



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2113</b>		DATE: <b>3/6/2024</b>	
COMMITTEE: <b>Elementary and Secondary Education</b>			
<b>TESTIFYING:</b> <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>AMANDA COOPER</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: <b>amandacooper99@gmail.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/6/2024 6:31 AM</b>	

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

I support HB 2113. When we lived in Wentzville and I was told Nathan would never lose his educational diagnosis of Autism. The school district had an autism specialist and she observed Nathan and attended IEP meetings. Then we moved from Wentzville to Wardsville, MO (outside Jefferson City) because my husband got a new job. Nine days into school we were told the special education director of Blair Oaks called someone at Wentzville and she was going to decrease his minutes based on a phone call to the prior district (this was actually written in Nathan's IEP). We were told minutes could be added back later. Then Covid happened and we had a meeting where the district insisted on cutting minutes again because we went virtual. MPACT could not help us and we had to work with an advocate to get a mediation after the district denied Facilitated IEP request. Nathan did get his compensatory minutes. We decided to do virtual learning for 2 years and in that time Nathan was removed from services after we got a Facilitated IEP and put on a "beefed up" 504 of 33 accommodations. The story proceeds and we move from Wardsville to Jefferson City and Nathan attends JCSD. The counselor originally only wanted to give Nathan 2 of the 33 accommodations until I demanded we continue the 504 meeting and discuss the reasoning behind accepting or denying all 33 accommodations in recorded meetings. I requested the district do an evaluation and I then requested an IEE. The district only had to consider the IEE even though it clearly showed he had met requirements for Educational Autism Diagnosis and has processing speed concerns and pragmatics concerns like his Thompson Center Diagnosis shows. If this bill had passed before we left Wentzville, MO we wouldn't have had to go through all of this including mediation, facilitation meeting of 6 hrs with the Superintendent of Blair Oaks, personally taking advocacy classes, hiring multiple advocates and paying Nathan's outside OT provider to attend recorded meetings, moving districts and losing money, considering due process multiple times that costs 10-20k per due process and favors the district not the parent. I get upset that the system is broken because as hard as I've fought for my kid as a certified teacher in the state of MO I know there are so many more that don't know how to advocate and don't have the resources to pay for school lunch let alone advocacy services. Our youngest child is now being referred for services and we are starting the process again with her. Thank you for your time.



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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>AMIE VANMORLAN</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: <b>avanmorlan@yahoo.com</b>		ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/5/2024 8:21 PM</b>
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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>ANDY RIBAUDO</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: <b>3/6/2024 12:00 AM</b>
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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>ANGELA MARIE KELLER</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:                  ZIP:
EMAIL: <b>eldridge1987@gmail.com</b>	ATTENDANCE: <b>In-Person</b>	SUBMIT DATE: <b>3/5/2024 10:22 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

I am a new parent entering into this crazy world of the IEP process because I have a nearly 3-year-old who is starting preschool. I have been studying and researching and learning everything I can regarding this process, in my findings I have found that the proverbial deck is stacked against us parents because we don't get a lot of say in our child's education. I'm devastated to learn that I have at minimum a 15-year-long battle against me just for a crumb of education for my daughter. My daughter is a complex medically fragile child and sees many specialists both near and far to where we live. I spend hours a day addressing her needs so that she has the same quality of life as a child her age who does not have special/medical needs. I have been her voice since birth fighting for the right type of management for her care and that is no different when it comes to her right to a free and equal education that is granted to her through IDEA, I am the expert on my child and know what is more appropriate for her schooling. With the current laws in place regarding the IEP, the school can implement the proposed changes even if the parent does not agree. Sure as parents we can file for a due process hearing to stop things from changing, which can be costly both for the parents and the school, But by passing this bill HB 2113 would give parental consent and parents the final say in their child's education. By not passing this bill parents will not have an equal say at the IEP table and that places my daughter's life in danger.



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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>ARNIE C. "HONEST-ABE" DIENOFF-STATE PUBLIC ADVOCATE</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL: <b>arniedienoff@yahoo.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/6/2024 11:27 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**I am in Support of this Bill and including Parents in the entire process to include I.E.P.'s, Visiting Program Environments and Appeals.**



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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>ASHLEY GOODWIN</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:                  ZIP:
EMAIL: <b>ashleymgoodwin1997@gmail.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/5/2024 8:41 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

. It is imperative for parents to be involved in the IEP process in schools. Parents should have to give consent before changing ANYTHING in the IEP that may affect placement of the child. Any changes can impact the child's day to day life in many ways good and bad.



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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>CARLA KEIRNS AND RUSSELL DORN</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: <b>3/6/2024 12:00 AM</b>
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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>CHARITY GOODWIN</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL: <b>sharingcharity@gmail.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/5/2024 5:44 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

We live in Hazelwood Missouri and my child has a IEP. Parents are the primary teachers of their children, especially when they have disabilities. We are the experts who work closely with them and the schools to ensure their growth. Being on the same page with teachers is imperative for our Children's development. This is why I support this bill allowing for parents to sign off on any changes made to the IRP. It ensures parents and teachers are working together for the development and improvement of children with special needs. Our voice in our child's education is paramount to their success and futures.





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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>CHARLOTTE ROSE FAUGHN</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: <b>3/6/2024 12:00 AM</b>
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<b>WITNESS NAME</b>			
<b>REGISTERED LOBBYIST:</b>			
WITNESS NAME: <b>CHASE CAMPBELL</b>		PHONE NUMBER: <b>573-864-0972</b>	
REPRESENTING: <b>WINTON POLICY GROUP, KIDS WIN MISSOURI</b>		TITLE:	
ADDRESS: <b>124 EAST HIGH STREET</b>			
CITY: <b>JEFFERSON CITY</b>		STATE: <b>MO</b>	ZIP: <b>65101</b>
EMAIL:	ATTENDANCE:	SUBMIT DATE: <b>3/6/2024 12:00 AM</b>	
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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>CHRIS FAUGHN</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: <b>3/6/2024 12:00 AM</b>
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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>CHRISTINA INGOGLIA</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: <b>3/6/2024 12:00 AM</b>
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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>CYNTHIA AND ALEXANDER EMMERICH</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:	SUBMIT DATE: <b>3/6/2024 12:00 AM</b>	
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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>CYNTHIA RAMSEY</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: <b>cynthiaramsey@gmail.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/5/2024 9:18 AM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

My name is Cynthia Ramsey. I'm a mom from Houston, Missouri I want to share my experience with the impact of Parental Consent for IEPs. My son had an IEP through Early Childhood and attended preschool in our district. At what I thought was a regular IEP meeting, I was presented with a document that the school staff said was required for his IEP to transition into Kindergarten. They read down through the information and kept asking me if I had anything to add. I felt blindsided. I didn't expect any of this, I didn't know what it would mean for my son and I asked why I wasn't included in preparing the document. The school staff told me I could add my comments in the meeting. I told them I wasn't prepared to do that and needed time to research and understand. They told me I could have 30 days. Two weeks later, I received Certified Mail that I had to sign for. The envelope included a Notice of Action terminating Carson's IEP effective the date of the meeting, and a note at the bottom of the document from the meeting stating quote "mother said she has nothing to add" I felt like someone had forged my name. I didn't know the school could make this decision without any legitimate input from me, and without my express consent. Why did I have to sign to implement his IEP and sign to get the envelope through Certified Mail, but not to end the services that he needed? I had no idea that, even though they said 30 days, I only had 10 days and they could make the decision without me regardless of the timeline. In the months following, I felt ignorant and helpless. I should have been told I only had 10 days. I also should have been told they didn't need my consent to move forward. I never imagined adjourning that meeting meant walking away from my opportunity to advocate for my son. A parent of a public school student is required to sign for anything from a cough drop to a field trip, but not changes to an IEP. Parental Consent would have fostered an opportunity for further discussion, for everyone to work together and for my voice, as a parent advocating for my child, to be heard.



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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>DAVID BRENT ADAMS</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL: <b>dbrentadams@yahoo.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/5/2024 9:29 AM</b>

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**Codifying that parents of special needs children have a stronger voice at the IEP table is critical to helping us guide our children's path to be a positive financial and societal impact on our communities.**



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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>ELISE MOORE</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: <b>elise.olivia@gmail.com</b>		ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/6/2024 7:10 AM</b>

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I am a constituent residing in Wildwood. I am writing you in regard to HB 2113 filed by Representative Oehlerking. This bill could impact 115,000 families in Missouri that have children receiving specialized instruction due to their disability. The IEP process allows parental consent on initial placement, but is not legally required if the school makes changes. Parents typically have a 50% vote on the IEP team, so this serves as a problem when they disagree with changes the team has made that are not in the best interest of the child. Parents know their child best and should have a voice in their special education needs.





