



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>ABIGAIL MILLER</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/16/2026 7:54 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

From MA. Parental consent for placement changes and revision of services is necessary for true meaningful parental participation.



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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>ALEXANDRA GRIFFIN</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/12/2026 11:30 PM</b>
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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>AMANDA ROWDEN</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 6:28 PM</b>	
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**I support this bill**



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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>AMY LAKE</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:                  ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/12/2026 7:51 PM</b>
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Parents need to be able to approve final IEPs to ensure the best for their children. I had an IEP passed in public schools without my approval and it caused may serious educational issues for my children.



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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>AMY RENEE BREMER</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/17/2026 1:35 PM</b>
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I am a parent living in Missouri, and I am writing to express my support for HB 2304.

As a parent, I rely on state policies to ensure that children and families are treated fairly and that systems serving them operate with transparency and accountability. This issue is personal to me because my child's IEP was modified to change transportation services without notice. My child is a nonspeaking female, so unapproved changes to transportation are also a safety concern, and safeguards requiring parent approval for significant changes are essential to protect families.

I encourage the committee to support HB 2304 and move it forward. Thank you for your time and for your service to Missouri families.



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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>ANDREA LISEBY</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/13/2026 8:46 AM</b>
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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>ANDREW HECHT</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/17/2026 7:55 PM</b>	
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**"I'm in support of HB 2304"**



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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>ANGEL JEAN OFORI</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/13/2026 2:40 AM</b>
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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>ANGELA FERREIRA</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/16/2026 9:28 AM</b>	

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Chairperson and Members of the Committee, My name is Angela Ferreira, and I appreciate the opportunity to provide testimony regarding the fundamental rights of parents to provide informed consent as it relates to the student's placement in Special Education. At the heart of this issue is a simple but powerful principle: parents are the primary decision-makers in their child's life. They know their child's life. They know their child's history, strengths, trauma, culture, medical background, and needs in ways that no evaluation report can fully capture. While educators and specialists bring expertise in instruction and assessment, parents bring expertise in their child. Special education placement is not a minor administrative decision. It can affect a child's trajectory, peer relationships, access to general education curriculum, post-secondary opportunities, and long term self-concept. Because of that impact, parental informed consent is not merely procedural - it is ethical and foundational. Missouri has an opportunity to affirm a core value: families are partners, not obstacles. Protecting the right of parents to provide informed consent before special education placement - upholds the intent of IDEA, protects civil rights, promotes collaboration, reduces conflict, centers the child's best interest. This is not about limiting schools. It is about strengthening partnership and ensuring that decisions affecting a child's future are made with, not for, families. I urge you to protect and preserve parental consent rights in special education placement. Thank you for your time and consideration. Respectfully, Angela Ferreira Assistant Director of Family Services The Arc of Bristol County



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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>ANGELA JOLLEY</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 6:19 AM</b>
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**I support parents having say in their child's IEP.**



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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>ANGELA KELLER</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/17/2026 11:40 AM</b>
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Please support this bill as it gives us as parents a equal opportunity to have a say on where schools place our children who have special needs. The proverbial deck is always stacked against us. Please help us be able to have a say



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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>ANGELA M BROOKS</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 8:05 PM</b>	
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I have watch personally the need for this bill. The most amazing parents still struggle with the current situation.



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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>ANGIE FARIOLE</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/14/2026 9:25 AM</b>
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**My son with seizures was recently moved from public school to a private placement 1.5 hours from home. I was allowed to participate in the meeting and supplies letters from doctors and spreadsheets comparing placements. At the end of the meeting, the four key district team members said his placement should be changed, so it was, without our consent. It's shocking that this large of a change can happen without parent approval.**



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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>ANNE RAYFIELD</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 7:32 PM</b>
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**We know family's that would be directly affected by this. I am submitting in support of them and their son. Many more familys have no one to speak for them. Say yes to this, please! Support the family's and the children that have no one to speak up for them!**



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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>ANTOINETTE REDMOND</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/13/2026 2:56 PM</b>
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**As a parent of children with special needs, I am in support of this bill. Parents deserve the right to full consent to the services they want or do not want for their child. Parents and schools need to work together to support children with special needs. This bill centralizes the power dynamic between parents and schools.**



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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>ARNIE "HONEST-ABE" DIENOFF-STATE PUBLIC ADVOCATE</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>In-Person</b>		SUBMIT DATE: <b>2/18/2026 11:54 PM</b>
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**I am in Support of this Bill.**



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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>BEN TOBIN</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/16/2026 6:29 AM</b>
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My name is Ben Tobin and I reside in the state of Massachusetts. I'm an advocate and an educator and our state mandates parental consent before placement changes can take place. This allows parents to have meaningful parent participation in the IEP. Our system in Massachusetts is extremely broken, and parental consent is one of the few lines of defense against the unilateral decision-making on the part of school administrators. Please support the caregivers of Missouri (and their children) and approve this bill.



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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>BRENDA SMISHEK</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 9:52 AM</b>
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My grandnephew, Jackson Fariole, had a tumor removed from his brain when he was just over a year old to stop infantile spasms. He is now 9 years old and is now autistic. Jack and his family live in Rolla, Missouri. Last year the Rolla school district made the decision to send Jack to a school that is 1.5 hours away which means he now has to travel 3 hours a day just to get the education he is entitled to. Unfortunately, Jack is not the only student of the Rolla school system that this affects. Please pass this bill so that the parents or guardians of students have input as to where their child goes to school.



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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>BRYANNA SCHERER</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/16/2026 7:54 PM</b>

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My name is Bryanna Scherer, and I am a Missouri parent of a first grader receiving special education services. I am writing to express my strong support for HB 2304, which would require parental consent before significant changes are made to a child’s Individualized Education Program (IEP).

Parents are essential partners in their child’s education, especially when their child has unique learning needs. An IEP is more than a document - it represents a carefully developed plan designed to support a child’s academic growth, developmental progress, and long-term success. Because parents know their child best and are responsible for advocating for their well-being, they must have a meaningful and active role in decisions that affect their child’s educational services.

Under current practice, parents may not always have the authority to prevent certain changes from being implemented, even when they have legitimate concerns. This creates an imbalance in the decision-making process and can leave parents feeling powerless in situations where their insight and consent should be foundational. Requiring parental consent for significant changes ensures transparency, strengthens trust between families and schools, and promotes collaborative decision-making that ultimately benefits the child.

As a healthcare professional, I understand the importance of informed consent when decisions impact an individual’s care and well-being. Education plans that affect a child’s development should be treated with the same level of respect and partnership. Parents deserve the opportunity to fully understand, discuss, and agree to changes before they are implemented.

HB 2304 reinforces the principle that parents are not passive observers, but active participants and advocates in their child’s education. This bill helps ensure that decisions are made collaboratively and with the child’s best interest at the center.

I respectfully urge you to support HB 2304.

Thank you for your time and your commitment to Missouri’s children and families.

Sincerely,  
 Bryanna Scherer



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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>CANDICE ROBB</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/17/2026 3:34 PM</b>	
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When my son was in kindergarten, his school placed him in a building outside of our immediate neighborhood to provide services he needed. This was initially a transportation hardship, but we made it work. He got settled into the school year, and we formed a great working relationship with his teacher in that building. Mid year, the school proposed placing our son in another different building. This would have been beyond disruptive. We had an attorney, and we were able to file due process. If we did not have that resource, our son would have been moved across town for services yet again. This happens to far too many families across the state who are not able to pay an attorney. Parents deserve to have a say when it comes to decisions like this.



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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>CARRIE BENSON</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/12/2026 6:40 PM</b>
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As a parent and an SLP I believe it is in the best interest of the students and the collaborative team to have all parties notified of any changes. This allows for thoughtful discussions and time for any preparations that would be needed. Making decision about it a child without the parents I'm not conducive to team building and puts the major adults in the child's life in odds with one another. The IEP was designed to be a collaborative document and process and all parts of it should be the whole team involved.



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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>CARTER GOURLEY</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 2:46 PM</b>
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I believe this bill would make parents ability to interact with disability services substantially easier and as someone who has been dealing with disability services for my entire life, I would prefer things become easier



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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>CATHERINE HACKE</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/16/2026 8:37 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

I am the parent of an IEP student with several disabilities had I had had the right to consent for placement it would have prevented a stressful and emotional due process filing.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>CHARLENE CURRIE-GRISSOM</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/12/2026 9:34 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**I am in support of this bill.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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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>CHELSEA BROWN</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 10:49 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

Every child, especially in special education, has such unique needs and strengths. As parents and guardians, we have the ability and responsibility to care and advocate for our child's specific needs. Large changes to our children's educational plan should require consent and due process to ensure proper collaboration and best decisions are made by consensus for our children. Parents should have a key role in the decision making process when it comes to significant changes in a child's educational plan. Their voices must be protected and supported.

I have a young child with an IEP and was shocked to learn that large changes could be made without my consent. As a professional specializing in pediatric care, I spend much of my time and expertise caring for children. Parental consent for treatment and care for my patients is required. I believe our educational systems should have similar ethics in place.

I urge you to support this bill and support the advocacy efforts of parents.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>BUSINESS/ORGANIZATION:</b>			
WITNESS NAME: <b>CHERYL POE</b>		PHONE NUMBER: <b>757-286-0549</b>	
BUSINESS/ORGANIZATION NAME: <b>ADVOCATING 4 KIDS INC</b>		TITLE: <b>EXECUTIVE DIRECTOR</b>	
ADDRESS: <b>3500 VIRGINIA BEACH BLVD LITTLE NECK TOWERS VIRGINIA BEACH BLVD STR 420</b>			
CITY: <b>VIRGINIA BEACH</b>		STATE: <b>VA</b>	ZIP: <b>23452</b>
EMAIL: <b>adv4kids@gmail.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/14/2026 4:00 PM</b>	

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

As a special education professional with over 25 years of experience in Virginia, I have witnessed firsthand how essential our state regulations requiring parental consent for placement changes and revisions to services are to ensuring meaningful parental participation.

Parental participation is not a procedural formality. It is the backbone of effective special education practice.

Virginia’s regulations, which require informed parental consent before changes in placement and significant revisions to services, protect the integrity of the IEP process. They ensure that decisions about a child’s education are not made unilaterally, but collaboratively, as the law intends.

Over the course of my career, I have seen the difference clearly.

When parental consent is required and respected, meetings are more thoughtful and data driven. Schools prepare more thoroughly before proposing changes. Families feel heard and engaged rather than sidelined. Disagreements are addressed through dialogue instead of damage control.

