



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 1163		DATE: 4/5/2023
COMMITTEE: Elementary and Secondary Education		
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: ALEX GRIFFIN		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: alex@moempower.org	ATTENDANCE: Written	SUBMIT DATE: 4/4/2023 7:21 PM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.		

My name is Alex and I'm an advocate for children with disabilities. I reside in Boone County. I support this bill because parental consent creates a level playing field for school districts to collaborate in good faith with parents on their child's IEP. Right now, a school district can make a lot of decisions about the child's IEP without parent consent when the IEP is renewed. If a parent disagrees with the changes, they have no choice but to engage in due process hearings or other costly types of lawsuits against the school district. I think a better solution for school, child, and parent is a more collaborative approach to disagreements. When schools and families collaborate and work together as equal participants, there are better outcomes for the student. Better outcomes for the child, result in a child who will have opportunities to achieve their maximum potential. I do not think schools should be able to make unilateral decisions regarding IEPs without at least consulting the parent. For these reasons, I support this bill.



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WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: AMY GOTT		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: pxlranger@gmail.com	ATTENDANCE: Written	SUBMIT DATE: 4/5/2023 3:07 AM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.		

My child would intermittently make progress with his IEP's. When appropriate interventions were put in place & the IEP was followed, the data would reflect it. By the next IEP meeting (usually within two months), those services would be removed, despite my opposition--because he was "making progress." It was usually catastrophic. It didn't just happen once or twice but multiple times--for years. My opinion did not seem to matter--even as a participating & meaningful member of the IEP team. Sped parents know their children--their triggers, their reactions, how they think, their deficits & their strengths--probably more so than most. IEP teams can & do discontinue services that elicit improvement (despite parental protest). Children get transferred to more restrictive environments when the IEP just needs to be followed (or actually shared with staff including paras). There is no recourse for the parent/child but typing out parental concerns & filing due process. Seems extreme & costly over a minor intervention that can make a huge difference between success & failure. This is the sad reality of IEP meetings in Missouri. Parental contribution is easily dismissed--and at the child's expense. There should be an intervention besides disregarded parent concerns & due process. Parents should be able to have some sort of voice in their child's education.



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: ARNIE C. "HONEST-ABE" DIENOFF-STATE PUBLIC ADVOCATE		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: arniedienoff@yahoo.com	ATTENDANCE: Written		SUBMIT DATE: 4/5/2023 11:40 PM
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I am in Support of this Bill and it Intension to provide Parental-Rights.



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WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: ASHLLY BANKS		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: ashlly22683@aol.com	ATTENDANCE: Written	SUBMIT DATE: 4/3/2023 6:34 PM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.		

My name is Ashlly Banks and I'm a parent of a child with disabilities. I reside in Boone County and this bill has the potential for positive, life-long impact for my child. I support this bill because parents currently do not have certain consent rights related to their child's IEPs that are crucial for making sure a child receives an appropriate education. Right now, a school district can make a lot of decisions on the IEP without any type of parent consent when the IEP is renewed. It forces the parent to be marginalized and powerless in these decisions. They have no choice but to engage in a costly dispute situation where they must file for due process hearings or other types of lawsuits against the school district. This causes a very difficult relationship between the teachers and the parents. We hear about the financial capital that is lost in these situations, but what about the emotional capital? Emotional capital refers to the feelings, beliefs, and energy that a school team invests in a student. If a school team invests a significant amount of emotional capital into a student, they expect a positive, successful outcome for that student. This is truly the main reason why educators invest so much of their energy into children. What happens to emotional capital when a due process type lawsuit is filed? Teachers and parents who are involved in due process hearings are profoundly affected by it. Parents report that they become distraught and their trust in the school district is destroyed long-term. Special educators report that it causes severe stress. School administrators reported that over 50% of special educators involved in due process hearings request a transfer out of special education or leave the field of teaching altogether (Pudelski, 2016). The American Association of School Administrators asserts that schools and state governments need to rethink how parents and schools resolve disputes (AASA Executive Summary, 2016). An important, proven prevention strategy is for schools to engage in consensus building approaches where everyone has equal say at the table (Center for Alternatives to Dispute Resolution, 2021). Providing parents with more robust consent procedures would provide that. For these reasons, I support this bill.



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: CARMEN WARD		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: 4/5/2023 12:00 AM
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WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: CAROLINE HINNI		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: caroline.hinni@gmail.com	ATTENDANCE: Written	SUBMIT DATE: 4/5/2023 1:48 PM
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WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: CARRIANNE		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: ckoch@cruselaw.com	ATTENDANCE: Written	SUBMIT DATE: 4/4/2023 2:53 PM
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WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: CHRIS FAUGHN		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: zzfaugc@msn.com	ATTENDANCE: Written	SUBMIT DATE: 4/4/2023 3:12 AM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.		