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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>ERIN LEGRIS</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: <b>ejlegris@mac.com</b>		ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/5/2024 3:24 AM</b>

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The constant battle for children with special needs in Missouri is already present for all parents. We spend hours upon hours doing our best to work with school districts who find loopholes to providing appropriate services and fight against us for even the most simple requests to iep services. Taking away parental rights even further will only continue to strain this relationship with sped departments and the very teachers doing their best to serve the children of Missouri. We the parents of children with disabilities in Missouri beg you to instead support our rights to participate in our child's FAPE through iep amendments. As a parent with children who's education is affected by ADHD and dyslexia the support is very limited. When an agreement is reached with school officials for placement, minutes and additional support we feel heard and also supported by those in care of our precious children. Taking rights away from parents to actively be team members in this process will only continue to heighten the distress ALL parents feel year to year when we face iep meetings. Help us to better work together to find solutions instead of more ways to separate already strained relationships. Thank you.



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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>GARY LYNN WILCUTT</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL: <b>kcart4jc@aol.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/5/2024 10:11 PM</b>
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I believe parents should have a determining say about their children's plan of education. They know much better than any teacher how much they have already accomplished, that doesn't need to be focused on any longer, and have a personal interest in their child becoming independent self-sustaining members of society. To force parents into costly measures in stopping IEP's that they do not want for their children is the state going too far!



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<b>WITNESS NAME</b>			
<b>BUSINESS/ORGANIZATION:</b>			
WITNESS NAME: <b>HOPEY FINK</b>		PHONE NUMBER: <b>314-256-8793</b>	
BUSINESS/ORGANIZATION NAME: <b>LEGAL SERVICES OF EASTERN MISSOURI</b>		TITLE: <b>STAFF ATTORNEY, EDUCATION JUSTICE PROGRAM</b>	
ADDRESS: <b>701 MARKET STREET, STE. 1100</b>			
CITY: <b>SAINT LOUIS</b>		STATE: <b>MO</b>	ZIP: <b>63101</b>
EMAIL: <b>ehfink@lsem.org</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/5/2024 4:51 PM</b>	

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

**SUMMARY**The following memo has been prepared by the Education Justice Program at Legal Services of Eastern Missouri per the request of Missouri House Representative Philip A. Oehlerking to provide testimony on his bill, House Bill 2113, and the similar House Bill 1663, filed by Representative Tara Peters. The Education Justice Program represents low-income students and parents in addressing the root causes of education inequity. We write this analysis based on the experiences of our clients and their many battles to ensure their children with disabilities receive access to a free appropriate public education. We support the need for parental consent in Missouri special education law and urge lawmakers to vote in favor of House Bill 2113 and House Bill 1663.

**COMMENTS AND RECOMMENDATIONS** I. Parental Consent Provision House Bill 2113’s Proposed Language: Each local educational agency shall obtain written parental consent for the following placements, removals, additions, changes, or reductions of services in the individualized education program of a child with disabilities prior to such placement, removal, addition, change, or reduction: (a) Initial placement; (b) Annual placement; (c) A placement change; (d) A location change; (e) The removal of a service or services; (f) The reduction or addition of service minutes of a service by more than thirty percent; and (g) The reduction or addition, by more than thirty percent, of the cumulative number of service minutes for all services provided during the three-hundred-sixty-five-day period beginning with the effective date of such IEP.

**Analysis:** Adding a requirement that parents agree to annual placement and revisions to the child’s Individualized Education Program (“IEP”) will put the parent on more equal footing with the school district in terms of negotiating power. Currently, the federal Individuals with Disabilities Education Act (“IDEA”) and Missouri law require parental consent only for an initial special education evaluation and initial provision of special education and related services. 34 C.F.R. § 300.300; see also Regulation V – Procedural Safeguards/Discipline, Mo. Dep’t of Elem. & Second. Educ. 66, <https://dese.mo.gov/media/pdf/regulation-v-procedural-safeguardsdiscipline-1>. Also, currently, if a district proposes or refuses to “initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE [free appropriate public education] to the child,” it must provide parents with prior written notice. 34 C.F.R. § 300.503(a). The prior written notice must include a description of the action proposed or refused by the district; an explanation of why the district proposes or refuses to take the action; a description of each evaluation, procedure, assessment, record, or report the district used as the basis for the proposed or refused action; a statement that the parents have protection under the IDEA’s procedural safeguards; sources for parents to contact to obtain assistance in understanding the provision of Part B; a description of other options that the IEP team considered and the reasons why those options were rejected; and a

description of other factors relevant to the district's proposal or refusal. 34 C.F.R. § 300.503(b). Then, if the parent disagrees with an IEP team decision, the parent has 10 days to file a due process complaint to stop the implementation of new special education services or halt the removal of existing special education services. 34 C.F.R. § 300.507; § 300.518. In practical effect, under this current framework the burden is placed on the parent to file a due process complaint in order to stop a school district from implementing changes the parent does not agree with. Thus, at an IEP meeting in Missouri, essentially a parent has no power to disagree with a school district before changes to the IEP are made unless they file a due process complaint and invoke a "stay put provision." The proposed bill attempts to fix this problem.II.

**If Parent and School District Fail to Agree Proposed Bill Language:** A local educational agency shall not proceed with implementing a child's individualized education program without parental consent unless the LEA documents reasonable efforts of attempts to arrange a mutually agreed-upon time and place, in accordance with 34 CFR 300.322(d), and the parent has refused to attend or the LEA obtains approval through a due process complaint and hearing in which the hearing officer or commissioner finds that the IEP with the proposed change or changes provides for a free appropriate public education for the student in accordance with 34 CFR 300.507 to 300.513.**Analysis:** The local educational agency must currently make reasonable efforts to obtain informed consent from the parent for the initial provision of special education and related services to the student. Under the current system, if parties fail to agree to any other the provisions of an IEP, a parent has 10 days to file due process in order to halt the implementation of the new IEP. 34 C.F.R. § 300.507. This proposed bill language appears to extend this "reasonable efforts" procedure into circumstances beyond the initial provision of special education and related services. "Reasonable efforts" as defined in the Missouri State Plan for Special Education 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. See Regulation V – Procedural Safeguards/Discipline, Mo. Dep't of Elem. & Second. Educ. 66, <https://dese.mo.gov/media/pdf/regulation-v-procedural-safeguardsdiscipline-1>. The Missouri State Plan for Special Education also states that procedures for reasonable efforts required are the same as parent participation in IEP meetings. Id. Parents are mandatory members of the IEP team. 34 C.F.R. § 300.321(a)(1). The IDEA specifically requires districts to notify parents of an IEP meeting and to do so early enough that the parents are able to attend. 34 C.F.R. § 300.322(a)(1). A district must make substantial efforts to invite the child's parents to the IEP meeting. 34 C.F.R. § 300.322(d); See also 34 C.F.R. § 300.501(b). Without an explicit definition of "reasonable efforts" in the proposed bill language, we are concerned that districts may make minimal efforts to contact a parent about changes to an IEP in order to avoid parental disagreement with proposed changes. This may lead to maintaining the status quo rather than what we believe this bill is proposing to do, which is attempting to allow parents to take a more active role in determining special education services for their children.

**Recommendation:** Clarify what is meant by the term "reasonable efforts" by amending the proposed bill language to mirror the language in federal law and the Missouri State Plan for Special Education. For example, amend to add that the definition of "reasonable efforts" means "substantial efforts" and that the procedures for reasonable efforts required are the same as parent participation in IEP meetings.III. **If Parties Fail to Reach an Agreement Proposed Bill Language:** If a local educational agency and parent fail to reach an agreement, either party may request a facilitated individualized education program meeting, mediation, due process complaint and hearing, or other dispute resolution options as outlined in the procedural safeguards notice under 34 CFR 300.504.**Analysis:** The bill language above reiterates what is currently available for parents and school districts if they are not able to reach an agreement through the IEP process. The bill language does not change the burden of proof or production in administrative due process hearings in Missouri. Missouri law in this respect currently mirrors federal law and requires that the party bringing the due process complaint has the burden of proof. Almost always this is the parent. **Recommendation:** We believe that, in addition to passing House Bill 2113 and/or 1663, it may be necessary to change the burden of proof in Missouri to the school district in order to ensure that parents are on equal footing in Missouri in the IEP process.

IV. **Parent's Right to Observe Proposed Bill Language:** Parents have the right to visit any program or classroom proposed for their child before consenting to IEP changes if the child is identified as eligible for special education services. A visit occurring under this subsection shall be scheduled before or after school hours to ensure that such child's hours of instruction are not interrupted.**Analysis:** Neither the IDEA nor Missouri law currently gives parents the right to observe their children in class. According to the federal Office of Special Education Programs, state law and local policy controls who has access to a child's classroom. The IDEA expects parents of children with disabilities to have a role in the evaluation and educational placement of their child. Additionally, parents are expected to participate in developing, reviewing, and revising their child's IEP. However, there is no specific authority that provides parents with an entitlement for either them or their

professional representative to observe their child in the classroom or in a proposed educational placement. Letter to Mamas, 42 IDELR 10 (OSEP 2004). Recommendation: This proposed bill language would recognize a right under Missouri law for a parent of a child who is eligible for special education services to observe the proposed educational program, which we support. If there is any opportunity to expand this right to observe to parents of children who are suspected to be eligible for special education services, that should be considered. In addition, we suggest strengthening this right by providing, in addition to visits before or after the school day, an opportunity for parents to be allowed to observe an ongoing class during the school day without interrupting instruction.