When consent protections are weakened or treated as routine paperwork, trust erodes. Parents feel pressured or rushed. Placement changes can occur without true shared decision making. The IEP becomes something done to families instead of with them.

True meaningful parental participation requires more than being present at the table. It requires access to data before decisions are proposed, clear explanation of the rationale for placement or service changes, time to consider options, and the legal ability to agree or decline without fear of retaliation.

Virginia’s consent requirements create accountability. They ensure that revisions to services and placement are deliberate, justified, and aligned with the child’s needs, not driven by convenience, staffing shortages, or administrative pressure.

After 25 years in this field, I can say with confidence that parental consent protections strengthen schools. They do not slow down good practice. They safeguard it.

If we want participation to be meaningful, not symbolic, parental consent must remain a required and respected part of the process.

**Respectfully submitted,  
Cheryl A Poe  
Advocating 4 Kids Inc**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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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>CHRISTIE DORMAN</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:                  ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/16/2026 4:17 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

Parent consent should be required regarding special education matters. I am in support of this bill.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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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>CHRISTINA FARIA</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/17/2026 4:24 PM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

Dear House Elementary and Secondary Education Committee,

Thank you for your consideration of HB 2304. I am a citizen with multiple disabilities who gre up with an Individualized Education Plan. I live in St Louis County. As someone who knows the importance of and Individualized Education plan and of a team approach to education strongly support this bill. Parents are the experts on their child and need to have an equal seat at the IEP table.

When I was younger I was forced into home bound educational services by my I.E.P. team. My mother and I both severely opposed this. However, since my plan didn't require a parental signature I was left with no choice. I missed all the growth that one experiences in their last year of school both educationally and socially. This is time I can never get back . Parents and children need to hold the same power as everyone else on the educational team and it starts with a signature.

Thank you for your time.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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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>CHRISTINA MARIE MACORMIC</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 11:43 AM</b>	

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

My name is Christina Macormic and I am here today in strong support of House Bill 2304. Right now, when major changes are made to a child’s IEP such as cutting services, changing placements or removing supports parents too often feel those decisions are made to us, not with us. House Bill 2304 ensures those decisions cannot happen without clear, written parental consent. Transparency should not be controversial. And our children should not lose critical support because of technicalities or paperwork loopholes. Parents of children with special needs send them to public school expecting partnership. We are not handing our children over and stepping aside. We are trusting schools to work with us and not to make life-changing decisions without us. Sometimes these decisions are made by a team that has known our child for a year or less. We have known them their entire lives. We have taken them to doctor appointments, sat in hospitals, worked with specialists, and coordinated care long after the school day ends. We are included in all decisions outside of the classroom. We know their history, their triggers, their strengths. Excluding us doesn’t feel procedural. It feels like our judgment as parents is being dismissed. Those in positions of power who can shape our children’s futures must listen to us. Hear our call for transparency. Hear our request to be true partners. We deserve a seat at the table for every major decision affecting our child. That right should not disappear at the schoolhouse gates.

When services are reduced or placements are changed without true agreement, the consequences are real. Hard-earned progress can unravel. Skills regress and confidence drops. In our children’s lifespan they are only in your districts for a few short years. We are their parents for life. When school ends, our responsibility does not. These years in the classroom are foundational, and decisions made now can carry lifelong impact that go well beyond when they graduate. This bill is ensures decisions are made with parents, not for parents.

Please pass House Bill 2304. Work with us. Respect our role as parents and protect our children.



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>CIARA WRIGHT</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 7:06 PM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

Dear House Elementary and Secondary Education Committee,

Thank you for your consideration of HB 2304. I am a parent of a child in 2nd grade and I live in Callaway County. I strongly support this bill because parents are the expert on their child and need to have an equal seat at the IEP table. The IEP team needs to be more collaborative in decision-making instead of putting parents in situations where they have limited options during an IEP disagreement. If the district knows a large change needs to be made that would require parental consent, they're going to be collecting data and problem solving with the parents so that they'll be on board with the proposed changes when they come about. The schools already have too much pull and they dont take dr recommendations as seriously as they should as well. The schools should never have more say on a child thrn their parent. This bill is a no-brainer and needs to be passed. Thank you for your consideration.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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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>CYNTHIA MOORE</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/16/2026 9:25 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

As an advocate with 20+ years of experience, parent and grand parent to people with disabilities, and person with disabilities, I can attest that there is no more important right in the IEP process than that of parent power.

From an organizational design and decision science perspective, systems function best when power is shared and consent is built into critical decision points. When one party can make unilateral changes and the other party's only remedy is escalation through due process, collaboration breaks down and hierarchy takes over.

In special education, districts already operate with institutional advantages including procedural expertise and publicly funded legal infrastructure. Families, by contrast, carry personal financial risk, emotional labor, and limited access to representation. Behavioral economics describes this as asymmetry of leverage. Organizational psychology describes it as power distance. Governance theory recognizes it as a structural design flaw.

Parents already consent to initiate IEP services. HB 2304 addresses what happens afterward by restoring consent for revisions to placement or services, preventing families from being forced into litigation as the default mechanism for disagreement.

Requiring parental consent for IEP changes is not adversarial. It is a stabilizing governance mechanism that promotes alignment, reduces conflict, and supports meaningful participation.

I urge you to support HB 2304.

Thank you for your consideration.



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>DAN STEVENS</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/13/2026 11:05 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

**I am in favor of better protection for special needs students in our state!**



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>DAWN CHRISTINA LEA BUSH</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/14/2026 8:04 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**I would support this, No matter how much paperwork The Education is worth and we do whatever is best for the child**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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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>DENA PETRIE</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/14/2026 5:40 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**My name is Dena Petrie. I'm a parent. I live in the Columbia Missouri School District. Parents of children with IEPs need to have the right to provide written consent for placement and changes to services for their own child's education. I thank the committee for hearing this bill.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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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>DENNIS FOSTER</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 7:51 AM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

**Hb2304 Jack Fariole is a great kid and could use some extra . Thank you**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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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>DIANE DRAGAN</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 9:22 AM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

**As a mother who filed due process 4 times for her three children, I can tell you that this law would have saved me a lot of heartache and the districts a lot of money. Including the parents voice in a meaningful way is essential.**

**As an attorney now practicing in Special Education law almost exclusively, this bill will save an immense amount of litigation. Changing a students placement without parental consent creates significant litigation. Parents can and do file due process to stop the change when they are able. The current law requires a parent to file within 10 days of the decision by the district. Parents are forced into litigation before real compromise can happen. The cost savings of valuing a parents voice in the IEP process will be felt not just in saving our tax dollars but in improving relationships with the school and the quality of the child's education.**



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>DOROTHY HUFFMAN</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 6:04 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**No changes should be allowed to be made without parental consent. There needs to be meetings and written records for everything. Parents need to know exactly what support their children are receiving or that the schools want to take away.**



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>DOROTHY TAYLOR</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/16/2026 8:19 AM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

**These children need a voice. Please consider these bills.**



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>WITNESS NAME</b>			
<b>BUSINESS/ORGANIZATION:</b>			
WITNESS NAME: <b>EARL SIMMS</b>		PHONE NUMBER: <b>636-875-9550</b>	
BUSINESS/ORGANIZATION NAME: <b>PARAQUAD</b>		TITLE: <b>COMMUNICATIONS AND ADVOCACY MANAGER</b>	
ADDRESS: <b>5240 OAKLAND AVE</b>			
CITY: <b>ST. LOUIS</b>		STATE: <b>MO</b>	ZIP: <b>63110</b>
EMAIL: <b>esimms@paraquad.org</b>	ATTENDANCE: <b>In-Person</b>	SUBMIT DATE: <b>2/17/2026 10:59 AM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

Mr. Chairman and members of the committee thank you for hearing my testimony today. I am Earl Simms, Communications and Public Policy Manager for Paraquad, the center for independent living serving St. Louis City and County. Paraquad champions equity and independence for people with disabilities through services, partnerships, education, and advocacy which is why I am here today.

Paraquad supports HB 2304 for the following key reasons:

- **Empowering Informed Self-Determination:** A core value of the Independent Living movement is self-determination. For students with disabilities, this begins with their parents having the right to provide explicit consent before significant changes—such as service reductions or placement shifts—are made to their educational plan. HB 2304 ensures that families are fully informed and in agreement before a child's educational support system is altered.
- **Preventing Unilateral Decisions:** Currently, families often feel that the IEP process is something that "happens to them" rather than something they "lead." By requiring written or electronic consent for changes to services and placements, this bill prevents local educational agencies (LEAs) from making unilateral decisions that may not align with the child's best interests or the family's goals.
- **Clarity and Transparency:** The requirement for the Department of Elementary and Secondary Education (DESE) to create a standardized, accessible consent model form in a parent's native language is a significant step toward equity. It removes "guesswork" for families and ensures that every parent, regardless of their background, understands their rights and the specific choices they are making.
- **The Right to Evaluate:** We strongly support the provision allowing parents to visit proposed educational programs or classrooms. Independence for a student often depends on the environment they are in; allowing parents to see these settings firsthand before consenting to a placement is essential for making an informed choice.
- **Structuring Conflict Resolution:** By allowing for "interim IEPs" where elements are agreed upon while others are mediated, HB 2304 ensures that a child's education does not grind to a halt during a dispute. This balanced approach protects the student's right to a Free Appropriate Public Education (FAPE) while respecting parental rights.

**At Paraquad, our Youth and Family Services team works daily with families, navigating the complexities of the special education system. We see firsthand the stress and barriers families face when they feel unheard. HB 2304 codifies the respect and authority that parents deserve as lifelong advocates for their children.**

**We urge this committee to pass HB 2304 to ensure that Missouri's students with disabilities are supported by a system that values parental consent, transparency, and the pursuit of independence.**

**Thank you to Representative Oehlerking for filing this legislation again this session and thank you to the Committee for your time and for your commitment to Missouri's students.**



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>ELISE MOORE</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/17/2026 6:56 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

Dear Members of the Committee,

I am writing as a Missouri parent in support of HB 2304. This bill strengthens meaningful parent participation while promoting collaboration between families and schools.

By requiring parental approval before major IEP changes, allowing partial agreement, providing time for collaborative problem-solving, and allowing families to visit proposed placements, HB 2304 encourages thoughtful, student-centered decisions. It also appropriately prioritizes safety by clarifying that consent is not required in matters involving violations of the student code conduct.

