for providing education to students with disabilities or directly to the Department of Elementary and Secondary Education, Office of Special Education.

Process of Appointment

When this agency is informed of a student with disabilities living within its jurisdiction, it shall, within thirty (30) days, determine whether an educational surrogate should be appointed. A request for the appointment of a surrogate shall be made within ten (10) days to the Office of Special Education. The Office of Special Education, on behalf of the State Board of Education, shall, within thirty (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 in Section 162.675, RSMo, when:

- A. the child has no identified parent;
- B. the child has parents who, after reasonable efforts, cannot be located by this agency;
- C. the child 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,
- D. the child is an unaccompanied homeless youth.

Definitions

When determining a child's eligibility to receive a surrogate appointment, 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.

Qualifications for Appointment

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

- A. be at least 18 years of age;
- B. not be an employee of the SEA, this agency or any other agency that is involved in the education or care of the child with disabilities (a person otherwise qualified to be an educational surrogate is not an employee of an agency simply because he or she is reimbursed to serve as an educational surrogate);
- C. not be a contractor of a nonpublic agency that provides only non-educational care for the child;
- D. not be a contractor of this agency;
- E. be free from any personal or professional interest that may conflict with the interests of the student represented; and,
- F. have knowledge and skills that ensure adequate representation of the student.

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

In the case of a child 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 surrogate 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. The Department shall provide the educational surrogate training and may require assistance from this agency to present an effective training session.

This Agency's Responsibilities

Specifically, this agency shall:

- A. designate a staff member who will be responsible for overseeing the educational surrogate program in the district. Unless notified otherwise, the Department will assume that the educational surrogate contact person is the same as this agency's special education director or contact person;
- B. complete and return to the Department a "Determination of Need for Surrogate Appointment" form for each student believed to be eligible for receiving a surrogate appointment;
- C. assist the Department in recruiting educational surrogate volunteers and submit their names and addresses to the Department ;

- D. be available to aid the Department with local educational surrogate training; and,
- E. complete and return to the Department an “LEA Educational Surrogate Evaluation” form for each surrogate serving in this agency.

Duties of the Educational Surrogate

An individual appointed to act as an educational surrogate shall:

- A. complete and return to the Department an Educational Surrogate Application and Verification of Eligibility form;
- B. attend an educational surrogate training session;
- C. 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 child, as well as the provision of a free appropriate public education to the child; and,
- D. notify the agency or the Department 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 his or her representation of a student with a disability. Determination of “reasonable and necessary” expenses shall be made at the discretion of the Department and pursuant to State Office of Administration guidelines. Such expenses do not include attorney fees or child care/babysitting expenses.

Evaluation

The Department will send to this agency an evaluation form to complete for each educational surrogate in which they will recommend the continuation or termination of the surrogate appointment. This agency 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:

- A. the conclusions of the initial educational evaluation indicate that the student does not qualify for receiving special education;
- B. the student's parent or guardian reappears to represent him or her, or wardship is terminated;
- C. the student is no longer in need of special education services;
- D. the student reaches the age of majority;
- E. the educational surrogate fails to fulfill their responsibilities as defined by state and federal regulations; and,
- F. the student graduates and/or reaches age 21.

8. TRANSFER OF PARENTAL RIGHTS AT AGE OF MAJORITY

When a student with a disability reaches age 18, or otherwise is emancipated in accordance with state law, this 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 eighteen (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.

9. DISCIPLINARY ACTIONS/REMOVALS/EXPEDITED HEARINGS

Authority of School Personnel

This agency’s staff 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 child with a disability who violates a code of student conduct.

Ten (10) School Days or Less

This agency may remove a child 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 ten (10) consecutive school days (to the extent such alternatives are applied to children without disabilities) without providing services. This agency may also impose additional removals of not more than ten (10) school days consecutively in that same school year for separate incidents, as long as those removals do not constitute a change of placement. Once a child has been removed from his or her placement for a total of ten (10) school days in the same school year, this agency must, during any subsequent days of removal in that school year, provide services to the extent required below under the subheading “Services.”

Long Term Suspension

If this agency seeks to order a change in placement that would exceed ten (10) school days consecutively and the behavior that gave rise to the violation of the school code

is determined not to be a manifestation of the child's disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner and for the same duration in which the procedures would be applied to children without disabilities, except services must be provided to ensure the child receives a free appropriate public education, although it may be provided in an interim alternative educational setting.