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BILL NUMBER: <b>HB 2113</b>		DATE: <b>3/6/2024</b>	
COMMITTEE: <b>Elementary and Secondary Education</b>			
<b>TESTIFYING:</b> <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>JORDAN CARTER</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: <b>3/6/2024 12:00 AM</b>
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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>JOSHUA WILCUTT</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL: <b>joshua.wilcutt@live.com</b>	ATTENDANCE: <b>In-Person</b>	SUBMIT DATE: <b>3/6/2024 8:09 AM</b>

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Present level achievements. It's fundamentally what all IEPs should be built on. I have experienced discrimination, retaliation, from the special education director herself. My fight for my sons education started after the director hosted one IEP meeting for my sons together. After I advocated for my sons, every attempt I made to receive accomdations was met with retaliory and indifferent behavior from her and the board. I was even emailed by our board president. I was not part of my childs iep team. If these bills were passed when my problems started, there would be no fight. My sons business led me to talk to 400 other families, too scared to speak out. We do not ever want to be pitted against our childrens teachers, but this loophole is allowing administrators to do exactly that. The City of St charles school district has 18.7% of IEP students with a 39% free and reduced lunches. So many families can't afford the legal costs, but we just want our kids to get a good education. This bill will eliminate much of the fighting to give our students the ability to become the next Roosevelt or any other individual who crossed out the dis in disability and focused on their abilities. Please vote yes on these bills. This will stop the heartache these students and teachers face.



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<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>JULIA CHANEY-FAUGHN</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: <b>berettajulia@hotmail.com</b>	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>3/5/2024 1:56 PM</b>
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**This bill leads to better educational and life outcomes for children and teachers/support staff. Parents need to have more input in their child's education. This bill also improves the safety of the children and increases collaboration between professionals helping children.**





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<b>WITNESS NAME</b>			
<b>BUSINESS/ORGANIZATION:</b>			
WITNESS NAME: <b>KAYCEE MACHINO</b>		PHONE NUMBER: <b>636-949-2425</b>	
BUSINESS/ORGANIZATION NAME: <b>F.A.C.T.</b>		TITLE: <b>ADVOCACY MANAGER</b>	
ADDRESS: <b>2240 BLUESTONE DR.</b>			
CITY: <b>SAINT CHARLES</b>		STATE: <b>MO</b>	ZIP: <b>63303</b>
EMAIL: <b>kmachino@factmo.org</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/4/2024 5:51 PM</b>	

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Dear Chairperson Pollitt and Elementary & Secondary Education Committee Members, I am writing to ask you to support House Bill 2113 that focuses on parent consent for significant changes to the Individualized Education Plans (IEP). As you likely know, F.A.C.T. (Family Advocacy and Community Training) is a nonprofit servicing seven Missouri counties and supports families that have children in the special education system which includes navigating the IEP and Section 504 process. One of the Six Core Principles of the Individuals with Disabilities Education Act (IDEA) is parent participation. It recognizes the positive connections between parent involvement and student success. It speaks of building partnerships with parents and effectively engaging them in multiple ways, including attending meetings, providing consent for evaluations, and making meaningfully informed decisions in their child's education. Another Core Principle is Least Restrictive Environment. This principle means "to the maximum extent appropriate, children with disabilities are to be educated with children who do not have disabilities." Every IEP contains a continuum of alternative placements available to meet the unique needs of children with disabilities. The continuum should be considered a staircase, not an elevator. As moving through this continuum, we must exhaust every service available prior to making any significant changes in a child's educational placement. We believe that House Bill 2113 supports the IDEA's intent for parent involvement, ensuring transparency between home and school, and protecting a child's educational placement. The six core principals must all work together to deliver a Free Appropriate Public Education (FAPE). We urge you to support this bill, strengthen the rights of Missouri families, and ensure that our children with disabilities receive a meaningful education. I'd be happy to share more with you about why this bill is so vital for Missouri. Sincerely, KayCee Machino Advocacy Manager, F.A.C.T.



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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>LARA WAKFIELD</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL: <b>wakefieldconsultationservices@gmail.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/5/2024 8:05 PM</b>

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My name is Dr. Lara Wakefield and I'm an advocate in private practice who assists families with children who have IEPs navigate the confusing process of special education procedures. I work with over 400 families across 112 school districts in Missouri. The reason I'm hired is usually because parents are trying to educate themselves on their rights in the process. Most of the time, we can reach an agreement with the school staff. Unfortunately, about 35% of the time, parents are being forced into some very difficult situations across these 112 school districts. These are the districts that do not engage in consensus building with the parents and bully them with the LEA's imbalance of power to place the student in a more restrictive environment or remove a related service without parental consent. The only way the parent can fight these situations is to file Due Process and invoke Stay Put. This usually would require the parent to hire an attorney within 10 days of the IEP and pay the attorney an average range of \$5,000-15,000. Most parents cannot afford this and so, their child ends up in a placement the parent never truly agreed or consented to. Often, parents will reach a settlement agreement with a school district to pay private tuition instead. This costs school districts anywhere from \$5,000-\$35,000. In a state where we are trying to focus on giving parental rights inside the public schools through open enrollment, and not send those dollars to private schools, it seems necessary that this bill should be part of that movement. This level of parental consent exists successfully in 10 other states. Please support this bill.



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<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>LINDSEY ACKLAND</b>		PHONE NUMBER:
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ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL: <b>alackland@sbcglobal.net</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/6/2024 10:26 AM</b>
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I live in Sunset Hills, Mo and I support the parental consent bill. Having a child with an IEP I have had to choose between keeping an IEP that has some services that are helpful and some terrible services, as opposed to just keeping what works and getting outside help with private pay for what isn't working. Parental consent to changes in the IEP is vital to helping parents be the valuable members of the team that every school district claims they want.



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<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>LUKE BARBER</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: <b>luke.t.barber@umsl.edu</b>		ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/5/2024 1:34 PM</b>

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Individuals with disabilities often have an Individualized Education Plan (IEP) or a 504 Plan. Such plans often include the support and services needed for the student to be able to have success in their learning. However, these IEPs and 504 Plans belong to the student if they can make their own decisions. This is especially true during the Transitional IEP / Transitional 504 at age 16. While Younger students may not be able to self-advocate, older students likely are aware of what they need and are often able to say Yes or No and Explain what they need. I recommend this bill be modified to include a Student Signature in addition to the Parent for those capable of self-advocacy and knowing what they need or a student signature only depending on age. This is because as a student with a disability, My Transitional IEP Still had the Classic Stereotypes of "Not cut out for college" and "Would Never hold a job". Years later, I asked my parents why they signed off on that IEP because as a student, I wouldn't have signed it if I knew those stereotypes were in it. When I went to college, the Access office and other departments were like why you are here? This was because to receive services at college a copy of the Transitional IEP was required and because it said I wasn't college material; they believed what was written in the IEP/504 and would not listen to myself and my family that I could do it with the right help and support. When I was job seeking, through Vocational Rehab and other Agencies, I also had to provide my IEP which stated not job ready. This also caused issues as it made it harder for me to get the support that I needed. I eventually got the support I needed and am employed in a competitive integrated setting at or above minimum wage.



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<b>WITNESS NAME</b>			
<b>BUSINESS/ORGANIZATION:</b>			
WITNESS NAME: <b>MARILYN MCCLURE</b>		PHONE NUMBER: <b>913-210-1200</b>	
BUSINESS/ORGANIZATION NAME: <b>SPECIAL EDUCATION PARENT'S ADVOCACY LINK LLC DBA THE IEP CENTER</b>		TITLE: <b>PARENT ADVOCATE</b>	
ADDRESS: <b>502 HWY E</b>			
CITY: <b>PLEASANT HILL</b>		STATE: <b>MO</b>	ZIP: <b>64080</b>
EMAIL: <b>theiepcenter@proton.me</b>		ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/5/2024 3:27 PM</b>

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Dear Honorable Representatives on the House Elem & Sec Ed Committee: In the Kansas City Metro area and surrounding counties, too many parents depart IEP meetings in tears when the school announces continuing the child in programming that is not appropriate. The public school would not entertain amending the IEP, and the parent chose to avoid requesting due process. After much discussion with the parent, due process was not an option since its costly, risky, adversarial, cumbersome and emotionally taxing. After all, parents of typical children do not have these stressors. Currently, due to waiting lists at outside agencies (specialty schools that are approved by MODESE), districts are placing kids into "homebound" rather than offering services that are appropriate. This is a nightmare for families, adding to the existing stress of disability in the household. Homebound is inherent with staff that doesn't show up; expectations are typically less than five hours of direct instruction per week--and many times conducted at public libraries. With passage of HB 2113, schools that are doing their duty should not experience difficulty. Other districts would find it necessary to find ways to make appropriate programs available when a parent won't sign the IEP; MODESE offers many resource to assist. I encourage parents to pursue mediation frequently; this option is often overlooked and misunderstood. It is an optional, less adversarial session where parents often acquire some sort of negotiated agreement. Schools could initiate this format when disagreements arise. Your service to our state is greatly appreciated. God Bless MissouriMarilyn McClureFounderCertified TeacherParent of Adult with Developmental DisabilitiesSpecial Education Parent's Advocacy Link LLC dba The IEP Center .com 913-210-1200theiepcenter@proton.me.