These protections build trust, improve communication, and support better outcomes for students with disabilities. I respectfully ask you support HB 2304.



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>EMERY CHARLIE WAKEFIELD</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 9:29 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 2304</b>		DATE: <b>2/18/2026</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>ERICA BRIGMAN</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 5:48 AM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

**I support this bill as a parent of a child with an IEP.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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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>ERIN SPURGEON</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 10:27 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**Jack deserves the education everyone else does. He also deserves to be able to go to school in his district.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>ERIN WELLS</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 10:36 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

I have a child with dyslexia, dysgraphia, and ADHD. The district chooses to formally recognize only one of the three disabilities. They have failed at every turn to follow IDEA. Please pass this bill to start the pendulum swing from parents having to spend thousands to enforce IDEA to schools being held responsible for not following IDEA. Our kids deserve to receive a good education. Parents need the legal rights to help insure this happens.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>HAYDEN LOZEN</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/15/2026 4:39 PM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

Dear House Elementary and Secondary Education Committee,

Thank you for your consideration of HB 2304. I am a self-advocate and I live in Saint Charles County. I support this bill because parents/guardians have a right to know of any major changes in their child's IEP and have a say on if this change would be beneficial or detrimental to the child's life and education. The parent knows what's best for their child while some children might have a hard time speaking up at school about any issues or disturbances, their parents/guardians are usually the first to know when the kid comes home. Passing this bill is necessary for the parents to have peace of mind that their children are taken care of while staying informed as well as helping the child have a positive experience at school and get the equal education they deserve. Thank you for your consideration.

Hayden Lozen



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>JACOB WILCUTT</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: <b>2/18/2026 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 2304</b>		DATE: <b>2/18/2026</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>JACQUELINE MURPHT</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/16/2026 10:39 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

I support the passage of this bill because I understand the importance of parental consent in the development of an IEP.

Parents are the members of the team who have seen the child's trajectory over years and years they understand the long-term deficits and needs in order for the child to make meaningful progress occasionally.

My own son struggled, immensely with participating in social or group activities at school due to his autism diagnosis- this impacted his ability to participate, actively in classes.

Without me pushing as a parent for him to have explicit social skills taught, my son would not have been able to remain in the general classroom and graduate on time.



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>JAMES BRIGMAN</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 7:15 AM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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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>JASON GOODIN</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/15/2026 10:24 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**My name is Dr. Jason Goodin, DO FCCP. I'm a parent of Grace and Grant Goodin. We live in the Columbia school district. Both of my children have a rare disease called Multiple Sulfatase Deficiency. Because their brains did not develop like their neurotypical peers, they both have IEPs. Parents of children with IEPs need to have the right to provide written consent for placement and changes to services for their own child's education. I thank the committee for hearing this bill.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>JASON WHITT</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 7:25 AM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

**Please support !**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>JEANETTE MEREDITH</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/16/2026 8:24 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**My daughter is 15 years old, and a freshman at her base school in Wheatland, Mo. My daughter has an I.E.P. I do not agree with the fact that the school district can resolve any and all issues about my daughter's I.E.P. without my consent! At the end of the day who has guardianship? Who is the custodial parent? I am not the school system. Thank you very much.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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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>JEFFREY STOKES JR.</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 5:03 PM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

I write in strong support of House Bill 2304. As a matter of both fairness and sound policy, parents of children with disabilities deserve a meaningful seat at the table when consequential decisions are made about their child’s education.

Under current practice, parents can find themselves sidelined during IEP revisions — changes that directly affect how, where, and how much support their child receives. HB 2304 corrects this by requiring written consent before schools reduce services, change placements, or significantly alter a child’s program. It also gives parents the right to visit proposed classrooms before agreeing to a placement, and ensures disputes are resolved through a clear, fair process rather than unilateral school action.

These are not radical demands. They are the basic conditions under which trust between families and schools can be built and maintained. A parent who feels heard and respected is a partner in their child’s education. A parent who feels steamrolled becomes an adversary — and children lose in that dynamic.

HB 2304 does not undermine educators or obstruct schools from doing their jobs. It simply ensures that parents are genuine participants in a process that the federal IDEA already envisions them to be. Missouri should codify that principle clearly and without ambiguity.

Respectfully,  
 Jeffrey Stokes Jr.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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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>JENNIE CHATMAN</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/16/2026 10:23 PM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

**Any changes that school staff make regarding the assistance and services a child receives, should be approved by the parents and require the signature of the parents.**



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>JENNIFER KOCHER</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/12/2026 5:48 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

As a disabled adult and as a parent who has been involved in the IEP process, I fully support this bill. This passage of this bill will help fulfill IDEA's promise that parents/guardians are full and equal members of the IEP Team. It will help parents/guardians better support their children's educations. The bill will establish an avenue of communication for improvement that is accessible to every parent/guardian. It will quicken the speed at which services can be provided and learning progress can be made. Thank you for developing and considering this bill and for considering my testimony.



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>JENNIFER MAURO</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 7:55 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

Growing up I went undiagnosed because they just wasn't enough resources for children with different disabilities that were not physical. Having learning disabilities isn't a big issue that needs to be addressed. Having four children in the school system that have IEP's due to being AuHd and other learning disabilities they have made leaps and bounces. If that's taken away they would backslide greatly.



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>JENNIFER SPURGEON</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/14/2026 10:39 AM</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>JILL SANDERS</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/18/2026 7:22 AM</b>
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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>JILL SMITH</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/15/2026 10:18 AM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

**Formal Testimony in Support of HB 2304  
 Before the Elementary and Secondary Education Committee**

**Chairperson, Vice-Chair, and Members of the Committee:**

**My name is Jill Smith, and I am both a parent and a professional in the field of special education. I hold a Master’s degree in Autism and Leadership, and I am the mother of two daughters with autism. I am here to express my strong support for House Bill 2304.**

**As someone who has experienced the Individualized Education Program (IEP) process both personally and professionally, I understand how vital it is for parents to be recognized as equal partners in their child’s educational planning. Unfortunately, many parents do not feel that equality within the current system.**

**I remember my very first IEP meeting for my daughter. It was overwhelming. The information was presented in a way that left little room for discussion or collaboration. It felt as though the decisions had already been made and that my only role was to agree. That experience did not sit right with me—it motivated me to pursue a Master’s degree in Autism and Leadership so I could better advocate for my children and support other families navigating the same challenges.**

**Throughout my career, I have worked with many parents who have shared similar experiences—feeling pressured, unheard, or even intimidated during IEP discussions. No parent should ever feel bullied into accepting an educational plan they believe is not in their child’s best interest. The IEP process is meant to be a collaborative effort, not a demonstration of authority or control.**

**HB 2304 is an important and necessary step toward restoring balance, accountability, and fairness to the IEP process. It ensures that schools are required to work with families rather than making unilateral decisions. When schools and parents truly collaborate, students receive the best possible outcomes.**

**Our education system should reflect the democratic values our nation stands for—shared responsibility, fairness, and respect. The IEP process must honor those principles.**

**For these reasons, I strongly urge the committee to support House Bill 2304. This bill empowers parents, promotes transparency, and ensures that every child’s educational needs are addressed through genuine partnership.**

**Thank you for your time, your service, and your commitment to improving education for all students.**

**Respectfully submitted,  
Jill S. Smith  
Parent and Special Education Professional  
Master's in Autism and Leadership**



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>JONNY FARIOLE</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>In-Person</b>		SUBMIT DATE: <b>2/14/2026 9:39 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

**Why does the school get to determine what is best for my child and not me? It's really that simple. Who knows a child better than their parents? This bill is essential in giving parent a voice during IEP meetings.**



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>JOSHUA WILCUTT</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/13/2026 6:45 PM</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>JUDITH S. ENGELBERG</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/16/2026 1:58 PM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

my name is Judith Engelberg. I am a grandparent. i live in the New Franklin school district. Parents of a child with IEPs need to have the right to provide written consent for placement and changes to services for their own child's education. Thank you for hearing this bill.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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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>JULIA CHANEY FAUGHN</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/13/2026 8:24 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

**This is a well written bill that supports doing what is in the best interest of the child.**



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>JULIA JOHNSON</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/16/2026 12:51 PM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

My name is Julia Johnson, and I am a Missouri parent of a child with disabilities. I strongly support HB 2304.

Allowing an IEP team to change a child’s placement or remove services without parental consent creates significant barriers to appropriate supports and undermines the intent of the Individuals with Disabilities Education Act. When decisions are made without parent agreement, the process becomes one sided and often results in services that do not meet the child’s needs or provide a Free Appropriate Public Education (FAPE).

My son, Jeremiah, has autism and ADHD and requires structured supports, co regulation, and sensory accommodations to access his education. Despite clinical recommendations from his providers and repeated requests for appropriate supports, decisions regarding his placement and services were made without meaningful agreement from me as his parent.

Jeremiah was placed in environments that did not meet his disability related needs. His sensory needs were dismissed, appropriate supports were denied or minimized, and behaviors related to his disability were treated as discipline issues rather than communication of unmet needs. He was punished for attempting to self regulate, including laying on the floor, rocking, humming, and seeking deep pressure.

Over time, the lack of appropriate supports led to escalating distress and trauma. Jeremiah was subjected to restraint and restrictive practices that were not transparently documented or properly reported. I witnessed him physically handled in ways that caused significant concern, yet records and accountability were inconsistent. These actions created barriers to his education rather than supporting access to learning.

Because of these failures, Jeremiah lost access to meaningful education and experienced emotional harm. I have since been forced to remove him from the school system and homeschool him while coordinating extensive therapeutic services, including behavioral therapy, occupational therapy, and counseling, at significant financial and emotional cost to our family. As a parent managing my own health conditions, this burden has been overwhelming but necessary to protect my child.

I have filed complaints with the Missouri Department of Elementary and Secondary Education and continue to pursue appropriate evaluations and services to correct his educational record. No family should have to navigate complaints, investigations, and legal processes simply to ensure their child receives appropriate supports.

An IEP that is forced upon a family does not reflect true collaboration and cannot effectively serve the child. Parents are equal members of the IEP team and know their children’s needs best. Without meaningful parental consent, children risk being placed in more restrictive environments, losing necessary services, or receiving inappropriate interventions that cause harm.