I support HB 1163 because children need to have the best possible outcomes. I have seen a real difference when my child works with educational professionals who have clinical experience working with disabled children. Parents want parental consent for IEP modifications pursuant to the language in HB 1163.



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WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: CHRISTINA MARY INGOGLIA		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: cingoglia@gmail.com	ATTENDANCE: In-Person	SUBMIT DATE: 4/4/2023 6:08 PM

THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.

Hello Chairman Politt, Committee Members, My name is Christina Ingoglia, and I live in Ballwin, MO in St. Louis County. My 8-year-old daughter, who has a rare genetic syndrome and uses a talker to speak, was told by a mid-Missouri school district that she must be in a special ed, segregated room 100% of her school day. My husband and I fought this—we want our daughter to be integrated in her community, to attend church, go to parks, and be with her peers. She learns so much from other children her age. We hired an advocate, and had an 8-hour IEP across several meetings that eventually led to our daughter being in a reg ed room for most of her days. It was painful to have to justify why my own daughter, a truly bright and funny kid, need not be segregated. Most families do not have the capacity--timewise, financially, or emotionally--that we had to pursue inclusion for our daughter. We were on the verge of filing Due Process, something we had no desire to do. Had the school not eventually compromised, we knew they could implement placing my daughter in a fully segregated room and the only way to stop that would be filing for Due Process. A year later, we decided to relocate to St. Louis for 2 reasons: one was better access to medical care for our daughter, and the second was we wanted better schooling for her as well. I'm so proud and humbled to say that we have found that in Parkway Schools. My daughter spends about 70% of her day in a reg ed 1st grade room at Highcroft Ridge Elementary where she hangs out with her peers, is being academically challenged and learns, and has some fun, too. She recently gave a presentation to her class about her talker for Disabilities Awareness week at her school. We have a wonderful working relationship with all of Lilly's teachers and support staff. Still, it shouldn't take moving 2 hours away within, or even out of, Missouri for any child to receive a free and appropriate public education, and for the school to willingly collaborate. I firmly believe that if parents had to consent to big changes within IEPs, schools would take family and child desires and needs more seriously. Collaboration would be more easily achieved. I say this as the daughter of a retired 3rd grade teacher and the sister of a middle school music teacher. This is not about being against teachers. It's about giving parents some control over the trajectory of their children's educational careers. It's about not having to fight quite so hard for things like inclusion, an educational best practice. Thank you so much.



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WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: CRYSTAL LYNN SICKAL PAYNE		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: cpayne9272014@gmail.com	ATTENDANCE: Written	SUBMIT DATE: 4/5/2023 6:51 AM

THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.

My son has an IEP. He really needs this is place for his diagnosis and to get the education he deserves. I am in support of this bill.



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WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: CYNTHIA RAMSEY		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: cynthiarramsey@gmail.com	ATTENDANCE: In-Person	SUBMIT DATE: 4/4/2023 11:22 AM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.		

I'm writing in support of HB 1163 Parental Consent for IEPs. It seems simple to me that a parent would have to provide express consent for IEP changes since parents must sign to implement an IEP. All schools need this law, not just my district...but here's my personal experience of what we've been through as a result of not having a choice in changes made to my son's IEP. Our son, was diagnosed at 2 yrs old with Autism through the ECHO Autism program of the Thompson Center for Autism at the University of Missouri. Soon after diagnosis, we connected with our local Early Childhood Education Cooperative for services. Soon, our local school district contacted us about an Integrated Preschool where children with IEPs and children without were introduced to formal education and each other. My son thrived in the program and when it was appropriate, he went on to general Pre-School. In February 2020, before the pandemic, the school called an IEP meeting, which was expected. I expected the meeting would go as most do, but I'd had reservations building for several months regarding how and if the IEP was being executed, how and if progress was being tracked, and finally how my son might react to the Kindergarten setting. So, I attended the meeting with several notes and 2 advocates, one was my son's caseworker from Easterseals and the other an advocate from MPACT. We never discussed anything in my notes. I was presented with a document I later learned was called a RED (Review of Existing Data). The multi-page document listed several things my son may or may not be capable of, and the school had entered a response for each. They read through the document aloud, and at the end of each item they would ask if I had anything to add. It became increasingly clear to me that they had done some work ahead of time to prepare and present at this meeting. When they asked for my response, I honestly stated I didn't know what to say. At one point I stopped them from reading and I discussed how I felt blindsided, I asked what the document was, why it was being presented, etc. I was told it was required before he entered Kindergarten. They said he couldn't automatically take his IEP to Kindergarten. This document had to determine *IF* he would have an IEP going forward. I again relayed my confusion, why was I not told, why was I not given opportunity to respond. They said my opportunity to respond was then, now, in the meeting. I said that was not possible. I needed to have time to fully read and understand the document. I needed to research it and the transition to Kindergarten policy that they indicated. I asked for time and was told I could have it. When I specifically asked how soon they needed my response, I was told 30 days. About 2 weeks after this meeting, I had researched and gathered information and emailed the Special Education Coordinator and Principal. I expressed again my concerns for how the RED was presented in the meeting and questions I had about the required transition process. I never received answers to my questions. A couple of days later, I received a certified envelope with signature required. It was a Notice of Action terminating my son's IEP, effective the date of the meeting. Included with the documents was another copy of the RED, but this one had a very small and significant addition. At the bottom of the last page they had typed, "Mother said she has nothing to add". While the words may have been accurate, they