Change of Placement

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

- A. the removal is for more than ten (10) school days in a row; or,
- B. the child has been subjected to a series of removals that constitute a pattern because:
 - 1) the series of removals total more than ten (10) school days in a school year;
 - 2) the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and,
 - 3) of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another; and,
- C. whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the school district and, if challenged, is subject to review through due process and judicial proceedings.

Services

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

This agency is only required to provide services to a child with a disability who has been removed from his or her current placement for ten (10) school days or less in that school year, if it provides services to a child without disabilities who has been similarly removed.

A child with a disability who is removed from the child's current placement for more than ten (10) school days must:

- A. continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP, and

- B. receive, as appropriate, a functional behavioral assessment, a behavior intervention service, and modifications to the IEP that are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for ten (10) school days in that same school year and, if the current removal is for ten (10) school days in a row or less and if the removal is not a change of placement (see definition below), then school personnel, in consultation with at least one (1) of the child's teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

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

Manifestation

Within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, this agency, the parent, and relevant members of the IEP Team (as determined by the parent and this agency) shall review all relevant information in the student's file, including the child'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 child's disability; or, if the conduct in question, was the direct result of this agency's failure to implement the IEP.

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

Determination that Behavior Was a Manifestation

If this agency, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestations of the child's disability, the IEP Team shall conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that this agency had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement. If the child already has such 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 child must be returned to the placement from which the child was removed, unless the parent and this 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 child's disability, this agency's personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for up to forty-five (45) school days, if the child:

- A. carries a weapon (see the definition below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district;
- B. knowingly has or uses illegal drugs (see the definition below) or sells or solicits the sale of a controlled substance (see the definition below) while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district; or,
- C. has inflicted serious bodily injury (see the definition below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district.

On the date on which the decision to take that action is made, the parent must be notified of the decision and provided the Procedural Safeguards statement.

Determination of Setting (CFR 300.531)

The interim alternative educational setting must be determined by the IEP Team for removals that are changes of placement and forty-five (45) school day placements described under special circumstances.

Expedited Due Process Hearing (34 CFR 300.532)

If the parent of a child with a disability disagrees with any decision regarding placement, or the manifestation determination under this subsection, or this agency believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, they may request a due process hearing.

Authority of Commissioner in Expedited Hearings

A qualified Commissioner will hold the due process hearing and make a decision. The Commissioner may:

- A. return the child with a disability to the placement from which the child was removed if the Commissioner determines that the removal was a violation of the

requirements described under the heading **Disciplinary/Actions/Removals/Expedited Hearings**, or that the child's behavior was a manifestation of the child's disability, or

- B. order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

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

Whenever a parent or a school district files a due process complaint to request such a hearing, a hearing must be held, except as follows:

- A. The Department must arrange for an expedited due process hearing, which must occur within twenty (20) school days of the date the hearing is requested and must result in a determination within ten (10) school days after the hearing.
- B. Unless the parents and the school district agree, in writing, to waive the meeting or agree to use mediation, a resolution meeting must occur within seven (7) 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 fifteen (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. Cases re-filed will be assigned the same Hearing Commissioner.

Placement During Appeals (34 CFR 300.533)

When the parent or this agency has filed a due process complaint related to disciplinary matters, the child must (unless the parent and the State Educational Agency or school district agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading **Disciplinary/Actions/Removals/Expedited Hearings**, whichever occurs first.

Protection for Children Not Yet Eligible for Special Education and Related Services (34 CFR 300.534)

Students who have not been identified as disabled may be subjected to the same disciplinary measures applied to children without disabilities if this agency did not have prior knowledge of the disability. If this agency is deemed to have knowledge that the

child was a child with a disability before the behavior that precipitated the disciplinary action, the child may assert any of the protections for students with disabilities in the area of discipline. This agency has knowledge of the disability when:

- A. 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 child; or,
- B. the parent has requested an evaluation; or,
- C. the student's teacher or other school staff has expressed specific concern about a pattern of the student's behavior directly to the director of special education or to other supervisory personnel in accordance with the agency's established child find or special education referral system.