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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>MARY B. FITZGERALD</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL: <b>mfitzgerald1809@yahoo.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/4/2024 4:36 PM</b>

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Dear Representatives, I am Mary Fitzgerald a parent of a student with disabilities in Kirkwood, Mo. Barb Phifer, district 90, is my State Representative. I am also a former Special Educator in rural Missouri and Illinois. I have experienced IEP (Individualized Education Program) teams as a Para, a special educator and for the last 12 years as a parent. We parents have to give consent often in schools: field trips, dispensing medication, roller skating, and reproductive health class. Did you know that in Mo, students can stop receiving IEP services like occupational or speech therapy, math or reading, or be switched to a different school all without the consent of the parent or guardian. This is because in Mo, IEP teams can make decisions regarding placement and services without our consent. HB 2113 is very important to us and families like ours. This past fall the school district members of the IEP team made decisions without our agreement regarding our son's placement. Our son was afraid to go to school, he felt it was unsafe due to harassment. We have had to hire a lawyer and go to due process for stay put, the case still has not been settled. This created huge communication and trust issues with the IEP team. This has created a considerable expense for our family in money, stress and time. If we reach agreement, the settlement will result in the district paying thousands in legal fees. We will have to pay thousands in legal fees. The average due process hearing costs families \$95,000. These families gamble that the settlement agreement will cover their legal fees. Only wealthy families can afford to take that risk. In the past few years there have been nearly half a million dollars in due process settlements paid to families by our local school districts. If parents had consent, and IEP teams had to prioritize consensus, how many of these costs would have been avoided? With parent consent districts would have to work harder to build consensus with families and meet students needs. What if this money was used for reading, therapy and hiring more paras instead of paying lawyers? When parents and students don't have consent, they don't have an equal say in the IEP process. Therefore our requests for placement and services can be denied. My son, husband and I are the only consistent experts regarding his needs, we deserve an equal say in the IEP process. Four states have parent consent for IEP: Massachusetts, California, Montana, and Virginia. We are asking for you to pass HB 2113 because parents and guardians should have rights to make IEP decisions and districts will work harder to build IEP team consensus. We appreciate your support of HB 2113, Mary Fitzgerald



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<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>MICHELLE RIBAUDO</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: <b>3/6/2024 12:00 AM</b>
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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>MOLLY SKILJAN</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: <b>mollyskiljan@me.com</b>		ATTENDANCE: <b>In-Person</b>	SUBMIT DATE: <b>3/6/2024 5:02 AM</b>

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My name is Molly Skiljan. My husband Joe and I have 3 children who attend the Pattonville school district which Partners with SSD. Our 8 yo daughter Lucinda receives services for Dyslexia, Dysgraphia, and speech. In November 2022 we requested that Lucinda’s reading minutes be reduced because we acquired a reading tutor using an evidenced based reading program for her to meet with 45 minutes a day/ 5 days a week and because SSD was using a reading program called SPIRE that SSD discontinued. SPIRE is not an evidence based reading program. The IEP team refused to reduce her minutes and they refused to include Lucinda’s private tutoring in the IEP documentation. When we met the following year, Oct. 2023, we again requested that Lucinda’s reading minutes be reduced, this time to 0 minutes. Again, SSD refused to allow this. Our only recourse was to decline all special education services or to file Due Process. We chose to hire an attorney and to file due process. This was not a decision we made lightly. We knew that it would cost a significant amount of money, require us to fight against the school district that we send all our kids, and we knew that we may still not get Lucinda’s reading minutes reduced. Lucinda has been receiving services that are ineffective in remediating Dyslexia or Dysgraphia, for 242 days, 7,260 minutes, or 121 hours. She is made to sit and do work that is far below her level, every single day. Joe and I don’t call that reading services, we call that detention. Joe and I did not consent to that and we have objected since November of 2022 and SSD continues to ignore us. Had SSD reduced Lucinda’s minutes it would have allowed her to stay in her classroom, she would not miss out on class activities and learning that all her peers benefit from and are involved in. She would not have been segregated, made to feel different or inferior, SSD would not have been allowed to waste her time every single day. In addition, none of the work she has missed in her regular class has ever been sent to us. When I requested the missed activities, I was emailed by the principal Dr. Adam Crnko, “The block of time she is pulled out was strategically and specifically identified as an area of least impact in her schedule.” No assignments have ever been sent home. Had SSD reduced Lucinda’s minutes, we would not have filed due process, we would not have hired an attorney, Pattonville and the Special School District would not need attorneys involved in this case. Thousands of dollars of our own money and tax payer money is being spent over an issue that would have been very easily resolved if the parents were included in the decision making regarding their own child’s education. Please pass House Bill 1661/2113 so that parents can legally consent to their child’s special education services.





MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2113</b>		DATE: <b>3/6/2024</b>	
COMMITTEE: <b>Elementary and Secondary Education</b>			
<b>TESTIFYING:</b> <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>MORGAN RIBAUDO</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: <b>morganzeta@gmail.com</b>		ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/5/2024 10:44 PM</b>

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

Parent note – our daughter wanted to express her feelings about what happened to her last year. She was interested in testifying, but ultimately was too anxious to go through with it, and chose to submit this in writing instead. This was the result of the school removing her busing service, and attempting to reduce her service minutes by 33%, solely for district convenience, not based on any evaluation of her needs. We had to file a due process complaint just to keep the services that were in place from being unilaterally removed. This was an expensive process, and one that most parents can't afford. This bill would give parents some leverage in these situations. My name is Morgan Ribaud, and I am 15 years old. I live in Columbia, MO. April and May of 2023 were some of the worst months of my life. School was already the thing I dreaded most, but it somehow became worse. The school made me feel like I was just a number or statistic even when I was constantly told they were going to do what was best for me. The school tried to take away my bus and my minutes. They would talk to me and not my parents about things like that and I wouldn't know what to do. It got to the point that my parents filed a due process complaint and I was happy my parents were helping but it made school harder. Teachers started treating me differently – the two adults I was closest to [parent note – her special education case manager, and the building's special education chair] tried not to let their emotions show, but they did. They couldn't be mad at my parents, they were mad at me. One of the people I trusted most, and who was meant to help me, didn't talk to me for a week. I was always so stressed I would email these two adults asking questions and they told me to stop emailing them and told me I should talk to the teacher for the class that my question came from, when they knew it's things like that that stress me out even more. A teacher who had always been nice to me went to hating me in a matter of days. He even sent me to the office for something I didn't do. If something like that happened earlier in the year I would have had someone to go to but I was all alone. No one at that school was there for me. No one at that school wanted to help me. When it came time for 8th grade graduation, instead of being excited to have graduated and completed middle school and start a new part of my life in high school, I was relieved to be out of the stress caused by that environment that is meant to be a safe place. It drove me insane, I was counting down the kids before I got called to the stage to shake the principal's hand, and be done with it all. During this time at home I did nothing. Nothing made me happy, the things I once enjoyed didn't interest me. I pushed many people away and started getting in trouble at school every day. I was always angry and had no way to let it out, and no one to tell. I would lash out at other kids or start crying at the smallest things. I was a mess. When you go to school you are mostly worried about the judgment you're going to get from your peers, but I was more worried about how my teachers would look and treat me. These are the same people who are meant to have my best interest in mind, but they became some of the people I feared most – scared they would be mad at me and yell at me, instead of thinking about what I was going to learn that day. I don't want any kids to deal with what I dealt with, having teachers talk to me about IEP things, instead of my parents, punish me for

decisions made by adults, go to meetings with their mind set when it was meant to be a discussion. They ignored everything I said about what would help me, like the whole meeting wasn't about me. Instead of trying to help me, they wanted to do what was easiest for them, the cheapest, the least time-consuming, because it was very clear to me that these people who I spent hours with every day, who had seen me cry, seen me at my worst, didn't care about me and wouldn't stand up for me when people walked all over me like I wasn't a person with feelings. School is meant to be a safe place, not a place where a kid gets dealt the most pain from those who are meant to help. Thank you.



MISSOURI HOUSE OF REPRESENTATIVES  
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COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>NATHAN TAGNAN RIBAUDO</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:                  ZIP:
EMAIL: <b>Tagnan@gmail.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/5/2024 10:29 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

I had an IEP throughout High School, and there were things that were changed that I did not want. It would've been really helpful for my parents (and then later, for me) to be able to object to those changes without needing to go through due process.



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>TESTIFYING:</b> <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>REBECCA UCCELLO</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:                  ZIP:
EMAIL: <b>piximama2010@gmail.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/5/2024 9:04 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

I support HB 2113. As a teacher, it's important to me for parents to have a say in the education of their student, especially a student with an IEP. Parents know their children best. If there is a change to their child's IEP, parents need to sign off on it. As a parent, it's important to me to feel like I am a vital part of my child's education and her educational team. For changes to be made to the IEP without me signing off on it makes me feel like my input, as her parent, doesn't matter. That is not acceptable. Thank you for hearing this bill, and thank you for considering this bill and what's in the best interest for students with IEPs.