were completely out of context and the decision was served long before the 30 days they had told me. I contacted the advocates who had attended with me that night, asking if I had somehow misunderstood what was said in the meeting, but they confirmed my worst fears. When I reached out to IEP advocates and professionals about possible next steps there were 2 choices: Due Process or do nothing. You likely already know that Due Process is a legal proceeding. Beyond that, we were told that we would likely end up in a lawsuit, because it was my word against the school since Missouri does not require a parent's signature for IEP plans or related documents. All of this could have gone so much differently if my inked signature would have been required. At the least, I would have had time to understand what was happening in the process and BE part of that process. So, that is what it all comes down to for me. A signature was required for me to have documents delivered that told me of the IEP termination, but no signature was required for my response to the RED, the termination or any other IEP documents. This bill is so much more than asking a parent to sign a form. It is safeguarding against miscommunication so that all families have the right and opportunity to advocate for their students. It fosters discussion and communication of the entire IEP team, including the parents, and creates a place for collaboration to best serve the student. Please help Missouri families to have a voice and a place to speak up for their child's IEP by requiring Parental Consent.



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: CYNTHIA RAMSEY		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: 4/5/2023 12:00 AM
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WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: DANIELLE WAGNER		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: daniellekwagner@gmail.com	ATTENDANCE: Written	SUBMIT DATE: 4/4/2023 3:08 PM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.		

I am a single mother to 9 year old special needs triplets. They attend school in Nixa, MO. I am currently fighting for OT services for 2 out of 3 of my kids. I am getting the impression that the lead OT for their school just doesn't have a passion for her job any longer and I have heard that 3 other families are dealing with the same issue. I have numerous doctors as well as out patient therapist that strongly disagree with this woman's want to take services away from my children. As a single mother I feel like I am constantly fighting for every service my children receive. It is 2023 and we should be helping these kids, not taking away from them. These IEP meetings can be very intimidating, it feels like it is you against the school. If you make too many waves as a parent, you feel like the school will punish your children. This is a very sad and scary place to be as a parent. If the school is legally required to provide these services, than I believe every parent has a right to hold them accountable and should be able to require consent. Thanks you for your time



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WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: DIANE DRAGAN		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: dldragan@msn.com	ATTENDANCE: Written	SUBMIT DATE: 4/5/2023 12:35 PM
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Allowing a parent to have meaningful input into changes in their child's IEP is essential. Last year I was put into a position that forced me to file 2 due process petitions for my children to STOP a service that was not effective. I simply asked to end those service minutes as they were not impactful, and I was paying for outside tutoring in that area of need. The school gave me 3 options: 1) decline my children's entire IEP including the services that were helping; 2) have my child forcibly removed from their classroom to attend the services I did not agree to; or 3) file Due Process. I chose option 3. The case resulted in a settlement where rather than the school simply ending the services I did not agree to, they were forced to end the services AND pay for my outside tutoring along with my attorney's fees and the district attorney's fees. It was ridiculous that I could not stop an ineffective service without consent from the school or filing a lawsuit. As someone who routinely advocates for other families, it is extremely common for the school to bulldoze over parents when they have no incentive to compromise on services, minutes, programming, etc. Please consider passing this legislation.



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WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: ELISE MOORE		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: elise.olivia@gmail.com	ATTENDANCE: Written	SUBMIT DATE: 4/4/2023 7:00 PM

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I have an autistic son that receives early intervention services and is starting the IEP process. I want to have a day in his services. Parental consent on IEPs should be required.



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WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: HEATHER HARRISON		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: rh_harrison08@hotmail.com	ATTENDANCE: Written	SUBMIT DATE: 4/4/2023 11:02 AM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.		