This agency would not be deemed to have knowledge that the child is a child with a disability, if this agency conducted an evaluation and determined that the child was not a child with a disability; or determined that an evaluation was not necessary and provided proper Notice of Action Refused prior to the behavior incident; or, if the parent of the child has not allowed an evaluation of the child pursuant to IDEA or has refused services.

If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation will be expedited. Until the evaluation is completed (assuming this agency is not deemed to have knowledge that the child is a child with a disability prior to the behavior that precipitated the disciplinary action), the child remains in the educational placement determined by the school district, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, this 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

Nothing in this part shall be construed to prohibit this agency from reporting crimes, to appropriate law enforcement and judicial 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 shall ensure copies of the special education and disciplinary records of the child 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).

Definitions

- A. 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)).

- B. Illegal drug means a controlled substance but does not include such 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.
- C. Substantial evidence means beyond a preponderance of the evidence.
- D. 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.
- E. 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)).

VI. LOCAL EDUCATIONAL AGENCY (LEA) ELIGIBILITY

A. GENERAL REQUIREMENTS

1. SUBGRANTS TO LEAs (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 to award subgrants to responsible public agencies as described in 34 CFR 300.705.

2. CONDITION OF ASSISTANCE (34 CFR 300.200)

This 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 the SEA that the responsible public agency has a Board approved local compliance plan that meets each of the conditions in 34 CFR 300.201 through 300.213.

3. CONSISTENCY WITH STATE POLICIES (34 CFR 300.201)

This agency, in providing for the education of children 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:

- a) adopt the State model local compliance plan, in which case the agency does not have to submit its plan to the SEA for approval, OR
- b) 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 the SEA for approval, OR
- c) write a local compliance plan which meets all of the requirements listed above, in which case the agency must submit the plan to the SEA for approval.

4. INFORMATION FOR SEA (34 CFR 300.211)

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

5. HEARINGS RELATED TO LEA ELIGIBILITY (34 CFR 300.221)

It is the policy of the Department to provide a local school district or 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 the Department of Elementary and Secondary Education violate state or federal statute or regulation. The Department shall provide a local school district or public agency with notice of intent to determine ineligibility. That notice shall contain:

- a) a statement of the basis upon which the Department proposes to determine ineligibility;
- b) possible options for resolving the issue;
- c) how the applicant can request a hearing not later than thirty (30) days from receipt of the notice of proposed ineligibility; and,
- d) 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 the Department of Elementary and Secondary Education determines that its action was contrary to state or federal statutes or regulations, which govern the applicable program, the Department of Elementary and Secondary Education, shall rescind its action.

The ruling by the Commissioner of Education or a designee shall be final unless appealed pursuant to Education Division General Administrative Regulations (EDGAR) which provides that notice of appeal must be filed with the Office of the Secretary of Education within twenty (20) days after the applicant receives notice of the decision. 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.

The Department 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.

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

The hearing procedure described in this section will be used when this agency is determined to be unwilling or unable to provide a Free Appropriate Public Education (FAPE) as described in Regulation IV.

B. FISCAL REQUIREMENTS

1. USE OF AMOUNTS (34 CFR 300.202)

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

- a) expended in accordance with applicable provisions of Part B of IDEA;
- b) used only to pay the excess costs of providing special education and related services to children with disabilities, consistent with the excess cost provision of this section;
- c) used to supplement State, local, and other Federal funds and not to supplant those funds;
- d) expended in accordance with this agency's Part B Budget Application; and,
- e) directed 100% towards special education unless otherwise allowed.

2. PERMISSIVE USE OF FUNDS (34 CFR 300.208)

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

- a) *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 child with a disability in accordance with the IEP of the child, even if one or more children will benefit from these services.
- b) *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. This 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:
 - professional development (which may be provided by entities other than local educational agencies) for teachers and other school 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
 - 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 child suspected of having a disability.

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

- c) High cost special education and related services. To establish and implement cost or risk sharing funds, consortia, or cooperative for this agency or for LEAs working in a consortium of which this agency is a part, to pay for high cost special education and related services. In Missouri this is known as the “High Need Fund.”
- d) Administrative case management. This 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 children with disabilities that is needed for the implementation of those case management activities.
- e) Schoolwide Programs under Title I of the Elementary and Secondary Education Act (ESEA) 34 CFR 300.206. This agency 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 this agency under Part B for that fiscal year, divided by the number of children with disabilities in the jurisdiction of this agency, and multiplied by the number of children 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 this agency using Part B funds in a school-wide program, including ensuring that children 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 children with disabilities under the Act.