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>TESTIFYING:</b> <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>SAGAN VANMORLAN</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:                  ZIP:
EMAIL: <b>svanmorlan@gmail.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/5/2024 8:29 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

I am a sister of someone in Special Education, and I support this bill.



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>TESTIFYING:</b> <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>SARA MERSENNE RIBAUDO</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: <b>Saraberra257@gmail.com</b>	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>3/5/2024 10:36 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

I have two siblings that are/were on IEPs. I have witnessed and felt the impact that changes without the agreement of my parents has on the family. It is very stressful and harmful to take away services that are needed, and there is no recourse unless a parent can pay thousands of dollars for an attorney. The toll it takes on a family is HUGE, so I support this bill in the hopes that other children and families will not need to go through the expense - financially and emotionally - that happens when a school takes away services from a student that are absolutely beneficial, and there is nothing a parent can do that isn't insanely expensive.



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>TESTIFYING:</b> <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>SARAH GOULD</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: <b>3/6/2024 12:00 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2113</b>		DATE: <b>3/6/2024</b>	
COMMITTEE: <b>Elementary and Secondary Education</b>			
<b>TESTIFYING:</b> <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>SHELLEY RILEY</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: <b>shelleylynn92@gmail.com</b>		ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/5/2024 6:13 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			





MISSOURI HOUSE OF REPRESENTATIVES  
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<b>TESTIFYING:</b> <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>TARA ARNETT</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: <b>3/6/2024 12:00 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			



MISSOURI HOUSE OF REPRESENTATIVES  
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BILL NUMBER: <b>HB 2113</b>		DATE: <b>3/6/2024</b>	
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<b>TESTIFYING:</b> <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>TONIA WINEMILLER</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: <b>tonia.winemiller@gmail.com</b>	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>3/5/2024 9:04 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

**My family has experienced hardships because of the schools decisions to change placement without consent, including sending our child home for half days without any changes to the IEP because they didn't want to deal with her. Please make consent mandatory.**



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>TESTIFYING:</b> <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>REGISTERED LOBBYIST:</b>			
WITNESS NAME: <b>TRACEY BLOCH</b>		PHONE NUMBER: <b>865-230-0177</b>	
REPRESENTING: <b>MISSOURI DISABILITY EMPOWERMENT FOUNDATION</b>		TITLE:	
ADDRESS: <b>1205 ELLA COURT</b>			
CITY: <b>ROLLA</b>		STATE: <b>MO</b>	ZIP: <b>65401</b>
EMAIL:	ATTENDANCE:	SUBMIT DATE: <b>3/6/2024 12:00 AM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			



MISSOURI HOUSE OF REPRESENTATIVES  
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COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>TRACY BROOKE</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL: <b>tracy@robandtracymo.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/6/2024 3:45 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

Hello, Chairperson Pollitt and Elementary & Secondary Education Committee Members, My name is Tracy Brooke and I have a child with a disability on an Individualized Education Plan (IEP). I am writing to ask you to hear House Bill 1663 that focuses on parent consent for significant changes to services or placement in a child's IEP. This bill speaks to building partnerships with parents and effectively engaging them in multiple ways, to include attending meetings, providing consent for evaluations, and making meaningful informed decisions in our child's education. I urge you to hear this bill, strengthen the rights of Missouri families, and ensure that our children with disabilities are receiving meaningful benefit of their education. Thank you so much! Tracy Brooke



MISSOURI HOUSE OF REPRESENTATIVES  
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COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>ANGELA N STONE</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL: <b>astone@wcr4.org</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/6/2024 1:46 PM</b>

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

We believe these bills will have negative impacts on students with disabilities. We have concerns that the outcome of these bills will increase litigation against families, which is not good for students. Managing multiple amendments within a student's IEP could become confusing and challenging and have a negative impact on the instruction provided to students with disabilities. The provisions in both bills requiring teachers to work from expired IEPs will lead to situations where there could be outdated IEPs in place for multiple years. This situation is harmful in working to ensure students with disabilities are progressing. The emphasis of both bills on parental consent for specific IEP components raises concerns that parents might request additions that are not necessary for the student's progress, conflicting with the requirements to provide a free appropriate public education (FAPE). We are currently in an extreme and unprecedented special education teacher shortage. The provisions in these bills requiring special education teachers to keep track of and work from multiple amendments will cause an undue burden on those special education teachers currently in the field and may cause them to leave, which will further increase the special education teacher shortage. If this takes place, we are concerned with the lack of special educators who will be available to provide services to students with disabilities.



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>BEN GLEASON</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:	STATE:	ZIP:
EMAIL: <b>gleable@yahoo.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/6/2024 7:34 AM</b>

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

As an educator, parent of a child who had an IEP, and a constituent, I strongly oppose HB 2113. I believe this bill, if passed, will be detrimental to the provision of special education services to the children who need them. Again, I believe HB 2113 will have negative impacts on students with disabilities in the following ways. -I am concerned that the outcome of this bill will increase litigation against families, which is not good for students. -Managing multiple amendments within a student's IEP could become confusing and challenging and have a negative impact on the instruction provided to students with disabilities. -The provisions in this bill requires teachers to work from expired IEPs will lead to situations where there could be outdated IEPs in place for multiple years. This situation is harmful in working to ensure students with disabilities are progressing. -The emphasis of this bill on parental consent for specific IEP components raises concerns that parents might request additions that are not necessary for the student's progress, conflicting with the requirements to provide a free appropriate public education (FAPE). -We are currently in an extreme and unprecedented special education teacher shortage. The provisions in this bill requiring special education teachers to keep track of and work from multiple amendments will cause an undue burden on those special education teachers currently in the field and may cause them to leave, which will further increase the special education teacher shortage. If this takes place, I am concerned about the potential lack of special educators who will be available to provided services to students with disabilities. Respectfully submitted, Ben Gleason



MISSOURI HOUSE OF REPRESENTATIVES  
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COMMITTEE: <b>Elementary and Secondary Education</b>			
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>CARRIE TURNER</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: <b>cturner216@gmail.com</b>		ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/5/2024 9:51 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

This bill will have negative impacts on students with disabilities. It will increase litigation against families, which ultimately is not good for students. Managing multiple amendments within a student's IEP could become confusing and challenging, thus impacting the quality of instruction and disrupting the services provided to students with disabilities. The provisions requiring teachers to work from expired IEPs will lead to situations where there could be outdated IEPs for multiple years. This situation is harmful in working to ensure students with disabilities are progressing. The emphasis on parental consent for specific IEP components raises concerns that parents might request additions that are not necessary for the student's progress, conflicting with the requirements to provide a free appropriate public education (FAPE). In addition, we are currently experiencing an extreme and unprecedented special education teacher shortage. The provisions requiring special education teachers to keep track of and work from multiple amendments will cause an undue burden on those special education teachers currently in the field. This may cause them to leave, increasing the special education teacher shortage. If this occurs, we are concerned with the lack of special educators available to provide services to students with disabilities.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>CATINA LYLES</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL: <b>Pedagogue98@gmail.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/6/2024 4:56 AM</b>

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

Opposition to HB 2113I am writing in opposition of HB 2113. I understand the importance of parental involvement and consent in decisions related to the Individualized Education Program for students with special needs. The following points highlight potential challenges and negative consequences associated with the proposed bill, particularly in relation to legal implications, administrative complexities, and the potential impact on the special education teacher shortage.1. Litigation: This bill may lead to an increase in litigation against families, which could have negative consequences for students with disabilities.2. Confusion and Challenges with Multiple Amendments: Managing multiple amendments within a student's IEP could become confusing and challenging, potentially having a negative impact on the instruction provided to students with disabilities.3. Outdated IEPs from Expired IEPs Requirement: The provisions in both bills requiring teachers to work from expired IEPs may lead to situations where outdated IEPs are in place for multiple years, which could be harmful to the progress of students with disabilities.4. Concerns About Parental Consent Emphasis: The emphasis on parental consent for specific IEP components raises concerns that parents might request additions that are not necessary for the student's progress, potentially conflicting with the requirements to provide a free appropriate public education (FAPE).5. Special Education Teacher Shortage: Given the current extreme and unprecedented special education teacher shortage, the provisions in these bills requiring special education teachers to manage and work from multiple amendments may impose an undue burden. This burden could potentially lead to special education teachers leaving the field, further exacerbating the shortage and impacting services for students with disabilities.In conclusion, I urge you to reconsider and reassess the provisions of House Bill 2113, taking into account the practical challenges it may pose to special educators, families, and students. The collaborative efforts of all stakeholders are essential to the success of our education system, and I believe that a more thoughtful and inclusive approach is needed to address the concerns raised by this bill.Thank you for your time and attention to this matter. I trust that you will carefully weigh the potential implications of House Bill 2113 on the special education community and work towards a solution that prioritizes the best interests of our students.