An IEP should represent a genuine agreement between the school and the family. It should not be

**implemented or validated until all parties, including parents, have meaningfully participated and agreed to the plan. Requiring parental consent strengthens accountability, promotes collaboration, and protects students' educational rights.**

**Missouri families deserve the same protections as families in other states. HB 2304 helps ensure that students with disabilities receive appropriate services, that parents' voices are respected, and that educational decisions truly serve the best interests of the child.**

**I respectfully urge you to support HB 2304.**

**Thank you for your time and consideration.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>KACIE WASSILAK</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/13/2026 8:18 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 2304</b>		DATE: <b>2/18/2026</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>KAREN E ADAMS</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 4:57 PM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

Hello. My name is Karen Adams. I live in St. Ann, in St. Louis County, Missouri. I am a retired special educator, who worked for Special School District of St. Louis County. Prior to that, I worked in other states, including California, where I received both of my Master's degrees in special education. In California, we are required to get parental consent for all changes to Individual Education Plans (IEPs), not just for major changes. The fact that Missouri doesn't currently require parental consent for changes to Individual Education Plans (IEPs) has always flabbergasted me. The education professionals and the parents are all equal members of each IEP team. This proposed legislation is a long overdue and definitely centers the needs for Free Appropriate Public Education (FAPE) for each disabled child who requires an Individual Education Plan. I request you support of this bill, and your "yes" vote.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>KAREN WEAVER</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 11:00 AM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

Parents should be included in the decision-making process of their children's education. Too often school staff tell them what will happen rather than including them in the discussion. Please pass this bill!



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>KATHLEEN M. BASI</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 10:34 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 2304</b>		DATE: <b>2/18/2026</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>KAY RADER</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/15/2026 10:30 PM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

I strongly urge you to support HB 2304.

As a former Special Education teacher, I witnessed districts reduce or deny services based on cost, not student need. Related service providers often came to IEP meetings prepared to drop services with no discussion. Staff who disagreed risked professional consequences. Parents were left powerless.

Currently, in Missouri, schools can implement an IEP after 10 days—even if a parent disagrees. That is not equal participation. That is unilateral decision-making.

When parents disagree, their only meaningful options are filing a state complaint or pursuing due process. Advocates cost \$100–\$250 per hour. Attorneys often require \$3,000 retainers or more. Full hearings can exceed \$10,000. For many families, this is simply not possible.

Even when parents file a child complaint and reach agreed-upon corrective actions, districts often fail to fully follow through, with little to no real consequence. That leaves families back at square one.

The system currently places the burden on parents, while districts have attorneys, insurance, and full access to records and experts.

HB 2304 restores balance.

**Parental consent:**

- Prevents unilateral reductions in services or placement changes
- Protects “stay put” rights
- Ensures informed decision-making through Prior Written Notice
- Reinforces parents as equal IEP team members
- Shifts the burden back to the district to justify its proposal

Several states require parental consent before implementing disputed IEP changes. In those states, disputes are more often resolved through negotiation instead of costly litigation. When districts must obtain consent, collaboration improves.

IDEA places responsibility on the district to design and defend an appropriate program. If a district cannot persuade a parent that its proposal meets the child’s needs, it should bear the burden of proving that it does.

**I hope that HB 2304 will finally shift the burden back to the district—where it belongs—and ensure parents are true partners in their child’s education.**

**Please support HB 2304.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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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>KEN RICE</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/12/2026 11:48 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**I support this bill**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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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>KIM</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 9:49 PM</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 2304</b>		DATE: <b>2/18/2026</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>KRISTIN O'BRIEN</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/17/2026 1:42 PM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

Chair and Members of the Education Committee,

My name is Kristin Ross O'Brien, and I am writing to express my strong support for HB 2034.

Parents are the experts on their own children. We live with them, advocate for them, manage their medical and developmental needs, and see what works and what does not across every environment. Parents deserve an equal seat at the IEP table — not a symbolic one, but a meaningful and collaborative role in decision-making.

Too often, families are placed in situations where options feel limited during IEP disagreements. When decisions are presented as final rather than collaborative, it erodes trust and makes partnership difficult. Education works best when schools and families operate as a team.

If a district anticipates a significant change that will require parental consent, that process should involve collecting data transparently and problem-solving alongside parents well in advance. Collaboration early on ensures families understand the reasoning, feel heard, and are more likely to support proposed changes. That is how true partnership is built.

HB 2034 strengthens collaboration, accountability, and shared decision-making. It encourages districts to engage parents proactively rather than reactively. This bill is common sense. It promotes communication, transparency, and respect — all of which ultimately benefit students.

For families like mine, these protections are not abstract policy. They directly affect our children's education, progress, and dignity.

I respectfully urge you to pass HB 2034. Thank you for your time and thoughtful consideration.

Sincerely,

Kristin Ross O'Brien



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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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>LARA WAKEFIELD</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 3:05 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**My name is Dr. Lara Wakefield and I'm an advocate who assists parents of children with disabilities navigate the confusing and difficult process of IEPs and special education. I have been providing private practice advocacy services for 16 years to families in Missouri.**

**I started with 12 clients in one school district in the 2009-2010 school year. One of the main reasons parents asked me to assist them in the IEP process is because they realized they have no true written consent for placement in Missouri. Parents have zero rights related to where their child will be placed to receive their education services. The school district decides this and the only way a parent can have any say in that is to file a due process complaint to go to a hearing. This is extremely costly for parents who have to pay \$10,000-20,000 out of pocket for attorneys or represent themselves. Most parents can't do either of these. And the few who are fortunate to retain an attorney, only have a 3% chance of winning. Furthermore, due process is costly for the school district as well when a parent is the one filing because they must respond and prepare their case and this requires additional school funds going for attorney fees. These situations are extremely stressful and difficult for both families and school staff.**

**Over the years, I have worked with families to teach them the skills of advocating for consensus building and asking for data and evaluations before these placement changes take place. For about half of the families, this strategy works. Often, the school staff will realize they have not done their due diligence (when an advocate is in the room) and gather the necessary information. Most of the time, we discover that there is another factor at play and can rework the IEP so the student can be in the appropriate placement. Without those strategies, the student would have been forced into a placement that was not in their best interest. This bill would formalize that process and give parents the power of written consent.**

**As of 2026, I have over 500 clients in over 50 school districts in Missouri. I do no paid advertising. It is all by word of mouth that parents are referred to me. They are being bulldozed in IEP meetings because the school staff know the parents have no true consent rights. Please help these parents be empowered to meaningfully participate in their child's IEP.**

**My clients who are in support of this bill live in the following school districts:**

**Afton, Blair Oaks, Boonville, Concordia R-II, Centralia R-IV, Columbia 93, Dixon R-1, East Buchanan Co. C-1, Ferguson -Florissant R-II, Ft. Zumwalt, Francis Howell R-III, Gasconade County R-I, Glasgow, Hallsville R-IV, Harrisburg R-VIII, Hazelwood, Jefferson City, Ladue, Lee's Summit R-VIII, Liberty 53,**

**Lindbergh, Louisiana R-II, Macon Co. R-1, Madison C-3, Marceline R-V, Marshall, Mexico 59, Missouri Schools for the Severely Disabled, Missouri School for the Deaf, Moberly, New Bloomfield R-III, New Franklin R-1, Nixa, North Calloway Co. R-1, North Kansas City 74, Odessa R-VII, Paris R-II, Park Hill, Parkway C-2, Pilot Grove C-4, Raymore-Peculiar R-II, Rockwood R-VI, Salisbury R-IV, Scotland Co. R-1, Sedalia 200, Southern Boone Co. R-1, St. Louis Special School district, Springfield R-XII, St. Joseph, Sturgeon R-V, Warrensburg R-VI, Warsaw R-IX, Wentzville R-IV, and Westran R-1.**

**Thank you for hearing this bill, Dr. Lara Wakefield**



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>LAUREN WEST</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/17/2026 10:18 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

I am from Massachusetts, and I support HB 2304. Parents should not be forced into due process when unwarranted IEP changes are made.

1. Written parental consent is necessary for meaningful participation.
2. Requiring due process harms the child by adding unnecessary delays of services during their formative years.

I am a parent of two now adult children with IEP's. During their education, I worked within the school department as well as outside support organizations that I paid for out of pocket. I was the central hub of information for all the different treatments and interventions. Without my participation in the process, the schools would not have the complete information about my child to provide a free and accessible public education.



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>LESLEA WHITE</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:                  ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/14/2026 3:27 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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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>LORI HICKS</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/17/2026 8:04 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

I support HB 2304 because it strengthens parent participation, encourages collaboration with schools, and promotes thoughtful, student-centered IEP decisions-while still prioritizing safety. These protections build trust and improve outcomes for Missouri students with disabilities.

As it is right now, parents are sometimes forced into inappropriate, large changes to EPs because the only way to prevent those changes from happening is to file Due Process within 10 days. This is incredibly expensive, burns bridges with the school district, and there is no clear "winner" at the end since it's no longer about the student at that point. HB 2304 provides a better solution for everyone at the table when there's a disagreement.

Thank you for your consideration.

[Lori Hicks  
 Butler County  
 Parent



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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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>MANDY DEAN</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/17/2026 9:32 PM</b>	

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

My name is Mandy Dean and I am former educator and school administrator. I am also a professional Special Education Advocate and I am a parent of a child with a disability from East Prairie, Missouri. I am writing today as a parent to respectfully ask for your support of HB 2304.

My daughter was identified in first grade with a Specific Learning Disability in reading and writing. Although I was grateful she qualified for services, I knew something more was affecting her learning. A private evaluation by a CCC-SLP with a doctorate in dyslexia diagnosed her with dyslexia and a Developmental Language Disorder. When I brought those results to our school, the language disorder was dismissed because the school’s testing did not identify it. There was no meaningful discussion about the differences between clinical and school-based evaluations. Language services were denied.

I was given ten days to determine my next steps. That was not enough time to consult specialists, explore legal options, or attempt to resolve the disagreement thoughtfully. If we had been able to table the issue and continue the conversation, the outside specialist could have explained how my daughter’s language deficits were impacting her education. Instead, two years passed before she finally began receiving speech-language therapy in third grade.

Those two years mattered. The window for language development is limited, and time is something she cannot get back.

HB 2304 would allow families the time and structure to work through disagreements before critical services are delayed. Written consent for major changes, partial agreement options, and the opportunity to resolve disputes collaboratively would protect meaningful parent participation and ultimately support better outcomes for students.

I respectfully ask that you support HB 2304 and consider the voices of Missouri families navigating special education. Strengthening partnership between parents and schools strengthens children’s futures.

Thank you for your service to our state and for your consideration.

Respectfully,  
Mandy Dean



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>MARION KING</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/16/2026 8:35 AM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

Meaningful parental consent is essential to ensuring that parents are included in special education decisions.