3. ACCOUNTING AND PAYMENT PROCEDURES

- a) This agency 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.
- b) This agency shall submit payment requests for Part B funds by the required due dates. Payment requests must be based on actual expenditures to date or expenditures that will occur within three days of receiving the funds.
- c) This agency must create a system for tracking Part B funds separately from state/local funds.
- d) Capital outlay purchases with Part B funds must be prior approved by the Department. This includes equipment, construction/renovation and vehicles/buses.
- e) This agency shall submit a final expenditure report (FER) for Part B funds on or before the required due date.
- f) Appropriate records shall be maintained to verify all expenditure of funds received under Part B of IDEA.

4. EXCESS COST (34 CFR 300.202)

- a) This 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).
- b) This 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.
- c) This 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.
- d) Excess costs must be calculated in accordance with 34 CFR 300.16 and may not include capital outlay or debt service.

5. MAINTENANCE OF EFFORT (34 CFR 300.203)

- a) Funds provided to this 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 this agency from local funds below the level of those expenditures for the preceding fiscal year, and
 - must be used to supplement State, local, and other Federal funds and not to supplant those funds as described in 34 CFR 300.202(a)(3).
- b) 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 this 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:

- the voluntary departure, by retirement or otherwise, or departure by just cause, of special education or related services personnel;
- a decrease in the enrollment of children with disabilities;
- 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;

- the termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities; and,
- the assumption of cost by the high cost fund operated by the SEA under 34 CFR 300.704(c).

c) Adjustment to Local Fiscal Effort (34 CFR 300.205)

In any fiscal year for which a district's Federal allocation exceeds the amount the district received in the previous fiscal year, the district 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 this agency exercises the authority to reduce their local effort, the agency must use an amount of 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 agency is using funds under the ESEA for those activities.

If the SEA determines that a responsible 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 local educational agency under section 616, the SEA must prohibit this agency from reducing the level of expenditures for that fiscal year.

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

6. WITHHOLDING OF PAYMENTS

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

C. COMPLIANCE REQUIREMENTS

1. DISPROPORTIONALITY (34 CFR 300.646)

A. 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 local educational agencies (LEAs) with respect to:

1. The identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment;
2. The placement in particular educational settings of these children; and,

3. The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.
- B. In the case of a determination of significant disproportionality with respect to the identification of children as children with disabilities, or the placement in particular educational settings of these children, 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 LEA identified with significant disproportionality to reserve the maximum amount of funds specified under the IDEA to provide comprehensive coordinated early intervening services to serve children in the LEA, particularly, but not exclusively, children in those groups that were significantly over identified; and,
 3. Require the LEA to publicly report on a revision of policies, practices, and procedures described in C.1.B.1. of these regulations.

2. PURCHASE OF INSTRUCTIONAL MATERIALS (34 CFR 300.210)

This agency has, through approved policy, selected the following check marked method of providing instructional materials for children with blind or other print disabilities: (only one should be checked)

This agency will 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.

This agency is not required to coordinate with the NIMAC. If this agency chooses not to coordinate with the NIMAC, this agency must provide an assurance to the SEA that this 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 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.

Nothing in this section relieves this agency of its responsibility to ensure that children 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.

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

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

4. PERSONNEL (34 CFR 300.201)

This agency 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 VI.

Personnel paid in full or in part from Part B funds must be appropriately prepared and trained as outlined in Regulation VI, 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 OMB Circular A-87 with either semi-annual certifications or Personal Activity Reports (PARS).