I am in support of HB 1163. I have three children with IEPs. The best way to implement an IEP is when the schools and parents can be on the same page and have open communication. Parents should have a right to consent if changes are being made to the IEP because parents know their children best, both medically and academically. I know what my children are capable of and I feel that sometimes the schools will do what works best for them due to scheduling purposes and staffing and not what is best for the child. For example, I had requested my daughter's teacher be changed to a different one due to my daughter not working well with that particular educator. There is more than one sped teacher. They responded with that teacher isn't available due to her class load. I feel that kids can be shifted to make that work. It's important that the child and teacher are able to bond, especially, when they have limited speech or are nonverbal. Another example is when I requested a specific goal to be in the IEP, their response was we will still work on it, it just wont be a goal in her IEP. If its not in her IEP, data will not be collected on that skill that I'm requesting her to work on, which means I won't be able to see her progress. Also, when changes are made within the IEP without the parents knowing, it can cause a child with autism to have more behavior problems. I know my son struggles with change and if he isn't prepared for his schedule to change it could mean he has to come home for the day due to change in routine. People with autism thrive on routine. Parental Consent will open the doors to better advocate for their children.



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: JEANETTE THOMAS		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: nettdawn62@gmail.com		ATTENDANCE: Written	SUBMIT DATE: 4/4/2023 6:22 PM
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WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: JENNIFER KOCHER		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: jenkocher@gmail.com	ATTENDANCE: Written	SUBMIT DATE: 4/5/2023 11:04 PM
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As a parent of a person with a disability in the Kirkwood School District, I am in favor of this bill. By requiring parental consent for changes to the Individualized Education Program, the law would encourage collaboration by disparate members of the IEP Team. I know that collaboration between various parties is difficult and counterproductive, having had experience as the parental member of an IEP Team that had multiple parties from Kirkwood School District and the Special School District of St. Louis County. Research has shown that collaboration is important to outcomes, and better outcomes benefit everybody.



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: JESSICA HUFF		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: huff.jessica@gmail.com		ATTENDANCE: Written	SUBMIT DATE: 4/5/2023 12:13 PM
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As a parent of two students with IEPs, I've learned that IDEA, the law of the land since 1975, is almost always enforced by parents when schools are not following it's guidelines. Any way we can lessen this burden for parents would be beneficial, and that's what I believe this bill does. I am strongly in favor.



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WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: JONI JAY		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: joniannjay@gmail.com	ATTENDANCE: Written	SUBMIT DATE: 4/5/2023 1:52 PM
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Please support Parental Consent for IEPs. Parents need to be able to approve or disapprove what is done with our special needs children. We have a 14 year old with multiple disabilities. We are the consistent and know what has worked and has not. The teams change yearly, and they often try the same things that have Bern unsuccessfully tried before, resulting in continued failures. This bill would provide a vehicle for ensuring parents are closely involved in decisions and steps are not taken without parental consent. In our experience, the team chair may say "the team has agreed" to something on the iep, when in reality the parents disagree. This bill provides parents with leverage to ensure that decisions are truly collaborative and not unilateral.



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 1163		DATE: 4/5/2023	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: JULIA CHANEY FAUGHN		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: berettajulia@hotmail.com	ATTENDANCE: In-Person		SUBMIT DATE: 4/3/2023 9:47 PM
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In support of HB 1163.



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 1163		DATE: 4/5/2023
COMMITTEE: Elementary and Secondary Education		
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: JULIA CHANEY FAUGHN		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: jchaneyfaughn@cruselaw.com	ATTENDANCE: Written	SUBMIT DATE: 4/3/2023 9:36 PM
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I support HB1163. This bill keeps children safer and in better educational placements. Parents want the best for their children and far too many children are not receiving the education with the needed staffing ratios and special education services per an IEP. Parental consent matters for the safety of our children. Parental consents matters so that children have the best evidence based outcomes. Additionally I believe this bill is fiscally responsible in that school districts will spend less on attorney fees.



MISSOURI HOUSE OF REPRESENTATIVES
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COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: JULIE CHANEY FAUGHN		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: 4/5/2023 12:00 AM
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MISSOURI HOUSE OF REPRESENTATIVES
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TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: KAYCE MACHINO		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: 4/5/2023 12:00 AM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 1163		DATE: 4/5/2023
COMMITTEE: Elementary and Secondary Education		
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: KIM LINHARES		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: mcnmom0721@gmail.com	ATTENDANCE: Written	SUBMIT DATE: 4/5/2023 8:31 PM
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I am a parent of a three children. I am in support of HB 1163.



MISSOURI HOUSE OF REPRESENTATIVES
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COMMITTEE: Elementary and Secondary Education		
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: KRISTIN REHG		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: kristinrehg@yahoo.com	ATTENDANCE: Written	SUBMIT DATE: 4/5/2023 12:34 PM
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When a student has disabilities, a team consisting of the parents or guardians, teachers, administrators, specialists, and school psychologists work together to develop an IEP (Individualized Education Program) for the student. Parents or guardians must sign the IEP so that it can go into effect. After the IEP is implemented, the school can make changes at any time. While developing the IEP should be a collaborative effort, there are times the parents or guardians do not agree with what the school decides to change. They may choose not to sign it, but it still goes into effect after ten days. Parents or guardians have only ten days to file due process to stop the amended IEP from being implemented. Some states have passed laws requiring parental consent for changes made to the IEP. By making sure all parties are in agreement, this law encourages collaboration by the IEP team.