MISSOURI HOUSE OF REPRESENTATIVES  
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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>CHRISTINA POGGAS</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL: <b>c_ridgley@hotmail.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/6/2024 8:06 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

There is already a teacher shortage, especially in the area of Special Education. This bill would directly **NEGATIVELY** affect individuals in the field already as well as those who would enter it. Why would you want to sign up for a job where there are already increased expectations and work load, and then more on top of it? Try doing this job for a week and then maybe you would understand. Additional comments: 1. Obtaining written parental consent for a change in location of services is not currently an IEP team decision, so it should not be included in this category. For example, moving a student from Ms. Smith's to Ms. Brown's special education classroom for services within the same building could be construed as a change in location of services. 2. "If the parents and local educational agency fail to reach an agreement on the child's individualized education program but reach an agreement on certain IEP services or interim placement, the child's current agreed-upon IEP shall be amended to include such areas of agreement until the areas of agreement are resolved." a. It has been clarified in the Missouri State Plan there is no such thing as an "interim" placement. This should be removed as it's confusing. Many years ago, there was such a thing in Missouri as an interim placement, but it was over-used by educators by placing children in special education programs on an interim basis when they may not have truly been eligible or when it was believed necessary to remove a child from the general education setting who was misbehaving. These children may or may not have eventually met eligibility. This is not a practice we want to return to as it was not best for students. b. Working on amendments is better than working on multiple IEPs, but it will still become confusing for both parents and special educators as years pass and agreement has not been reached on an amended area. c. IDEA requires LEAs to provide a Free and Appropriate Public Education to students with disabilities by making progress on IEP goals/objectives. This will interfere with the LEAs ability to meet this Federal requirement. d. With the existing special education teacher shortage as it is, we worry this requirement of keeping track of additional amendments not agreed upon will lead to more special education teachers to leave the field, worsening the shortage and impacting the ability to provide services to children. e. We believe this will have a negative impact on students with disabilities. It is not conducive to good instructional practice. 3. If parent visits to special education classrooms prior to placement are required to take place after regular school hours, it will require teachers to work outside their regular working hours. This also creates additional burdens on teachers and may lead them to leave the field of special education. 4. Requiring the Department of Elementary and Secondary Education to adopt a parental consent form is redundant. There is currently one in place which is called Prior Written Notice. Legislation should not mandate forms and the content. 5. We are also very unclear what "partial parental consent" is and would consist of. This needs to be clarified. 6. We believe this bill will have negative impacts on students with disabilities. a. We have concerns that the outcome of this bill will increase litigation against families, which is not good for students. b. Managing multiple amendments within a student's IEP could become confusing and challenging and have a negative impact on the

instruction. c. The bill's provisions requiring teachers to work from expired IEPs will lead to situations where there could be outdated IEPs in place for multiple years. This situation is harmful in working to ensure students are progressing. d. The bill's emphasis on parental consent for specific IEP components raises concerns that parents might request additions that are not necessary for the student's progress, conflicting with the requirements to provide a free appropriate public education (FAPE). A scenario with possible fiscal impacts: A special education teacher has 15 students. The teacher will need to hold an IEP meeting for all 15 students. At each IEP apparent according to this law the parent would need to consent to parts of the IEP. Let's say at one IEP the parent does not consent to one part of the IEP. A form would need to be created and filled out for each area the parent does not agree with. At this time the team: 1. could reconvene at a later date to come to a resolution. 2. The team could decide to file a due process because a child would not receive FAPE if the changes were not made. 3. The rest of the IEP would be implemented. This means a teacher would have the ongoing IEP that was agreed upon, not implementing what the parents do not agree on with the new forms. The amount of time and record keeping of what was agreed with and what was not agreed with is overwhelming. The hours that special Ed teachers would need to keep track of what is agreed upon and what is not is time-consuming. Instead of coming to a consensus and using the current PWN (prior written notice) a new form would need to be created.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2113</b>		DATE: <b>3/6/2024</b>	
COMMITTEE: <b>Elementary and Secondary Education</b>			
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>BUSINESS/ORGANIZATION:</b>			
WITNESS NAME: <b>DR. KARLA ARNOLD</b>		PHONE NUMBER: <b>816-217-7479</b>	
BUSINESS/ORGANIZATION NAME: <b>MISSOURI COUNCIL OF ADMINISTRATORS OF SPECIAL EDUCATION</b>		TITLE: <b>DIRECTOR OF INNOVATION AND LEARNING</b>	
ADDRESS: <b>4324 NE 59TH TER</b>			
CITY: <b>KANSAS CITY</b>		STATE: <b>MO</b>	ZIP: <b>64119</b>
EMAIL: <b>karla.arnold@mo-case.org</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/6/2024 10:17 AM</b>	

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

MO-CASE opposes this bill as written for the following reasons:1. Obtaining written parental consent for a change in location of services is notcurrently an IEP team decision, so it should not be included in this category. Forexample, moving a student from Ms. Smith’s to Ms. Brown’s special educationclassroom for services within the same building could be construed as a changein location of services.2. “If the parents and local educational agency fail to reach an agreement on thechild’s individualized education program but reach an agreement on certain IEPservices or interim placement, the child’s current agreed-upon IEP shall be amended to include such areas of agreement until the areas of agreement areresolved.”a. It has been clarified in the Missouri State Plan there is no such thing asan “interim” placement. This should be removed as it’s confusing.Many years ago, there was such a thing in Missouri as an interimplacement, but it was over-used by educators by placing children inspecial education programs on an interim basis when they may not have truly been eligible or when it was believed necessary to remove a childfrom the general education setting who was misbehaving. Thesechildren may or may not have eventually met eligibility. This is not a practice we want to return to as it was not best for students.b. Working on amendments is better than working on multiple IEPs, but itwill still become confusing for both parents and special educators asyears pass and agreement has not been reached on an amended area.c. IDEA requires LEAs to provide a Free and Appropriate Public Educationto students with disabilities by making progress on IEP goals/objectives.This will interfere with the LEAs ability to meet this Federal requirement.d. With the existing special education teacher shortage as it is, we worrythis requirement of keeping track of additional amendments not agreedupon will lead to more special education teachers to leave the field,worsening the shortage and impacting the ability to provide services tochildren.e. We believe this will have a negative impact on students with disabilities.It is not conducive to good instructional practice.3. If parent visits to special education classrooms prior to placement are requiredto take place after regular school hours, it will require teachers to work outsidetheir regular working hours. This also creates additional burdens on teachersand may lead them to leave the field of special education.4. Requiring the Department of Elementary and Secondary Education to adopt aparental consent form is redundant. There is currently one in place which is called Prior Written Notice. Legislation should not mandate forms and thecontent.5. We are also very unclear what “partial parental consent” is and would consistof. This needs to be clarified.6. We believe this bill will have negative impacts on students with disabilities.a. We have concerns that the outcome of this bill will increase litigationagainst families, which is not good for students.b. Managing multiple amendments within a student’s IEP could becomeconfusing and challenging and have a negative impact on the instruction.c. The bill's provisions requiring teachers to work from expired IEPs will lead tosituations where there could be outdated IEPs in place

for multiple years. This situation is harmful in working to ensure students are progressing. d. The bill's emphasis on parental consent for specific IEP components raises concerns that parents might request additions that are not necessary for the student's progress, conflicting with the requirements to provide a free appropriate public education (FAPE).<sup>7</sup> Fiscal impact of this bill will be an extreme hardship for districts.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2113</b>		DATE: <b>3/6/2024</b>	
COMMITTEE: <b>Elementary and Secondary Education</b>			
TESTIFYING: <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>DR. TAMI YATES</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: <b>tlyates@ssdmo.org</b>		ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/6/2024 9:48 AM</b>

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

1. Obtaining written parental consent for a change in location of services is not currently an IEP team decision, so it should not be included in this category. For example, moving a student from Ms. Smith’s to Ms. Brown’s special education classroom for services within the same building could be construed as a change in location of services. 2. “If the parents and local educational agency fail to reach an agreement on the child’s individualized education program but reach an agreement on certain IEP services or interim placement, the child’s current agreed-upon IEP shall be amended to include such areas of agreement until the areas of agreement are resolved.”a. It has been clarified in the Missouri State Plan there is no such thing as an “interim” placement. This should be removed as it’s confusing. Many years ago, there was such a thing in Missouri as an interim placement, but it was over-used by educators by placing children in special education programs on an interim basis when they may not have truly been eligible or when it was believed necessary to remove a child from the general education setting who was misbehaving. These children may or may not have eventually met eligibility. This is not a practice we want to return to as it was not best for students. b. Working on amendments is better than working on multiple IEPs, but it will still become confusing for both parents and special educators as years pass and agreement has not been reached on an amended area.c. IDEA requires LEAs to provide a Free and Appropriate Public Education to students with disabilities by making progress on IEP goals/objectives. This will interfere with the LEAs ability to meet this Federal requirement. d. With the existing special education teacher shortage as it is, we worry this requirement of keeping track of additional amendments not agreed upon will lead to more special education teachers to leave the field, worsening the shortage and impacting the ability to provide services to children.e. We believe this will have a negative impact on students with disabilities. It is not conducive to good instructional practice.3. If parent visits to special education classrooms prior to placement are required to take place after regular school hours, it will require teachers to work outside their regular working hours. This also creates additional burdens on teachers and may lead them to leave the field of special education. 4. Requiring the Department of Elementary and Secondary Education to adopt a parental consent form is redundant. There is currently one in place which is called Prior Written Notice. Legislation should not mandate forms and the content.5. We are also very unclear what “partial parental consent” is and would consist of. This needs to be clarified.6. We believe this bill will have negative impacts on students with disabilities. a. We have concerns that the outcome of this bill will increase litigation against families, which is not good for students. b. Managing multiple amendments within a student’s IEP could become confusing and challenging and have a negative impact on the instruction.c. The bill’s provisions requiring teachers to work from expired IEPs will lead to situations where there could be outdated IEPs in place for multiple years. This situation is harmful in working to ensure students are progressing.d. The bill’s emphasis on parental consent for specific IEP components raises concerns that parents might request additions that are not necessary for the