5. CLASS SIZE AND CASELOADS

Caseloads and Class Size Requirements differ between Early Childhood Special Education (ECSE) and grades K-12. Caseloads for ECSE are mandatory and tied to funding requirements. The standards for grades K-12 are desirable and should not exceed the maximum case load outlined in the Caseload guidance on the Office of Special Education website. Factors to consider when determining caseload for grades K-12 are listed below.

a). Caseloads and Class Size Requirements for Early Childhood Special Education (ECSE)

The number of personnel approved for each district will be based upon a review of the district’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 Center Based Self Contained Classroom	12-22*
Teacher of Integrated Classroom (formerly referred to as Reverse Mainstream. At least half of the children must have an IEP/qualify for ECSE)	12-22*
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	4-12*
Paraprofessional in ECSE Centerbased Self Contained Classroom or Integrated Classroom	12-22*

Position/Full Time Equivalent, <i>continued</i>	Caseload/ Class Size
Paraprofessional in ECSE Severe/Low Incidence Classrooms	4-12*
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

*Based on two half day sessions.

b). Class Size/Caseload Standards for Grades K-Twelve (12)

It is the responsibility of this agency to assign students to classes and monitor student/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 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 highly 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:

- significant cognitive and/or sensory impairments;
- safety;
- mobility;
- personal care;
- behavior;
- medical/health; or,
- other unique circumstances.

Considerations when making staffing determinations include:

- instructional planning time (minimum of 250 minutes per week of instructional planning during the school day is required);
- data collection, observation, assessment, and report preparation;
- consultation and IEP planning with general educators;

- IEP case management;
- IEP Team meetings and meetings with parents;
- age of the children (younger children generally require more assistance with personal tasks such as toileting, dressing, and feeding); and,
- travel time between assignments.

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

- severity of the disability of the students assigned to the classroom;
- ages of students assigned to the classroom;
- range of needs of the students as specified in their IEPs;
- unique needs of the students as specified in their IEPs;
- other duties assigned to the classroom teacher (IEP case management, recess, lunch, etc.); and,
- level of paraprofessional support provided

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

- The ages and grade levels of the students served
- The severity of the disabilities of the students served
- The unique needs of the students as identified in their IEPs
- The number of IEPs managed by the teacher
- Any assessment/evaluation responsibilities of the teacher
- Other duties assigned to the teacher

VII. PRIVATE SCHOOLS

This section applies to children with disabilities who attend private or parochial schools or who are home schooled.

1. CHILDREN PLACED IN APPROVED PRIVATE AGENCIES BY PUBLIC AGENCIES

Responsibility of the SEA (34 CFR 300.146)

The Department of Elementary and Secondary Education ensures that when a child with a disability is placed in or referred to an approved private agency by the state or local education agency, the child is provided special education and related services in conformity with an individualized education program and at no cost to parents. Each child must be provided an education that meets the standards that apply to education provided by the SEA and LEAs and each child has all the rights of a child with a disability who is served by this agency.

Responsibility of this Agency

Local school districts can use Part B funds to pay for services provided by private agencies that have been approved by the State Board of Education. Part B funds cannot be used to pay for services from unapproved private agencies.

2. CHILDREN ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOLS WHEN FAPE IS AT ISSUE

- A. This agency is not required to pay for the cost of education, including special education and related services, of a child with a disability at a private school or facility if this agency made FAPE available to the child and the parents elected to place the child in a private school or facility. However, this agency shall include that child in the population whose needs are addressed consistent with 34 CFR 300.131-300.144 that are outlined in this section.
- B. Disagreements between a parent and this agency regarding the availability of a program appropriate for the child and the question of financial responsibility are subject to the due process procedures.

If the parents of a child with a disability, who previously received special education and related services under the authority of this agency, enroll the child in a private preschool, elementary, or secondary school without the consent of or referral by this agency, a court or a hearing officer may require this agency to reimburse the parents for the cost of that enrollment if the court or hearing officer finds that this agency had not made FAPE available to the child 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 SEA and LEAs.

The cost of reimbursement described in the above paragraph may be reduced or denied if at the most recent IEP Team meeting that the parents attended prior to removal of the child from the public school, the parents did not inform the IEP Team that they were rejecting the placement proposed by this agency to provide FAPE to their child, including stating their concerns and their intent to enroll their child in a private school at public expense, or at least ten (10) business days (including any holidays that occur on a business day) prior to the removal of the child from the public school, the parents did not give written notice to this agency of the information previously described in this section; and if, prior to the parents' removal of the child from the public school, this agency informed the parents, through the notice requirements described in 34 CFR 300.503(a)(1), of its intent to evaluate the child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parents did not make the child available for the evaluation, or upon a judicial finding of unreasonableness with respect to actions taken by the parents.