MISSOURI HOUSE OF REPRESENTATIVES
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COMMITTEE: Elementary and Secondary Education		
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: LARA WAKEFIELD		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: wakefieldconsultationservices@gmail.com	ATTENDANCE: Written	SUBMIT DATE: 4/4/2023 1:42 PM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.		

Dear Committee, My name is Dr. Lara Wakefield and I'm a private practice advocate for children with disabilities and I live in Boone County. I have over 400 clients who have children with IEPs. I support this bill because parents currently do not have certain consent rights related to their child's IEPs that are necessary for making sure their child receives an appropriate education. This bill would provide those desperately needed rights. Ten other states have adopted this language in to their laws already. Currently, my clients are forced into situations in their child's educational programming and have no way to fight it, unless they file a due process or other type of legal action against the district. Most of my clients can't afford to do this and so they get bullied into accepting very restrictive placements where there are less qualified staff or uncertified staff in several instances! They were placed in a school that had wooden seclusion boxes where their children were locked into daily. If they would have had the parental consent provisions in this bill, the parents would have had the power to not consent to these placements. Instead, they had to file lawsuits which have been in the courts for 3 years now. As Missouri grows in its ability to ensure that parents have more say in their child's education, this bill would be in alignment with that movement. Parents would finally have a voice in certain proposed changes in their child's IEP. They would have equal decision-making power as the school staff. When schools and families collaborate and work together as equal participants, there are better outcomes for the student. It would be a much better investment in our children's futures to have the parental consent provisions proposed in this bill, than to continue the current path where parents are either left without a voice or forced to file a lawsuit. For these reasons, I support this bill. Thank you, Lara Wakefield



MISSOURI HOUSE OF REPRESENTATIVES
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TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: LUKE BARBER		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: luke.t.barber@umsl.edu	ATTENDANCE: Written	SUBMIT DATE: 4/5/2023 1:14 AM
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I support this bill with Modification. While Parental Consent is okay ... True consent should come from Students with disabilities when they are able to understand and have the knowledge about their rights and responsibilities. We often know ourselves best. As a Student with a Disability , My parents thought they knew what was best for me ... But there were times I knew myself better than they did . I knew I needed certain supports and things to function as well as what I wanted to do after High school. While not everything will work out , often learning by trial and error I eventually figured out what would work for Post Secondary(after Highschool graduation) . While my Transitional IEP had the Classic Stereotypes - Not Cut out for College or Not Employable ... These have been proven wrong . Therefore for those of the Transitional Age (16+) Student Sign off should also be required.



MISSOURI HOUSE OF REPRESENTATIVES
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TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: MANDY NOLAN		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: 4/5/2023 12:00 AM
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MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

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TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: MARGARET HORN		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: maggielauber@gmail.com	ATTENDANCE: Written	SUBMIT DATE: 4/5/2023 1:28 PM
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As a parent of children who have Individual Education Plans I feel it is super important to include families in the process. Families are the ones who keep track of all of the child's medical, educational and school related evaluations and information. This has come in handy when our kids have moved from elementary school to middle. We know what services have worked and which ones were not right for our children. By not including parents/families in the IEP process you miss out on key team members with specific and individualized information about the child. Without parents present an IEP loses the "I" or individualized attention necessary to make appropriate decisions about the child.



MISSOURI HOUSE OF REPRESENTATIVES
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TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: MICHELLE RIBAUDO (SON ANDY)		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: 4/5/2023 12:00 AM
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MISSOURI HOUSE OF REPRESENTATIVES
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TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: MIKE AND MARY FITZGERALD		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: mfitzgerald1809@yahoo.com		ATTENDANCE: Written	SUBMIT DATE: 4/5/2023 2:47 PM

THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.