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>MARISA HAGLER</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 1:17 PM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

**My name is Marisa Hagler. I am a parent in Columbia, MO school district. Parents of children with IEPs deserve to have the right to provide written consent for placement changes in their own child's education. Thank you for hearing this bill.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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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>MARY FITZGERALD</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 11:53 AM</b>	

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

I am a former special educator. We moved back to Missouri in 2016 to give our sons a chance at a better education. In Mo we experienced seven years of challenges to get the IEP followed for our youngest son. He is kind, creative and a fantastic writer. He participates in Civil Air Patrol and is a wonderful leader for the younger cadets. He is also neurodivergent. When we moved here he was 10 and he became the target of bullying by his peers. The districts went into denial mode and did not provide timely or appropriate support.

We did everything we could as an IEP team member to get appropriate support and services so our son would be safe. We fought for him to have Free and Appropriate Education (FAPE). We had a family navigator, took parent classes, and our son did social skills therapy. We even had a facilitated IEP where we finally had input in some great goals. Our input didn't matter, the IEP team changed those goals at the next IEP meeting. During these seven years, he experienced large gaps in services, denials of services, and services withdrawn without data. Despite having IEP goals for math he only advanced approximately one grade level in math in seven years.

We keep thinking....what if we had had parent consent to IEP during these seven years? How could his experience in public school have changed? Would he have been able to change classrooms and be safer from the bully during 4th and 5th grades? Would the district have provided the ESY we asked for and the appropriate math interventions? Would the district have provided the co-teaching and IEP supports in 9th grade? Would that H.S. English co-teacher have told the students to stop referring to him as retarded, for months? Would the English class students have then offered to edit his essay?

Maybe he would have gotten the message from school that he was worth their time and effort to make sure he was safe and worth getting the support he needed to achieve his goals. Maybe we wouldn't have had to file due process and the districts wouldn't have to pay thousands of dollars for private school

Our son wants to go to college but every roadblock we experienced from those districts held him back and told him he wasn't worthy. Without algebra many doors to his future are closed, most college degrees require algebra.

Meaningful participation involves fully informing families of the data and reasoning behind changes in placement and services. This bill HB 2304 would give districts an incentive to provide that opportunity

for families before, during and after an IEP meeting.

District staff changes mean the IEP team members may not have even met our child. We had 7 case managers in 7 years. We parents know our children better than anyone, we are the constant support for them through life, we need a real seat at the IEP table. I know it works, as a special educator in rural MO I valued family input and teamwork in the IEP process. With parental consent maybe more students will get FAPE (Free and Appropriate Education) and have more doors open for them in life.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>MARY SKILJAN</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 11:50 AM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

This is my third year testifying in support of this bill that requires parental consent for changes in a student's IEP. Previously, I described how our daughter was removed from her class for 242 days or 7,260 minutes without our consent. We did not agree to the changes in her IEP and we made that clear in writing. We provided a private tutor that used evidence based, structured, systematic literacy instruction that SSD did not provide. Although we are told at the beginning of every IEP meeting that we are a part of the "IEP Team", that is a lie. The decision is made by SSD, regardless of what the parents know and think is appropriate for their child. It is frightening to think that once a child has an IEP, SSD can do anything they want to that child and the only choices for the parents are to decline all services, accept all services, or file due process. Please support this bill so that parents can consent to services for their child, just like they do at the doctor, having their picture taken at school, waivers for activities, and all the other things that parents need to provide consent. Thank you for your time and service. Sincerely, M. Skiljan



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>MEGAN NICOLE GRIFFITHS</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/17/2026 11:05 PM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

Dear Members of this Committee,

I am writing to share my experience and to ask you to please support HB 2304. If this bill had been in place six years ago, I know for a fact that I would not have been forced to resort to my only option at the time, filing for due process and invoking stay put protections.

My son, who has Dyslexia, was receiving structured reading instruction through the Barton Reading & Spelling System. Based on data gathered prior to starting his reading services, I knew he required an explicit, systematic approach. He was making meaningful and measurable progress.

Then I was informed that his reading service minutes would be reduced and the Barton program would be eliminated, replaced with an eclectic, balanced literacy approach. I knew that approach would not work for my son. The data we had collected before services began made that clear.

After two IEP meetings, we reconvened again. At that meeting, I was told the changes would take place in 10 days, with or without my parental consent.

As a parent advocate, what do you do when you are told that essential services will be removed regardless of your objection? I knew I had some rights but I also knew that in 10 days this would happen without my consent as an equal member of my sons IEP team!

I immediately began reaching out for help. I contacted professional advocate friends from MPACT, LDA St. Louis, and a close friend who owned a private advocacy practice and who was my sons advocate to help back me in meetings. I reached out to other parent advocates and professionals within special education and special education law and researched as quickly and thoroughly as I could to understand my son's options.

I learned that filing a state complaint would not stop the services from being eliminated. The only mechanism that would protect his current services was filing for due process and invoking stay put.

That decision was terrifying. I understood that the burden of proof would fall on me. I knew I would need to keep better records and collect more data than I ever imagined possible. This would be on the level of FBI record keeping! The financial burden was also overwhelming. I had to come up with a retainer for an attorney in 10 days and I went into debt by opening a credit card just to protect my son's education. I started working another job and trying to pay for outside educational services that

remediate dyslexia for \$65 an hour 2-3 days a week.

At the time, I did not fully understand stay put. I soon learned how flawed and painful it could be. Stay put froze not only services, but also goals. My son had mastered all of his IEP short-term goals within the first month of school. Yet because of stay put, he was forced to repeat the same mastered goals every day for one hour and thirty minutes. All areas of his IEP were frozen.

My son was 10 years old, in the fifth grade. He endured this every single school day for eight months.

The emotional toll was devastating. He went from gaining confidence in learning how to read and spell to hating school. He felt punished. He refused to get dressed in the mornings. He cried and begged me not to send him. As a parent, there is nothing worse than believing you are fighting for your child while watching them deteriorate day by day. I kept telling myself we just had to endure a little longer, but inside I was asking, how much more can he take?

My son suffered. He lost nearly an entire year of meaningful education, and even worse, he lost confidence.

After eight long months, we finally received a due process hearing date. The case ultimately settled before proceeding to hearing, but the damage had already been done. My son lost so much that year and so did I. I lost confidence and trust in the special education system as a whole. Please do better for kids like my son and pass this bill that protects services our kids so desperately rely on for help.

I want this bill to pass so that no other family has to endure what we did. It has been the most painful experience of my life as a mother, watching your child diminish a little more each day while praying that protections like those in HB 2304 would one day exist.

Please do the right thing for Missouri's children. Pass HB 2304 so no other child has to suffer the way mine did. HB 2304 would strengthen collaboration between schools and families while helping prevent misunderstandings and conflict. Clear timelines, standardized consent procedures, and structured dispute resolution would bring transparency and consistency to a process that can otherwise feel confusing and stressful.

My child's education and well-being are deeply personal to me. I believe this bill supports families while still allowing schools to do their important work. For these reasons, I respectfully ask that you support HB 2304.

Thank you for your time and consideration.

Sincerely,  
Megan Griffiths  
1390 Olive RD  
Park Hills, Missouri, 63601  
megank1985@hotmail.com  
573-366-0852



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>MELISSA WEST</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 8:11 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**My name is Melissa West. As a parent with 3 children who require IEP's, I am in support of HB 2304. Parents need the right to provide written consent for placement and changes to services for their children education. Thank you for hearing this bill.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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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>MELLISA COUVION</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/17/2026 1:11 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

Dear House Elementary and Secondary Education Committee,  
Thank you for your consideration of HB 2304. I am a mother of an 11-year-old on the Autism Spectrum, and I live in St. Charles County. I strongly support this bill because we as parents are the expert on our children and need to have an equal seat at the IEP table. The IEP team needs to be more collaborative in decision-making instead of putting parents in situations where they have limited options during an IEP disagreement. If the district knows a large change needs to be made that would require parental consent, they're going to be collecting data and problem solving with the parents so that they'll be on board with the proposed changes when they come about. This bill is a no-brainer and needs to be passed. Thank you for your consideration.  
Mellisa Couvion



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>MILDRED CHANEY</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 10:33 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**Support parental consent.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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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>MONIQUE WILLIAMS</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/16/2026 12:08 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

Imagine your child who is severely autistic and very much thrives in routine, is told oh we are going to change placement in 10 days. That's not ok if your school can't handle my child your school needs changes made not my child who thrives on routine. No heads up no warning just uprooting my child is horrible. Shame on anyone who thinks this is ok. My child had no voice in this matter your "data" paints a picture an inaccurate one!



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>NAMITA PARANJOTHI</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 8:33 AM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

**I support this bill. IEPs must require parental consent before being implemented and/or changed.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>NATHANIEL BOCK</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 6:29 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**My name is Nathaniel Bock. I'm a parent. I live in the Columbia school district. I believe parents of Children with IEPs need to have the right to provide written consent for placement, changes to services, and how staff tend to children with special needs so parents have a say for their children's education! Thank you for your consideration on this bill.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>REGISTERED LOBBYIST:</b>			
WITNESS NAME: <b>OTTO FAJEN</b>		PHONE NUMBER: <b>573-634-3202</b>	
REPRESENTING: <b>MISSOURI NEA</b>		TITLE: <b>DIRECTOR OF LEGISLATIVE POLICY</b>	
ADDRESS: <b>1810 E. ELM ST.</b>			
CITY: <b>JEFFERSON CITY</b>		STATE: <b>MO</b>	ZIP: <b>65101</b>
EMAIL: <b>otto.fajen@mnea.org</b>	ATTENDANCE: <b>In-Person</b>	SUBMIT DATE: <b>2/18/2026 12:26 PM</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 2304</b>		DATE: <b>2/18/2026</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>ROGERS KIM</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/13/2026 9:01 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 2304</b>		DATE: <b>2/18/2026</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>RYAN OWENS</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/16/2026 3:28 PM</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 2304</b>		DATE: <b>2/18/2026</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>SARAH BARTLEY</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/14/2026 7:10 PM</b>