student's progress, conflicting with the requirements to provide a free appropriate public education (FAPE). A scenario with possible fiscal impacts: A special education teacher has 15 students. The teacher will need to hold an IEP meeting for all 15 students. At each IEP apparent according to this law the parent would need to consent to parts of the IEP. Let's say at one IEP the parent does not consent to one part of the IEP. A form would need to be created and filled out for each area the parent does not agree with. At this time the team: 1. could reconvene at a later date to come to a resolution. 2. The team could decide to file a due process because a child would not receive FAPE if the changes were not made. 3. The rest of the IEP would be implemented. This means a teacher would have the ongoing IEP that was agreed upon, not implementing what the parents do not agree on with the new forms. The amount of time and record keeping of what was agreed with and what was not agreed with is overwhelming. The hours that special Ed teachers would need to keep track of what is agreed upon and what is not is time-consuming. Instead of coming to a consensus and using the current PWN (prior written notice) a new form would need to be created.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2113</b>		DATE: <b>3/6/2024</b>
COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>GRETCHEN CRILLEY</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL: <b>crilleyg@parkhill.k12.mo.us</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/6/2024 2:36 PM</b>

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

We have concerns that the outcome of these bills will increase litigation against families, which is not good for students. Managing multiple amendments within a student's IEP could become confusing and challenging and have a negative impact on the instruction provided to students with disabilities. The provisions in both bills requiring teachers to work from expired IEPs will lead to situations where there could be outdated IEPs in place for multiple years. This situation is harmful in working to ensure students with disabilities are progressing. The emphasis of both bills on parental consent for specific IEP components raises concerns that parents might request additions that are not necessary for the student's progress, conflicting with the requirements to provide a free appropriate public education (FAPE). We are currently in an extreme and unprecedented special education teacher shortage. The provisions in these bills requiring special education teachers to keep track of and work from multiple amendments will cause an undue burden on those special education teachers currently in the field and may cause them to leave, which will further increase the special education teacher shortage. If this takes place, we are concerned with the lack of special educators who will be available to provided services to students with disabilities.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2113</b>		DATE: <b>3/6/2024</b>
COMMITTEE: <b>Elementary and Secondary Education</b>		
TESTIFYING: <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>GRETTA GUERIN</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL: <b>gguerin@marionville.us</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/6/2024 11:14 AM</b>

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

It is my belief that these proposed bills could detrimentally affect students with disabilities. I am apprehensive that they may lead to an escalation in legal actions against families, which could be disadvantageous to students. The management of numerous adjustments within a student's Individualized Education Program (IEP) might become perplexing and arduous, potentially impacting the quality of education provided to students with disabilities. The stipulations in both bills that mandate teachers to adhere to outdated IEPs could result in prolonged periods where obsolete IEPs are in effect. This scenario is detrimental to the goal of ensuring students with disabilities make progress. The primary focus of both bills on parental approval for specific components of an IEP raises concerns that parents may request unnecessary additions that do not align with the necessity to offer a free appropriate public education (FAPE). At present, there is a critical shortage of special education teachers. The requirements in these bills for special education teachers to handle and implement multiple modifications could place an excessive burden on existing educators in the field and potentially lead to their departure, further exacerbating the shortage. This situation raises worries about the insufficient number of special educators available to deliver services to students with disabilities.





MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2113</b>		DATE: <b>3/6/2024</b>
COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>HEATHER KING</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL: <b>kingheteach@gmail.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/6/2024 3:13 PM</b>

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

I have concerns that the outcome of these bills will increase litigation against families, which is not good for students. Managing multiple amendments within a student's IEP could become confusing and challenging and have a negative impact on the instruction provided to students with disabilities. The provisions in both bills requiring teachers to work from expired IEPs will lead to situations where there could be outdated IEPs in place for multiple years. This situation is harmful in working to ensure students with disabilities are progressing. The emphasis of both bills on parental consent for specific IEP components raises concerns that parents might request additions that are not necessary for the student's progress, conflicting with the requirements to provide a free appropriate public education (FAPE). We are currently in an extreme and unprecedented special education teacher shortage. The provisions in these bills requiring special education teachers to keep track of and work from multiple amendments will cause an undue burden on those special education teachers currently in the field and may cause them to leave, which will further increase the special education teacher shortage. If this takes place, we are concerned with the lack of special educators who will be available to provided services to students with disabilities.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2113</b>		DATE: <b>3/6/2024</b>	
COMMITTEE: <b>Elementary and Secondary Education</b>			
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>KATIE ILIFF</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: <b>kiliffot@gmail.com</b>		ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/5/2024 4:15 PM</b>

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

I believe this bill will have negative impacts on students with disabilities. I am concerned that the outcome of this bill will increase litigation against families, which is not good for students. Managing multiple amendments within a student's IEP could become confusing and challenging and harm the instruction provided to students with disabilities. The provisions in this bill requiring teachers to work from expired IEPs will lead to situations where there could be outdated IEPs in place for multiple years. This situation is harmful in working to ensure students with disabilities are progressing. The emphasis of this bill on parental consent for specific IEP components raises concerns that parents might request additions that are not necessary for the student's progress, conflicting with the requirements to provide a free appropriate public education (FAPE). We are currently in an extreme and unprecedented special education teacher shortage. The provisions in this bill requiring special education teachers to keep track of and work from multiple amendments will cause an undue burden on those special education teachers currently in the field. They may cause them to leave, which will further increase the special education teacher shortage. If this occurs, we are concerned with the lack of special educators available to provide services to students with disabilities.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2113</b>		DATE: <b>3/6/2024</b>
COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>KIM HART</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL: <b>twoharts1993@gmail.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/6/2024 9:04 AM</b>

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

I believe these bills will have negative impacts on students with disabilities. o I have concerns that the outcome of these bills will increase litigation against families, which is not good for students.o Managing multiple amendments within a student’s IEP could become confusing and challenging and have a negative impact on the instruction provided to students with disabilities.o The provisions in both bills requiring teachers to work from expired IEPs will lead to situations where there could be outdated IEPs in place for multiple years. This situation is harmful in working to ensure students with disabilities are progressing.o The emphasis of both bills on parental consent for specific IEP components raises concerns that parents might request additions that are not necessary for the student's progress, conflicting with the requirements to provide a free appropriate public education (FAPE).• We are currently in an extreme and unprecedented special education teacher shortage. The provisions in these bills requiring special education teachers to keep track of and work from multiple amendments will cause an undue burden on those special education teachers currently in the field and may cause them to leave, which will further increase the special education teacher shortage. If this takes place, we are concerned with the lack of special educators who will be available to provided services to students with disabilities.



MISSOURI HOUSE OF REPRESENTATIVES  
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BILL NUMBER: <b>HB 2113</b>		DATE: <b>3/6/2024</b>	
COMMITTEE: <b>Elementary and Secondary Education</b>			
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>LEIGH GRUBER</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: <b>leighw2@yahoo.com</b>		ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/6/2024 10:00 AM</b>

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

I believe these bills will have negative impacts on students with disabilities. I have concerns that the outcome of these bills will increase litigation against families, which is not good for students. Managing multiple amendments within a student's IEP could become confusing and challenging and have a negative impact on the instruction provided to students with disabilities. The provisions in both bills requiring teachers to work from expired IEPs will lead to situations where there could be outdated IEPs in place for multiple years. This situation is harmful in working to ensure students with disabilities are progressing. The emphasis of both bills on parental consent for specific IEP components raises concerns that parents might request additions that are not necessary for the student's progress, conflicting with the requirements to provide a free appropriate public education (FAPE). We are currently in an extreme and unprecedented special education teacher shortage. The provisions in these bills requiring special education teachers to keep track of and work from multiple amendments will cause an undue burden on those special education teachers currently in the field and may cause them to leave, which will further increase the special education teacher shortage. If this takes place, we are concerned with the lack of special educators who will be available to provided services to students with disabilities.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2113</b>		DATE: <b>3/6/2024</b>
COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>LISA CHALOUPKA</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL: <b>lchaloupka@hallsville.org</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/6/2024 7:48 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