C. Notwithstanding the notice requirement, the cost of reimbursement:

1) must not be reduced or denied for failure to provide the notice if:

- the school prevented the parent from providing the notice;
- the parents had not received notice; or,
- maintaining the child in this agency placement would likely result in physical harm to the child; 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 child in this agency would likely result in serious emotional harm to the child.

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

Private school children with disabilities means children with disabilities enrolled by their parents in private schools that meet the definition of elementary or secondary school.

Child Find for Private School Children with Disabilities (34 CFR 300.451131)

This agency shall locate, identify, and evaluate all private school children with disabilities, who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district served by this agency.

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

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

The cost of carrying out the child find requirements in this section, including initial evaluations, may not be considered in determining if this agency has met its proportionate share obligation.

The child find process must be completed in a time period comparable to that for students attending public schools in this agency.

This agency in which private, including religious, elementary schools and secondary 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 the State in which the private schools that they attend are located, and home schooled students.

4. LEA REQUIREMENTS TO PROVIDE SERVICES FOR PARENTALLY-PLACED PRIVATE SCHOOL CHILDREN WITH DISABILITIES (34 CFR 300.132)

To the extent consistent with their number and location in each local district, provision must be made for the participation of private school children 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.

This agency shall ensure that a services plan is developed and implemented for each private school child with a disability who has been designated by this agency in which the private school is located to receive special education and related services.

This agency must maintain in its records and provide to the SEA, the following information related to parentally-placed private school children:

- A. the number of children evaluated;
- B. the number of children determined to be children with disabilities; and,
- C. the number of children served.

NOTE: While IDEA does not provide an individual entitlement to such private school students and IDEA compliance requires only that services provided represent a proportionate share as explained below under "Expenditures," school districts need to consider the extent of services required under Missouri law.

Expenditures/Proportionate Share (34 CFR 300.133)

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

For children ages five (5) to twenty-one (21) with disabilities, an amount that is the same proportion of this agency's total subgrant under Section 611(g) of IDEA (K-12 entitlement) as the number of private school children eligible under IDEA ages five (5) to twenty-one (21) who are enrolled by their parents in private, including religious and home, elementary schools, homeschools and secondary schools located in the school districts served by this agency is to the total number of children eligible under IDEA in its jurisdiction ages five (5) to twenty-one (21).

If this 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, this agency must obligate the remaining funds for special education and related services (including direct services) to parentally-placed private school children with disabilities during a carry-over period of one (1) additional year.

In calculating the proportionate amount of Federal funds to be provided for parentally-placed private school children with disabilities, this 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 children eligible under IDEA attending private schools located in this agency. Child find activities may not be charged to the proportionate share obligations.

Reporting Requirements

After timely and meaningful consultation with representatives of parentally-placed private school children with disabilities, this agency must determine the number of parentally-placed private school children with disabilities attending private schools located in the geographic area this agency serves and, including home schooled children, ensure that the count is conducted on December 1, inclusive of each year. The child count must be used to determine the amount that this agency must spend on providing special education and related services to parentally-placed private school children with disabilities in the next subsequent fiscal year.

Consultation (34 CFR 300.134)

To ensure timely and meaningful consultation, this agency or, if appropriate, an SEA, must consult with private school representatives and representatives of parents of parentally-placed private school children with disabilities during the design and development of special education and related services for the children regarding the following:

- A. the child find process, including how parentally-placed private school children suspected of having a disability can participate equitably; and how parents, teachers, and private school officials will be informed of the process;
- B. the determination of the proportionate share of Federal funds available to serve parentally-placed private school children with disabilities, including the determination of how the proportionate share of those funds was calculated;

- C. the consultation process among this agency, private school officials, and representatives of parents of parentally-placed private school children with disabilities, including how the process will operate throughout the school year to ensure that parentally-placed children with disabilities identified through the child find process can meaningfully participate in special education and related services;
- D. a discussion of how, where, and by whom special education and related services will be provided, for parentally-placed private school children with disabilities including a discussion of:
 - 1) the types of services (including direct services and alternate service delivery mechanisms);
 - 2) how special education and related services will be apportioned if funds are insufficient to serve all parentally-placed private school children; and,
 - 3) how and when those decisions will be made; and,
- E. if this agency disagrees with the views of the private school officials on the provision of services (whether provided directly or through a contract) and how this agency will provide to the private school officials a written explanation of the reasons why this 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, this 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, this agency must forward the documentation of the consultation process to the Missouri Department of Elementary and Secondary Education (MDESE).