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

My name is Sarah Bartley, and I am a Special Education Advocate and founder who has spent nearly a decade supporting families and educators in IEP meetings across Missouri. I also bring the perspective of a parent of an adult child with learning disabilities. I respectfully urge support for HB 2304 because it strengthens meaningful parent participation while reinforcing collaboration within IEP teams. In my professional experience statewide, I consistently see educators and families working toward the same goal — positive outcomes for students — yet struggling within systems that sometimes lack clear structures for shared decision-making. When consent processes are unclear or timelines feel rushed, collaboration can quickly shift toward conflict, even when all parties want to work together. Meaningful parent participation is not a barrier to progress; it builds trust, improves communication, and supports more informed, student-centered decisions. HB 2304 provides practical safeguards that encourage transparency and partnership. Written approval for significant changes, opportunities for partial agreement, and additional time for collaborative problem-solving allow teams to stay focused on students rather than process disputes. These provisions help ensure that families and educators remain partners, not opponents. I respectfully encourage support for HB 2304 as a step toward stronger communication, shared responsibility, and improved educational outcomes for Missouri 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 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 ZIMMERMAN</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 4:45 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

Dear House Elementary and Secondary Education Committee,  
Thank you for your consideration of HB 2304. I am a parent of a child with special needs who is on an IEP and I live in Jackson county. I strongly support this bill because parents are the expert in their child and need to have an equal seat at the IEP table. The IEP team needs to be more collaborative in decision-making instead of putting parents in situations where they have limited options during an IEP disagreement. If the district knows a large change needs to be made that would require parental consent, they're going to be collecting data and problem solving with the parents so that they'll be on board with the proposed changes when they come about. This bill is a no-brainer and needs to be passed. Thank you for your consideration.  
Sarah Zimmerman  
1428 NE Stonewood Dr  
Lees Summit, MO 64086



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>SHAYNA FASKEN</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/14/2026 1:08 PM</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 2304</b>		DATE: <b>2/18/2026</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>SHAYNA JONES</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/16/2026 11:40 AM</b>

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

Dear Members of the Elementary & Secondary Education Committee,  
 Thank you for your consideration of HB 2304, Special Education Records.  
 My name is Shayna Jones, and I am a parent and advocate from Granby in Newton County, Missouri. I support this bill because parents deserve clear, written consent before meaningful changes are made to their child’s Individualized Education Program. As someone currently navigating the 504 and IEP process in the elementary system, I have seen firsthand how overwhelming and confusing this process can be. My daughter is autistic and also has a vision diagnosis that directly impacts how she learns and accesses instruction.

As a mom who works full-time, attending IEP meetings during regular school hours is already difficult. The thought of services being changed without my knowledge or input is incredibly concerning. When my child’s occupational therapy minutes were reduced, even though she was still in need of vision-related support, I was never informed. I only discovered the change after my daughter told me she had not been receiving those services for nearly two months. That experience was frightening and left me feeling powerless in a process that is supposed to include parents as equal partners.

HB 2304 helps ensure that local educational agencies obtain written or electronic parental consent before initial IEP placements, placement changes, removal of services, or significant reductions or additions to service minutes. It also requires documentation of consent for annual placement or revisions to the IEP, creating accountability and transparency. Importantly, the bill outlines clear timelines for resolving disagreements and provides dispute resolution options when parents and schools cannot reach agreement.

Most importantly, this legislation reinforces the parental rights already protected under federal law and gives families a structured, consistent consent process across the state. It also gives parents the right to visit proposed placements before consenting to changes, ensuring they can make informed decisions about their child’s education.

This bill does not remove authority from schools. It strengthens collaboration between families and educators. It ensures that changes affecting a child’s education and services cannot happen quietly or without proper documentation. For families like mine, that protection matters deeply.

I respectfully ask that you support HB 2304 and move this bill to a floor vote.  
 Thank you for your time and consideration.  
 Sincerely,  
 Shayna Jones  
 Granby, Newton County, Missouri



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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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>SHEA WITTMAYER</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/17/2026 7:12 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

Parent controlled iep



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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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>STEPHANIE JAYNE</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/16/2026 8:54 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

Parents absolutely must be able to provide consent for IEP changes. Parents right encompass any decisions related to the well-being of their child. This is especially relevant when discussing the topic of education and what 'Individual Education Plan' is appropriate for their child.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>SUHASINI POKALA</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/13/2026 5:01 PM</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 2304</b>		DATE: <b>2/18/2026</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>SUSAN SCIFERS</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/17/2026 7:09 PM</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 2304</b>		DATE: <b>2/18/2026</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>TAMATHA DENISE LUECK</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 8:37 AM</b>	

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

My name is Tamatha Lueck and I live in Phelps County. I was a public school educator for 28 years teaching German and/or French to children in Lafayette, Laclede, Greene, and Phelps counties. I left the classroom to pursue a career in special education advocacy, but today I share my thoughts as a parent.

I am the mother of a fourteen-year-old child who has Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Generalized Anxiety Disorder, and Auditory Processing Disorder. He attends public school in Phelps County. My son has utilized both Section 504 Plans and Individualized Education Programs (or IEPs) to access his free appropriate public education.

The special education process can be confusing and overwhelming, even for someone like me with a background in education. However, I believe adding the step of mandatory parental consent is vital for several reasons:

First, this bill will not only benefit Missouri’s children and families, but it will also benefit Missouri’s public schools. When parents and schools work together, the special education process moves faster, and the outcomes will better suit the child’s needs, leading to more effective use of the district’s resources.

Second, I believe this bill would level the playing field between the local educational agency (or LEA) and the family. While a parent is a mandatory member of the IEP team, he or she is only one out of five voices, with the other four coming from the LEA. Parental consent will elevate the parent to equal status on the team.

Third, our children spend seven to eight hours every day at school. They require specially designed instruction to access their education. While we need to respect the knowledge and experience of all members of the IEP team, who knows better than me what my child needs to be successful?

Finally, this bill is common sense. Can a medical practitioner make a decision about a child’s care without parental consent? No. Then why should an LEA be able to make decisions about our children’s education without our consent?

In closing, I truly believe in my heart that all stakeholders will benefit from this bill. We are not asking for carte blanche. We only ask for the courtesy of parental consent when significant changes are going to be made to the educational programs of our children.

**Thank you for your time.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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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>TARA ARNETT</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:                  ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 10:12 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

I would like to testify in support of HB 2304. I have three children that have had IEP's at one point or another. When my son with autism went to kindergarten I did not agree w/ the placement. They placed him in the most restrictive in district setting before he ever had the chance to prove he needed anything different. I didn't agree with it but didn't know how to fight it back then as a first time parent. He's 16 now and we've continually fought in that time period to have his competence presumed and have school work that is academically challenging. Once placed in the most restrictive setting without exhausting the continuum of the LRE - it's almost impossible to move back. This gives parents a say in that process and also encourages a more collaborative conversation in that process instead of just telling families what they're going to do - which is how it often happens now. Thank you for your consideration!



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>TARA GALKOWSKI</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/17/2026 6:17 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

Dear Legislators,

HB 2304 is an important step toward stronger partnership between families and schools. Clear consent for major IEP changes, the option for partial agreement, added time for collaboration, and the ability to visit placements all help teams make careful, student-focused decisions-while still prioritizing safety.

When families and educators work together with trust and transparency, students benefit most. I respectfully encourage your support of HB 2304.

Thank you for serving Missouri students and families.



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 MCBRIDE</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:                  ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 9:40 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

Parents need to be able to approve of any changes schools want to make in regards to the support a child with special needs gets and where he/she gets it from. Their signature should be required by law for any changes to take place.



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>TARA NIELSEN</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/16/2026 1:03 PM</b>

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

Parents are not simply invited guests at an IEP meeting we are supposed to be equal members of the team under IDEA. Equal membership means equal participation. Decisions about changing placement, moving a child to a more restrictive setting, or removing services should never happen without parental consent.

If other states recognize the importance of requiring parental consent for placement changes, Missouri should make this a priority also. Parents know their children best. Our experience deserves a meaningful voice and seat at the table. We live the reality of early intervention, multiple therapies, medical appointments, behavior plans, homework struggles, and advocacy. We see what works and what doesn't, hands on. Disabilities don't take a day off, we live it every single day alongside our children.

This is not about being adversarial with schools. A strong team works together in the best interest of the child, protecting students' rights, not through unilateral decisions. I support this bill and encourage others to do the same. Respecting parental input builds trust, strengthens a working relationship from home to school and allows parents a voice about their child's education not just what is observed during school hours. IEP decisions should be made with families, not around them.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>TERRY JAMES</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/15/2026 12:28 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

After reviewing this Bill, it appears to balance the interests of the schools, teachers, other students, but also the interests of the parents. For parents who want to be involved in the decisions that affect their children, I believe in giving them the tools and resources to support their family. This Bill will provide more flexibility for parents to have input in the decisions that directly affect their family. I support the passage of HB2304 and wish it had been in place when my daughter was in elementary and secondary school.



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>TONYA GOODIN</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 11:03 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**As a mom of two rare disease children, this bill is extremely important.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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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: <b>DIRECTOR OF LEGISLATIVE ADVOCACY</b>	
ADDRESS: <b>1205 ELLA CT</b>			
CITY: <b>ROLLA</b>		STATE: <b>MO</b>	ZIP: <b>65401</b>
EMAIL: <b>tracey@moempower.org</b>	ATTENDANCE: <b>In-Person</b>	SUBMIT DATE: <b>2/17/2026 11:04 PM</b>	

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

My name is Tracey Bloch and I am here today on behalf of Missouri Disability Empowerment Foundation. MoDE Foundation seeks to empower children with disabilities and their caregivers through educational advocacy.

By federal law, parents are required to be participants of their child’s IEP team. There are many districts in Missouri where parents have collaboration with their team and they work together to finalize the IEP for their child. In those instances, when changes need to be made, the parents are notified and agreement is sought through proper channels.

Unfortunately, that is not how it works for all school districts. MoDE receives calls from parents across the state who were not given the opportunity to be collaborators—their “meaningful participation” was ceremonial at best and didn’t have any real impact on the decision-making process. They were put in a position where they were notified of a significant change that they knew wasn’t right for their child and may not have had anything to do with their child’s needs or achievement. When this happens, parents have no veto power and only 10 days before the change is implemented. There are safeguards in place for parents such as filing due process, but that is very costly and burns bridges with your district. If we can avoid this being the first thing parents have to do in a disagreement, it would be better for everyone involved. If this bill were law and the school district knows a large change that would require parental consent is on the horizon, they’re going to be communicating with the parent and sharing the data with them to prove the need for this change, so that when the day comes for consent, the parents will be ready to offer it.