Representatives, April 5, 2023 We are writing in support of HB 1163, Parental Consent for IEP. Mary is a former special educator in rural Missouri and in Illinois. Mike is a freelance journalist. All three of our sons are neurodivergent. Our youngest son, a high school sophomore, has an Individualized Education Plan, or IEP. This is a plan or program set up to ensure that a child who has a disability is identified under federal law and can attend an elementary or secondary educational school to obtain specialized instruction and related services. We live in Kirkwood. Our son is a virtual student at home because we do not consider our local public high school safe for him, while the school district has so far failed to follow his IEP. With this petition, we as parents are seeking to level the playing field when it comes to IEPs. You see, when we as parents enter an IEP meeting, we are outnumbered by district staff. Of those staff present, most might have only just met our son, while others in the room may only have taught him for a few months. If we're lucky, then some have provided therapy to him in school for several years. But the fact remains that my husband and I and, most of all, our son are the only true experts on his needs and his future college plans. During the evaluation and special education process, parents have many legal rights and protections, including Informed consent. Before the school can take certain actions, it must inform us and get our written consent. However, what many parents, including us, have experienced are unfair tactics that benefit the school district: the use of complex language, the concealment of educational options, and the denial of appropriate supports and related services that our son is entitled to receive under the law. In our experience, these meetings are like a card game where we only hold one card. The school district knows the complicated rules and holds the rest of the cards. The district uses the complicated system to deny our son the related services and supports to enable him to learn grade-level work. In Missouri, the special education system is stacked against parents, ensuring that most of the time their kids end up with the losing hand. Missouri loses because our kids with disabilities then become adults without the skills to enter college and trade schools, find good jobs, pay taxes and lead lives defined by independence, purpose and dignity. As it stands now in Missouri, parents and students do not have power in IEP decision-making. There have been times when we disagreed with the IEP plan and the district refused to consider our concerns. To redress this imbalance, we would have to hire a lawyer and go to due process to get the changes needed. This puts an undue financial burden on families. It also creates an adversarial relationship that destroys relationships, hurting the IEP team. The IEP process becomes a power struggle. When parents have had to take this step, some districts have responded by retaliating against the parents, the student and their siblings, denying services. We have personally experienced this, including post-traumatic stress disorder arising from school-based trauma. What if parents had the right to consent in IEP decisions? Districts would then work harder to provide informed consent by using plain language to explain our rights and responsibilities. The parents and students would be fully informed decision-makers in every step of the process from initial evaluation to IEP. What if the district

were more transparent about choices? We parents and students would then be equal decision-makers in the meetings about inclusion and class placement. We think it would be more likely that decisions would be made in the best interest of students, because now their voices would also be respected. Students would then have the opportunity to learn self-advocacy at an early age and the IEP process could finally be centered on the one person that matters most — the student!

We live in St. Louis County. Our local district, Kirkwood, works with the Special School district to provide a free and appropriate education. The Special School District is a huge bureaucracy serving 22 partner districts with an annual budget in 2022 of nearly \$500 million — by far the largest budget of any Missouri school district. During the last SSD Board of Governors meetings, SSD was asked to operate at a deficit for several years because they had saved too much money. How was that possible? From our conversations with many parents countywide, and our own personal experience, we believe it is due to SSD denying initial evaluations, re-evaluations and related services, and reducing the scope and quality of services even when they are approved. Last September, the SSD administrator denied my son the right to a re-evaluation in all areas to prepare for the IEP and to document the need for accommodations for community college. In that meeting, known as a Review of Existing Data, or RED meeting, we were out-voted by SSD. We had to then request an Independent Educational Evaluation, or IEE. We were told we wouldn't receive the evaluation report until May, a full eight months after the initial RED meeting. We needed the math testing results to advocate for appropriate math instruction for this current year consequently he is not taking a math course this year. SSD's attempt to save money by denying evaluations means our son will need an extra year of high school. In conclusion, we are asking that you give parents consent, and that you give our kids both a voice and a choice in their educational futures. Districts will then have to do better to provide a free and appropriate education and support for students with disabilities. We will have stronger IEP teams because parents and students will have a real seat at the IEP table!

Thank you for your time and attention. Sincerely, Mary and Mike Fitzgerald



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 1163		DATE: 4/5/2023	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: MILDRED CHANEY		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: mildredsuechaney@yahoo.com		ATTENDANCE: Written	SUBMIT DATE: 4/5/2023 3:57 AM
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MISSOURI HOUSE OF REPRESENTATIVES
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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: PAUL COVINGTON		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: 4/5/2023 12:00 AM
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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: REBECCA UCCELLO		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: Piximama2010@gmail.com	ATTENDANCE: Written		SUBMIT DATE: 4/5/2023 6:46 AM

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I support this bill because parents need to be an integral part of the IEP process and the team.



MISSOURI HOUSE OF REPRESENTATIVES
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TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
REGISTERED LOBBYIST:			
WITNESS NAME: ROBYN SCHELP		PHONE NUMBER: 660-441-3260	
REPRESENTING: KIDS WIN MISSOURI		TITLE: DIRECTOR OF POLICY AND ADVOCACY	
ADDRESS: 3909 SHERMAN CT			
CITY: COLUMBIA		STATE: MO	ZIP: 65203
EMAIL: rschelp@kidswinmissouri.org	ATTENDANCE: In-Person	SUBMIT DATE: 4/5/2023 7:55 AM	

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Kids Win Missouri supports HB 1163 and we appreciate Rep. Peter's leadership in supporting Missouri's students with disabilities. Kids Win Missouri believes that the IEP/504 plan process should be a collaborative process between all the members of the IEP team, including teachers, administrators, parents, and the student. Under current law, a school district is able to strip services or change the placement of a student against the will of the parent, guardian, or student. When there is a disagreement, there should be time and effort made to seek an agreement that is in the best interest of the student. It is important to note that this bill does not remove all decision making power from the school district. It simply creates a more collaborative process. Parental consent is not required for all changes to the IEP/504 plan. Also, the district has the ability to seek mediation or due process when all attempts to come to an agreement are exhausted and the district does not want to continue the existing service or placement.