I have taught Special Education for 18 years in Mid-Missouri. There is an **EXTREME** teacher shortage, and laws that are being passed, are making it harder and harder to teach. I went to college for 5 years to obtain a degree and certification, shouldn't that count? Shouldn't that make me a specialist who is respected for my knowledge? I understand that the child belongs to the parent, but does the parent get to prescribe medicine because they know their child is sick? There are laws I have to follow as a teacher. Parents do not know these laws, and they do not have to abide by them. When will the government take the stand that teachers are a vital part of our society who are professionals? There are already open positions that can not be filled, taking even more of our responsibilities away, is making more and more of us leave the profession.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2113</b>		DATE: <b>3/6/2024</b>	
COMMITTEE: <b>Elementary and Secondary Education</b>			
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>LISA GORAN</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: <b>drlisagoran@gmail.com</b>		ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/6/2024 9:29 AM</b>

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

I believe HB 2113 will have negative impacts on students with disabilities. Here are a few bulleted items to support my concern:- The key pieces of parental rights are already included in the Individuals with Disabilities Education Act (IDEA) passed at the federal level. The "new" pieces included in HB 2113 actually create confusion and opportunity for harm to students with disabilities and their families.- I have concerns that the outcome of HB 2113 will increase litigation against families, which is not good for students.- Managing multiple amendments within a student's IEP could become confusing and challenging for families and educators, as well as have a negative impact on the instruction provided to students with disabilities.- The provisions in HB 2113 requiring teachers to work from expired IEPs will lead to situations where there could be outdated IEPs in place for multiple years. This is the opposite of best practice and the resulting situation is harmful to work ensuring students with disabilities are progressing.- The emphasis of HB 2113 on parental consent for specific IEP components raises concerns that parents might request additions that are not necessary for the student's progress, conflicting with the requirements to provide a free appropriate public education (FAPE) as outlined in IDEA.- Our great state of Missouri is currently in an extreme and unprecedented special education teacher shortage. The provisions in these bills requiring special education teachers to keep track of and work from multiple amendments will cause an undue burden on those special education teachers currently in the field and may cause them to leave, which will further increase the special education teacher shortage. If this takes place, we are concerned with the lack of special educators who will be available to provided services to students with disabilities. Thank you for the opportunity to submit my written testimony in opposition of HB 2113.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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COMMITTEE: <b>Elementary and Secondary Education</b>			
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>LORI RALPH</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: <b>loriralph@gmail.com</b>		ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/5/2024 3:59 PM</b>

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

Obtaining written parental consent for a change in location of services is not currently an IEP team decision, so it should not be included in this category. For example, moving a student from Ms. Smith’s to Ms. Brown’s special education classroom for services within the same building could be construed as a change in location of services. To quote, "If the parents and local educational agency fail to reach an agreement on the child’s individualized education program but reach an agreement on certain IEP services or interim placement, the child’s current agreed-upon IEP shall be amended to include such areas of agreement until the areas of agreement are resolved." It has been clarified in the Missouri State Plan there is no such thing as an “interim” placement. This should be removed as it’s confusing. Many years ago, there was such a thing in Missouri as an interim placement, but it was over-used by educators by placing children in special education programs on an interim basis when they may not have truly been eligible or when it was believed necessary to remove a child from the general education setting who was misbehaving. These children may or may not have eventually met eligibility. This is not a practice we want to return to as it was not best for students. Working on amendments is better than working on multiple IEPs, but it will still become confusing for both parents and special educators as years pass and agreement has not been reached on an amended area. IDEA requires LEAs to provide a Free and Appropriate Public Education to students with disabilities by making progress on IEP goals/objectives. This will interfere with the LEAs ability to meet this Federal requirement. With the existing special education teacher shortage as it is, we worry this requirement of keeping track of additional amendments not agreed upon will lead to more special education teachers to leave the field, worsening the shortage and impacting the ability to provide services to children. We believe this will have a negative impact on students with disabilities. It is not conducive to good instructional practice. If parent visits to special education classrooms prior to placement are required to take place after regular school hours, it will require teachers to work outside their regular working hours. This also creates additional burdens on teachers and may lead them to leave the field of special education. Requiring the Department of Elementary and Secondary Education to adopt a parental consent form is redundant. There is currently one in place which is called Prior Written Notice. Legislation should not mandate forms and the content. It is also very unclear what “partial parental consent” is and would consist of. This needs to be clarified. We believe this bill will have negative impacts on students with disabilities. We have concerns that the outcome of this bill will increase litigation against families, which is not good for students. Managing multiple amendments within a student’s IEP could become confusing and challenging and have a negative impact on the instruction. The bill’s provisions requiring teachers to work from expired IEPs will lead to situations where there could be outdated IEPs in place for multiple years. This situation is harmful in working to ensure students are progressing. The bill’s emphasis on parental consent for specific IEP components raises concerns that parents might request additions that are not necessary for the student’s progress,

**conflicting with the requirements to provide a free appropriate public education (FAPE).**





MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2113</b>		DATE: <b>3/6/2024</b>
COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>LORI RALPH</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:	STATE:	ZIP:
EMAIL: <b>loriralph@gmail.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/5/2024 3:54 PM</b>

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

We believe these bills will have negative impacts on students with disabilities. We have concerns that the outcome of these bills will increase litigation against families, which is not good for students. Managing multiple amendments within a student's IEP could become confusing and challenging and have a negative impact on the instruction provided to students with disabilities. The provisions in both bills requiring teachers to work from expired IEPs will lead to situations where there could be outdated IEPs in place for multiple years. This situation is harmful in working to ensure students with disabilities are progressing. The emphasis of both bills on parental consent for specific IEP components raises concerns that parents might request additions that are not necessary for the student's progress, conflicting with the requirements to provide a free appropriate public education (FAPE). We are currently in an extreme and unprecedented special education teacher shortage. The provisions in these bills requiring special education teachers to keep track of and work from multiple amendments will cause an undue burden on those special education teachers currently in the field and may cause them to leave, which will further increase the special education teacher shortage. If this takes place, we are concerned with the lack of special educators who will be available to provide services to students with disabilities.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2113</b>		DATE: <b>3/6/2024</b>
COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>MORGEN SMITH</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL: <b>morgensmith@gmail.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/6/2024 9:42 AM</b>

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

We believe these bills will have negative impacts on students with disabilities. We have concerns that the outcome of these bills will increase litigation against families, which is not good for students. Managing multiple amendments within a student's IEP could become confusing and challenging and have a negative impact on the instruction provided to students with disabilities. The provisions in both bills requiring teachers to work from expired IEPs will lead to situations where there could be outdated IEPs in place for multiple years. This situation is harmful in working to ensure students with disabilities are progressing. The emphasis of both bills on parental consent for specific IEP components raises concerns that parents might request additions that are not necessary for the student's progress, conflicting with the requirements to provide a free appropriate public education (FAPE). We are currently in an extreme and unprecedented special education teacher shortage. The provisions in these bills requiring special education teachers to keep track of and work from multiple amendments will cause an undue burden on those special education teachers currently in the field and may cause them to leave, which will further increase the special education teacher shortage. If this takes place, we are concerned with the lack of special educators who will be available to provided services to students with disabilities.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2113</b>		DATE: <b>3/6/2024</b>
COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>NICOLE SCHWEISS</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL: <b>nicoleschweiss@yahoo.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/6/2024 1:52 PM</b>

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

**There are concerns that the outcome of these bills will increase litigation against families, which is not good for students. Managing multiple amendments within a student's IEP could become confusing and challenging and have a negative impact on the instruction provided to students with disabilities.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2113</b>		DATE: <b>3/6/2024</b>
COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>SARAH HANSEN</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL: <b>shansen@kennett.k12.mo.us</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>3/6/2024 7:52 AM</b>

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

We believe these bills will have negative impacts on students with disabilities. We have concerns that the outcome of these bills will increase litigation against families, which is not good for students. Managing multiple amendments within a student's IEP could become confusing and challenging and have a negative impact on the instruction provided to students with disabilities. The provisions in both bills requiring teachers to work from expired IEPs will lead to situations where there could be outdated IEPs in place for multiple years. This situation is harmful in working to ensure students with disabilities are progressing. The emphasis of both bills on parental consent for specific IEP components raises concerns that parents might request additions that are not necessary for the student's progress, conflicting with the requirements to provide a free appropriate public education (FAPE). We are currently in an extreme and unprecedented special education teacher shortage. The provisions in these bills requiring special education teachers to keep track of and work from multiple amendments will cause an undue burden on those special education teachers currently in the field and may cause them to leave, which will further increase the special education teacher shortage. If this takes place, we are concerned with the lack of special educators who will be available to provided services to students with disabilities.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2113</b>		DATE: <b>3/6/2024</b>	
COMMITTEE: <b>Elementary and Secondary Education</b>			
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>THOMAS UNFRIED</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: <b>specksinyoureye@gmail.com</b>	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>3/6/2024 11:40 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

This bill adds undue burden for special education teachers like myself. Managing multiple amended IEPs across one's caseload will create a situation where teachers are managing paperwork, possibly taking instructional time away from students. They also may create situations where students are not being best served by their own IEP. Parental consent is indeed important to me. The parents of my students are critical members of the IEP team.