As it works now, when a change for an IEP is being made, it is written into a document called a Prior Written Notice. At the top of the form is a note saying, “consent NOT REQUIRED for actions to be carried out.” The middle of the form is where the proposed changes are listed with reasons for the change. At the bottom of this document is a signature box where it again says, “Consent NOT REQUIRED for action to be carried out.” I have the option to sign this form in agreement and waive the 10-day waiting period for the changes to be implemented, but if I do not agree, my non-signature will not matter.

This bill is in its 5th year with an impeccable voting record from this very committee. Over these years, we have heard from school districts, special education teachers, parents, students, advocates, attorneys, and service providers. We’ve amended language to address concerns and last year,

**Chairman Lewis even sought DESE's contributions to the language of the bill. What you see in this bill today has been vetted. At the chairman's request and out of respect for the committee's time, we have not asked our growing crowd of supporters to appear today. I do want to mention that in the online testimony, you will find a handful of submissions from advocates and families in other states that already require parental consent for changes to IEPs and they will tell you that not only is this the right thing to do to support students, but it actually has resulted in reduced filings of Due Process. With this bill, students will have a greater chance for positive outcomes.**

**Thank you for your time.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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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>WANDA CRAIN</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 5:34 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**Everyone deserves a chance**



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>WANITA JONES</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:                  ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 2:20 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**This Bill would help so many families. Let's do the right thing and get this passed !**



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>WHITNEY MINOR</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 10:00 AM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

Dear Members of the Committee,

I am writing as a Missouri parent and former educator in support of HB 2304. Parents are members of the IEP team, but I believe this bill will ensure parents are valued members of the team and that large IEP changes will be more fully explained and justified by the school district. I am sure many school districts are great about collaborating with parents (my school district has been very open to discussing options with me for my child), but in districts that don't value parental input, I think this bill could help those parents continue to advocate for their children. By the time our children enter kindergarten, many of us have put in the work of taking our child to hundreds, if not thousands, of hours of doctor appointments, therapies, and procedures. Our input and advocacy should not be discounted.

Thank you for your time and for caring enough to hear this bill,

**Whitney Minor**



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>WILLIAM I. ENGELBERG</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/16/2026 1:31 PM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

**My name is William Engelberg and a grandparent of a Special Needs Child. Parents need to have an input on the education of their children and that is the reason I am in support of this Bill.**



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>ABIGAIL EVELYN LAURITSON</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 11:58 AM</b>	

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

As a former special education teacher and current school psychological examiner serving a rural district, I respectfully urge you to oppose HB 2304. I work closely with families every day and deeply value meaningful parental participation in the IEP process. However, this bill adds layers of regulation to a system that is already governed by extensive federal and state requirements under IDEA. The proposed allowance for partial consent and multiple amendments would fragment IEPs into disconnected components, making implementation confusing, increasing meetings, and diverting critical time away from direct services to students. In rural districts where staffing is already limited, the additional paperwork, meetings, and potential for dispute resolution will strain our capacity and reduce instructional time for students.

This legislation also risks unintentionally harming the very students it seeks to support. Students without highly involved parents may experience delays or inconsistencies in services, while districts face mounting procedural burdens and potential litigation costs. FAPE is designed as a comprehensive, team-based plan—not a menu of individual selections. Allowing isolated decision-making outside the full IEP team process undermines that structure and could interfere with providing services in the least restrictive environment. Rural schools operate with limited personnel, limited placement options, and limited budgets; this bill would impose mandates that are operationally and fiscally unsustainable. I respectfully ask that you consider the practical impact on schools, educators, and—most importantly—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>ALICIA SMITH</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/17/2026 12:30 PM</b>	

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

I am writing to express my concerns about Missouri HB 2304 and the potential impact it could have on schools, especially small rural districts like ours. Parent collaboration is something we value deeply in special education, but I am worried this bill could unintentionally create barriers to making timely, appropriate educational decisions for students.

In rural districts, we already operate with limited staff, fewer placement options, and tighter budgets. Additional layers of regulation on top of existing federal special education requirements could make it harder to respond quickly when students need changes in services or placement.

One major concern is the possibility of partial consent for IEP changes. Special education services are designed as a comprehensive package based on data and team decision-making, not something that can easily be separated into individual pieces. Allowing “pick and choose” consent could create confusion in implementation, inconsistent services for students, and increased compliance risks for schools.

This bill could also make it difficult to move a student to a more appropriate placement when safety or learning needs require it. At the same time, it could prevent dismissal from services even when data clearly shows a student no longer qualifies. Situations like this could result in students not being served in their least restrictive environment or not receiving the supports they truly need.

Another real concern for rural districts is staffing. We are already facing special education teacher shortages. Requiring additional meetings, extra documentation, and tracking multiple amendments within IEPs could increase workload significantly and potentially drive more educators out of the field. This ultimately impacts students most when services become harder to deliver consistently.

I also worry about the financial impact. Rural districts do not have the same flexibility as larger districts when it comes to staffing, transportation, specialized programs, or legal costs. Even one additional placement, legal dispute, or staffing need can have a significant effect on a small district’s budget and its ability to serve all students effectively.

My concern is not about limiting parent voice — parent partnership is essential. However, current IDEA procedures already provide avenues for disagreement, mediation, and dispute resolution. I worry this bill could unintentionally create confusion, delays, and barriers that ultimately impact students with disabilities the most.

**I respectfully ask legislators to carefully consider how HB 2304 could affect rural schools, staffing stability, district finances, and most importantly, our ability to provide appropriate, consistent services to students with disabilities.**



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>AMANDA COLLINS</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 9:42 AM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

Chairperson and Members of the Committee,

I am a special education teacher with seven years of experience working directly with students with disabilities and their families. I value parent input deeply and believe that strong collaboration between schools and families is an essential part for student success. However, based on my experience in classrooms and IEP meetings, I must respectfully oppose HB 2304.

Under current federal law and Missouri’s State Plan for Special Education, parents already have meaningful opportunities to participate in the IEP process, disagree with decisions, and access dispute resolution when needed. In my experience, these protections work when everyone stays focused on what the student needs to make progress. HB 2304 does not strengthen collaboration—it complicates it. Not only for districts, but also parents.

One of my biggest concerns is the idea of partial consent. An IEP is not a list of optional services. It is a carefully designed plan where services, goals, and placement work together to provide a Free Appropriate Public Education. Allowing parents to approve some parts of an IEP while rejecting others puts teachers and districts in an impossible position. We remain legally responsible for providing FAPE, but we may be prevented from implementing the full plan that data shows a student needs.

I am also concerned about how disruptive this bill could be for students. I have worked with children who needed a change in placement to be successful—academically, socially, or behaviorally. HB 2304 could allow a student to remain in an environment that is not meeting their needs, or even creating safety concerns, simply because agreement has not been reached. Delaying appropriate placement decisions does not benefit students.

Safety must also be considered. There are times when placement changes are necessary to protect the safety of a student, peers, or staff. IEP teams and administrators need the ability to act quickly in these situations. HB 2304 limits that flexibility in ways that could put people at risk.

Finally, I fear this bill will lead to more conflict and litigation, not better outcomes for students. Managing partial consent and multiple disagreements creates confusion and tension that pulls everyone away from what matters most—helping students learn and grow.

I went into this profession because I care deeply about students with disabilities. I want to work together with families, not in opposition to them. HB 2304, while well-intended, creates barriers that will

**make it harder to provide effective, timely, and appropriate services. For these reasons, I respectfully request for you to oppose this bill.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>AMY KINDEL</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 10:41 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

I am a special education teacher. I am concerned that this would allow a parent to keep a disruptive student in a classroom that the student is not thriving in, which also creates an environment where all of the other students in this classroom are denied their right to thrive. Also, working on amendments will become terribly confusing for both parents and special educators. This will occupy much of our valuable time as special educators that we should be spending providing specially designed instruction for our students with disabilities. Finally, this bill will provide an enormous amount of regulation on top of an enormous amount of already current federal regulation.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>ASHLEY CRANE</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/17/2026 2:44 PM</b>	

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

I respectfully submit this statement in opposition to HB 2304 due to significant concerns regarding its impact on students, educators, and the implementation of special education services under existing federal and state law.

**1. Excessive and Redundant Regulation**

Public schools already operate under extensive federal oversight through the Individuals with Disabilities Education Act (IDEA), along with accompanying state regulations. HB 2304 would add another layer of regulation to an already highly regulated system. Rather than improving services, this additional mandate risks creating unnecessary administrative burdens that divert time and resources away from direct services to students.

Furthermore, IDEA already requires the provision of Prior Written Notice when changes are proposed or refused. The mechanisms for communication, parental rights, and procedural safeguards are firmly established. Requiring additional reporting or oversight through the Department of Elementary and Secondary Education appears redundant and duplicative of systems that are already in place.

**2. FAPE Is a Comprehensive Obligation, Not a Menu of Options**

Under IDEA, school districts are responsible for providing a Free Appropriate Public Education (FAPE). FAPE is a comprehensive package of services designed to meet a student’s unique needs—it is not a collection of individual services that can be selectively accepted or rejected.

The Individualized Education Program (IEP) is developed through a collaborative team process that includes parents, educators, specialists, and the Local Education Agency (LEA). Decisions are made based on student data, evaluations, progress monitoring, and professional expertise. Allowing partial consent—where parents may approve certain services while refusing others—undermines the integrity of the IEP as a cohesive educational plan.

Selective implementation of services could result in students not receiving the full range of supports necessary for meaningful educational progress. It may also lead to students being placed in environments that do not meet the Least Restrictive Environment (LRE) requirement or their individual needs.

**3. IEP Decisions Must Remain Team-Based**

IEP development is a team decision. Federal and state laws require LEAs to follow structured procedures grounded in data and compliance standards. No single party—whether the school district or the parent—should make isolated decisions regarding placement, services, removals, additions, or reductions.

Allowing unilateral or piecemeal consent risks fragmenting the decision-making process and weakening accountability. The IEP is intended to function as a unified plan built through collaboration. Isolated decision-making could lead to inconsistent service delivery and unintended harm to students.

#### **4. Impact on Special Education Workforce Shortages**

There is already a well-documented shortage of special education teachers. HB 2304 would require educators to manage additional amendments, documentation, and potential service adjustments not agreed upon by the full IEP team. This increased administrative complexity could further strain an already overextended workforce.

Adding more regulatory demands without additional staffing support may contribute to educator burnout, discourage new teachers from entering the field, and accelerate attrition among experienced special education professionals. Ultimately, this could impair districts' ability to provide required services and ensure FAPE.