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TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: TARA ARNETT		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: taraearnett@gmail.com	ATTENDANCE: Written	SUBMIT DATE: 4/4/2023 2:08 PM
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My son has autism and is in a self-contained program in Columbia Public Schools. When he was placed in the programming he is in, I honestly didn't agree with it. But there was no recourse for me to fight that. My only option is a due process fight that would cost me thousands of dollars, likely into 5 figures. I previously have lived in fear that my son could be placed in a program outside of our public school district because of his diagnosis. I have seen several of his peers along the way placed in these buildings. None of them end well and in fact, I know of several that are no longer in the public school system because of this. There is no recourse for these parents except a very expensive due process case where nothing is guaranteed. There is no collaboration with parents when these placement changes are made. It's dropped on our laps and there is no choice except accepting the placement, withdrawing from school or filing a stay put motion within 10 days - which means you have only 10 days to find representation and payment options for this representation. It simply stacks the cards against parents and students and gives schools way too much power without any need for any collaboration. I hope that you will vote in favor of support of this bill.



MISSOURI HOUSE OF REPRESENTATIVES
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TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: TERESA L SCOBEE		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: teresascobee@gmail.com	ATTENDANCE: Written	SUBMIT DATE: 4/4/2023 9:54 AM

THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.

Thank you for reading my testimony: We have eight children. Four are grown and gone, four still in public school and three of them have IEP's. In previous IEP meetings, I'd sit in a meeting room with a minimum of six teachers and administrators. They say we were a "team" but really, they were a team and I was an observer. The meetings were not collaborative. They'd talk about the IEP in their vernacular and when I asked questions and/or voiced concerns they'd say "we will consider it." In the end, many of my requests were considered but denied and they have the final say in IEPs. They have the power to move forward with their plan despite a parent's concerns/objections. Our son was repeatedly restrained and locked in the school's SAFE ROOMS. He repeatedly urinated, defecated and disrobed in those rooms because he was so stressed out with their "professional" methods. When I asked them to allow me to come to the safe room to help him calm they refused and made me wait in the office saying school policy prohibited me from entering school grounds. When I tried to tell them how to help my son, my voice meant nothing because my signature on the IEP meant nothing. They could still do as they deemed appropriate. IEPs are written in legalize and not in plain language for the majority of parents to understand. After years of working with IEPs I still don't understand it fully and wish someone would rewrite it but that's another story and another bill. We ultimately had to hire an advocate before we saw change for the better. But thousands of parents don't know how to get help from advocates and they are left to fend for themselves. I hope no parent ever has to go through what my son and our family went through. The school consistently tells me I should listen to them because they are the professionals. Well, after eight kids I'm an extremely knowledgeable parent who understands my children's needs and the strategies that work to help keep them calm so they can learn. We need the schools to hear our voice. We will not truly be an "IEP team" until we have equal say in our children's IEPs. Please help us gain true and just IEP team status by voting in favor of this bill! Thank you!



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WITNESS NAME			
REGISTERED LOBBYIST:			
WITNESS NAME: TRACEY BLOCH		PHONE NUMBER: 865-230-0177	
REPRESENTING: MISSOURI DISABILITY EMPOWERMENT FOUNDATION		TITLE:	
ADDRESS: 1408 KEAGAN COURT			
CITY: COLUMBIA		STATE: MO	ZIP: 65203
EMAIL:	ATTENDANCE:	SUBMIT DATE: 4/5/2023 12:00 AM	
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WITNESS NAME			
REGISTERED LOBBYIST:			
WITNESS NAME: TRACEY BLOCH		PHONE NUMBER: 865-230-0177	
REPRESENTING: MISSOURI DISABILITY EMPOWERMENT FOUNDATION		TITLE: DIRECTOR OF LEGISLATIVE ADVOCACY	
ADDRESS: 1408 KEAGAN CT			
CITY: COLUMBIA		STATE: MO	ZIP: 65203
EMAIL: tracey@moempower.org	ATTENDANCE: In-Person	SUBMIT DATE: 4/4/2023 8:35 PM	