Compliance (34 CFR 300.136)

A private school official has the right to submit a complaint through the state's child complaint process that this agency:

- A. did not engage in consultation that was meaningful or timely, or
- B. 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 the SEA the basis of the noncompliance by this agency and the applicable private school provisions in this part. This agency must forward the appropriate documentation to the MDESE.

If the private school official is dissatisfied with the decision of the SEA, 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 the SEA. The SEA must forward the appropriate documentation to the Secretary.

Equitable Services Determined (34 CFR 300.137)

No parentally-placed private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school.

Decisions about services to parentally-placed private school children with disabilities must be made in accordance with the consultation process described above (34 CFR 300.134) and the following.

If a child with a disability is enrolled in a religious or other private school by the child's parents and will receive special education or related services from this agency, this agency must initiate and conduct meetings to develop, review, and revise a services plan for the child, and ensure that a representative of the religious or other private school attends each meeting. If the representative cannot attend, this agency shall use other methods to ensure participation by the religious or other private school, including individual or conference telephone calls.

This agency must make the final decisions with respect to the services to be provided to eligible parentally-placed private school children.

Equitable Services Provided (34 CFR 300.138)

The services provided to parentally-placed private school children with disabilities must be provided by personnel meeting the same standards as personnel providing services in this agency, except that private elementary school and secondary school teachers who are providing equitable services to parentally-placed private school children with disabilities do not have to meet the highly qualified special education teacher requirements.

Parentally-placed private school children with disabilities may receive a different amount of services than children with disabilities in public schools.

Each parentally-placed private school child 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 this agency will provide to the child in light of the services that have been determined to be made available to parentally-placed private school children with disabilities.

The services plan must, to the extent appropriate, meet the requirements specified for an IEP with respect to the services provided, and be developed, reviewed, and revised consistent with requirements for IEPs.

The provision of equitable services must be provided by employees of the public agency or through contract by this agency with an individual, association, agency, organization, or other entity. Special education and related services provided to parentally-placed private school children must be secular, neutral, and nonideological.

Location of Services; Transportation (34 CFR 300.139)

Missouri case law and the Missouri Constitution prohibit the provision of services, equipment, and personnel on-site at a child's private school. This agency must determine how and where services will be provided to children with disabilities attending private or parochial schools and could consider the provision at a neutral site.

If necessary for the child to benefit from or participate in the services provided under this part, a private school child with a disability must be provided transportation from the child's school or the child'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 child's home, depending on the timing of the services. This agency is not required to provide transportation from the child's home to the private school. The cost of the transportation may be included in calculating whether this agency has met expenditure requirements.

Due Process Complaints and State Complaints (34 CFR 300.140)

The due process procedures only apply to complaints that this agency has failed to meet the child find requirements.

Any complaint that this agency has failed to meet all other requirements pertaining to private school students must be filed in accordance with the child complaint process. Complaints filed by a private school official regarding these requirements are subject to appeal with the U. S. Secretary.

Funds Cannot Benefit a Private School (34 CFR 300.141)

This agency may not use Part B funds available under Section 611 or 619 of the Act to finance the existing level of instruction in the private school or to otherwise benefit the private school.

This agency must use Part B funds available under Sections 611 and 619 of the Act to meet the special education and related services needs of parentally-placed private school children, 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)

- A. This agency may use funds available under the Act 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 his or her regular hours of private school duties;
 - 2) the services are provided on public school grounds or a neutral site; and,
 - 3) the employee performs the services under public supervision and control.

Separate Classes (34 CFR 300.143)

This agency may not use funds available under the Act for classes that are organized separately on the basis of school enrollment or religion of the children if the classes are at the same site and the classes include children enrolled in public schools and children enrolled in private schools.

Equipment/Supplies/Construction for the Benefit of Private School Children with Disabilities (34 CFR 300.143)

This agency must keep 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 children with disabilities.

This agency shall spend no funds for repairs, construction, or minor remodeling of private school facilities.

LISTED BELOW ARE THE STATUTES OF MISSOURI WHICH PROVIDE A LEGAL BASIS AND SOURCE FOR MISSOURI'S POLICY RELATING TO PRIVATE SCHOOLS:

Article I, Section 7
Article IX, Section 8
Section 162.996