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My name is Tracey Bloch and I want to thank you for taking the time to hear from me today as I speak on behalf of Missouri Disability Empowerment Foundation and the families we serve. To build upon what Representative Peters has already said, there are many districts where parents already have collaboration, and they serve as an active participant in finalizing the IEP for their child. When mid-year changes need to be made, the parents are notified, and agreement is sought. I personally have two children with IEPs and have never faced a situation where a change was made without a conversation where we look at all the options and work together to choose the best one for my children. I cannot imagine having it any other way. Unfortunately, that is not how it works for all schools. My organization has been inundated for years with cries for help from parents across the state who were not given the same consideration to be collaborators. They have been notified of a significant change that had nothing to do with their child's needs or achievement. This leaves parents without any veto power and only 10 days before the change is implemented. There are safeguards in place for parents, such as due process or state complaints, but one is very costly while the other focuses on procedural violations, and many parents do not know how to do either one. Last school year, only 15 due process complaints reached a decision and the parent success rate to win the complaint is abysmal. If we can avoid this being the first thing parents do in a disagreement, it would be better for everyone involved. Making the IEP process a truly collaborative effort is an excellent way to make this happen. When a change is proposed, it is written into a document called a Prior Written Notice. At the top of the form is a note saying, "consent is NOT REQUIRED for these actions to be carried out." The middle of the form is where the proposed changes are listed with reasons for the change. At the bottom is a signature box where it again says, "Consent NOT REQUIRED for action to be carried out." I do have the option to sign this form in agreement and waive the 10-day waiting period for the changes to be implemented, but if I do not agree, my non-signature will not matter – the changes will go into place in 10 days regardless of parent objections. So, what about the parent that doesn't agree with the changes or the parent who doesn't understand the process enough to give informed consent no matter how hard the LEA works towards agreement? In situations like this, schools still retain the power to override a parent's non-consent by filing due process against the parent. In the meantime, the new IEP will go into effect with the agreed upon areas in place and the areas of disagreement will remain unchanged until resolution is found. If the hearing officer finds that the change is not a violation of FAPE for that child, then the changes may be made regardless of the parent's non-consent. 10 states already have laws with heightened consent requirements, and it is imperative that Missouri aim to become the 11th.



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 1163		DATE: 4/5/2023	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: CARRIE TURNER		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: cturner216@gmail.com		ATTENDANCE: Written	SUBMIT DATE: 4/4/2023 9:35 AM

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The Federal IDEA law already specifies when IEP consent is required. Parental consent related to special education processes includes upon the initial evaluation for consideration of eligibility when additional information or formal assessment is necessary, consent is required for a student to receive initial special education services, and consent is required for the initial special education placement. Obtaining written parental consent for IEP revisions in the bill (initial placement, annual placement, placement change, removal of a service or services) is extreme. The IEP process, in itself, allows for parent participation and involvement related to the special education programming for the student. The IDEA law focuses on the importance of a student's progress based on his/her special education programming. Based on this bill, parents may want something added to the IEP that is not necessary for the student to make progress on his/her IEP goals (as is the requirement of IDEA). This situation alone may cause the parent to refuse to provide consent for the IEP or for parts of the IEP. This is highly concerning given the requirement for the student to receive a FAPE (Free Appropriate Public Education). It is the district's responsibility to ensure FAPE is in place regardless of the parent's request. This bill, if passed, potentially contradicts federal law, as it relates to FAPE. State law can not conflict with federal law. This bill indicates that only the parts of the IEP that the parents and district agree upon shall be implemented. Thus, the parts of the IEP not agreed upon will not be implemented. Then the student's last IEP will remain in effect in the areas of disagreement. This is not manageable for parents or special education teachers. Instructionally, there needs to be one document driving the programming for the student. It will be extremely confusing to know which IEP to refer to for random parts of the documents. The Department of Elementary and Secondary Education works to create state forms based on laws and regulations. Legislation should not mandate required content on a given form. There is already a form in place for Prior Written Notice, including consent. I have concerns with the bill in relation to students who have significant behaviors. If parents want the student to remain in the general classroom and not access the special education programming and/or services per the special education eligibility and appropriate services, then the parent can refuse to provide consent. In this situation, the student could potentially cause harm to other students and create a classroom environment that is consistently disrupted. If this happens, then the students in this classroom will be significantly impacted both with the potential for physical injury and also will have a lack of learning as instruction will be interrupted regularly. This situation again is concerning. It creates a disruptive environment and also a situation where the student with disabilities may not be receiving a FAPE simply because the parent chose to not provide consent to appropriate programming through the IEP process.



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WITNESS NAME			
BUSINESS/ORGANIZATION:			
WITNESS NAME: DR. KARLA ARNOLD		PHONE NUMBER: 816-217-7479	
BUSINESS/ORGANIZATION NAME: MISSOURI COUNCIL OF ADMINISTRATORS OF SPECIAL EDUCATION		TITLE: DIRECTOR INNOVATION AND LEARNING	
ADDRESS: 4324 NORTHEAST 59TH TERRACE			
CITY: KANSAS CITY		STATE: MO	ZIP: 64119
EMAIL:	ATTENDANCE:	SUBMIT DATE: 4/5/2023 12:00 AM	
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