#### **5. Practical and Logistical Concerns**

If the bill requires parents to visit special education classrooms outside of regular school hours prior to placement decisions, this would necessitate teachers working beyond their contracted time. Such expectations create additional burdens without compensation or staffing support.

This requirement could further contribute to dissatisfaction within the profession and exacerbate retention challenges. It is important that policies consider the practical realities faced by educators and districts.

#### **6. Risk of Unintended Harm to Students**

If parents are permitted to selectively refuse components of an IEP, students may not receive the supports determined necessary by the team's data-based decision-making process. This could hinder academic progress and result in placements that are not appropriate.

School districts are legally responsible for developing and implementing IEPs and ensuring FAPE. Allowing partial consent introduces uncertainty regarding compliance and accountability. If key services are declined, districts may be placed in a difficult position—responsible for student outcomes while unable to implement the full plan designed to support those outcomes.

#### **Conclusion**

While parental involvement is essential and protected under IDEA, HB 2304 risks undermining the collaborative, data-driven structure that governs special education. The current framework already includes robust procedural safeguards, communication requirements, and protections for families.

Rather than strengthening services, this legislation may introduce fragmentation, increase regulatory burdens, strain the special education workforce, and ultimately reduce the effectiveness of services provided to students with disabilities.

For these reasons, I respectfully oppose HB 2304.



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>AUTUMN BAKER</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 9:12 AM</b>	

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

This bill would add an enormous amount of regulation on top of what is already an enormous amount of federal regulation. To be clear, I am in support of meaningful parental participation in the IEP process. However, IDEA and the Missouri State Plan for Special Education currently allow for and provide procedures for parents to disagree with the IEP process and items in the IEP. This legislation would add unnecessary IEP meetings in a time when schools are already short handed. This will result in teachers putting in more time outside of contracted hours, which will further increase teacher burnout and harm recruitment and retention efforts. Additionally, this legislation would permit parents to force a student to remain in a placement that is not appropriate for them, resulting in the disruption of learning for the rest of the class. A placement change should be allowed, without parental consent, when it is determined necessary by the student's IEP team or an administrator to protect the safety of students or staff. As a special education teacher and a parent, I only see harmful impacts from this legislation. I make every effort to encourage meaningful participation and input from the parents of the students I serve. The process and procedures that are currently in place are sufficient. We will never legislate away disagreements between schools and parents, but the answer is not passing a bill that will make it more difficult for schools to meet the needs of our students. As a parent of two students who currently attend Missouri public schools, I am worried that this legislation will negatively impact their right to an education. Every single child deserves to be safe at school and to have teachers who are able to focus on teaching, not trying to keep a disruptive student from destroying a classroom or harming their peers. Inappropriate placements often result in classrooms being cleared and learning for all students being disrupted. Schools need to have the ability to place students in an appropriate setting so ALL children can learn.



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>BOBBI MCDOUGLE</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:	STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 11:51 PM</b>

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

My name is Bobbi McDougle.

I have been learning, working, and serving students and their families in special education for over 30 years. I love what I do. I grew up going to IEP meetings for my sister Nancy and learned how to advocate for her early in life. The privilege of being her sister has fueled my passion for students with disabilities. This bill is not good for students like my sister, and I believe it will create confusion for parents and families.

Please consider just a few of the things that concern me as an educator, and as a parent:  
 Too much regulation - regulations on top of an enormous amount of already current federal regulation. LEA's have Federal and State guidelines they are required to follow.  
 More meetings - This would result in more IEP meetings at a time when districts do not have sufficient special education staff. Teachers are leaving, especially in special education. They signed up to be educators, teaching students and watching them grow, supporting them when it is challenging. Increasing meetings results in teachers having less time in classrooms -teaching.  
 Disruption - This would allow a parent to keep a disruptive student in a classroom that the student is not thriving in.

I work in a school district as a special education coordinator. Two of my most treasured responsibilities include supporting special education teachers and partnering with families. I get to see what it looks like when it all works and everyone is on the same page. Students grow academically and socially. Communication between school and home is ongoing. If someone is concerned, parent or school, we schedule a meeting. We offer in person, virtual, and phone options to meet parent needs and foster collaboration. This is what most of my work days look like, school and families working together.

I also get to see what it looks like when we disagree. The first thing teachers do is have a conversation with the parents, find out what their concerns are, and really listen. As educators, we know that parents know their children best, we want their involvement and input. When that doesn't work, we follow the current and effective regulations. I believe that IDEA and the Missouri State Plan for Special Education currently allow for and provide procedures for parents to disagree with the IEP process and items in the IEP.

We all want the same things for our students, or at least that is what I experience most of the time when I am in IEP meetings, classrooms, and school events. Students want to learn and learn best when their teacher is skilled and present in the classroom. Special education teachers want to teach, paperwork is not what draws them into serving our special populations, it's working with students and families. Parents want their children to thrive at school, with all the necessary support they may need.

**We already have procedures, rules, and regulations. Let us focus on students and learning instead of re-inventing a system that already exists.**

**Thank you for your time and dedication to the legislature, and specifically your service on the Elementary and Secondary Education Committee. If you have any questions or additional information ,please feel free to contact me.**



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>DEREK LARK</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/17/2026 4:48 PM</b>	
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These decisions cannot be dictated by one person, as the decisions made in these very important meetings affect not only the student with the IEP, but also all of the other students/staff that are involved.

Present situation in my district: Student diagnosed with autism and we are in the initial IEP process. This student has physically assaulted my staff on numerous occasions and has threatened other students physical harm on three occasions, despite the use of strategies suggested by the parent. He needs a therapeutic outside placement. If the parent had sole control and denied the placement- what of the rights of all the other students/parents/staff involved?

Parents do have rights- ALL of them, not just one.



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>DEVIN GRAF</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/17/2026 1:29 PM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

Chair and Members of the Committee,

Thank you for the opportunity to provide testimony regarding HB 2304. I offer these comments from two perspectives: as a parent of a child with an IEP and as a licensed school-based Occupational Therapist serving students in Missouri schools, including rural districts.

First, I want to acknowledge that collaboration with families is and should always remain central to the IEP process. Parents are essential members of the team, and their voice matters deeply. However, my concern is that this bill moves beyond collaboration and risks creating an imbalance that could unintentionally harm students, disrupt educational decision-making, and create significant implementation barriers for school teams.

**Concerns from a School-Based Special Education Perspective**

**1. Reduced ability to make timely, appropriate educational decisions**  
 IEP teams rely on data, evaluation results, and professional expertise to make decisions that support student growth and safety. Under this bill:

A team could determine that a more appropriate placement is necessary for educational or safety reasons, yet be unable to proceed if parental consent is withheld.

Conversely, if data shows a student no longer qualifies for certain services, dismissal could be blocked despite evidence-based recommendations.

This may delay needed changes and create situations where programming no longer reflects a student's actual needs.

**2. Partial consent creates operational and compliance concerns**  
 Allowing implementation of only selected portions of an IEP risks creating confusing and inconsistent programming. School staff may face conflicting directives regarding services, timelines, and documentation, increasing the likelihood of unintentional compliance violations.

**3. Impact on staffing and resources — especially in rural districts**  
 Rural schools already operate with limited staffing and tight schedules. Added procedural timelines, documentation requirements, and prolonged dispute processes could strain already limited resources

and reduce direct service time for students.

#### **4. Programming consistency for students**

Students benefit from clear, cohesive plans developed by a full interdisciplinary team. Fragmented implementation could reduce service effectiveness and make it difficult for educators and therapists to deliver coordinated support.

#### **Concerns from a Parent Perspective**

As a parent, I deeply value family voice and participation. However, before entering this profession, I did not have specialized expertise in disability-related educational programming. I knew my child best as a parent — but I relied on teachers, therapists, and administrators to help interpret how disability impacted educational performance.

The IEP team exists for this reason: it combines parent insight with educational and clinical expertise. No single member of the team — including parents — should carry sole decision-making authority. Elevating one perspective above the collaborative process risks undermining the balance that makes the IEP model successful.

Parents should absolutely pursue outside supports when they feel additional services are needed. For example, if a student does not qualify for occupational therapy within the educational model, families can and should access outside medical-model services when appropriate. The distinction between medical and educational services exists to ensure schools focus on educational impact while community providers address broader functional or clinical needs.

Missouri schools and families share the same goal: helping students succeed. I respectfully urge the committee to consider how this bill could unintentionally reduce the effectiveness of the collaborative IEP process rather than strengthen it.

Thank you for your time and consideration.

Respectfully,  
Devin Graf, MS, OTR/L  
Licensed Occupational Therapist  
Parent of a student with an IEP in Santa Fe School District



MISSOURI HOUSE OF REPRESENTATIVES  
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<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 (MO-CASE)</b>		TITLE: <b>ASSOCIATE EXECUTIVE DIRECTOR</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>2/18/2026 9:12 AM</b>	
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**Testimony in Opposition to HB 2304**

Missouri House of Representatives

Chair and Members of the Committee:

My name is Dr. Karla Arnold, and I serve as the Associate Executive Director of the Missouri Council of Administrators of Special Education (MO-CASE). On behalf of MO-CASE, I respectfully submit this testimony in opposition to HB 2304 regarding IEP parental consent.

MO-CASE strongly supports meaningful parental participation in the IEP process. Families are vital partners in developing appropriate educational plans for their children. Existing federal law under the Individuals with Disabilities Education Act (IDEA), along with the Missouri State Plan for Special Education, already establishes comprehensive procedures for disagreement, amendment, and dispute resolution. These safeguards ensure robust parental involvement while allowing school districts to fulfill their legal obligation to provide a Free Appropriate Public Education (FAPE).

Our concerns with HB 2304 are substantial and center on the following issues:

**1. Increased Regulatory Burden Amid a Critical Staffing Shortage**

Missouri school districts are already navigating extensive federal and state compliance requirements. HB 2304 would add new layers of documentation, amendment tracking, and partial consent procedures, significantly increasing administrative complexity. At a time when Missouri faces a severe shortage of special education teachers and related service providers, expanding regulatory demands risks accelerating staff attrition and further hindering recruitment and retention efforts. Increased compliance obligations ultimately divert time and resources away from direct student services

**2. Fragmentation of the IEP and Risk to FAPE**

An IEP is intended to function as a cohesive, data-driven plan developed collaboratively by a team. FAPE is not a collection of isolated services; it is a comprehensive educational program tailored to meet a student's unique needs. Allowing partial consent to discrete components of an IEP risks

fragmenting that unified plan. Districts could be held legally accountable for student outcomes while being prevented from implementing the full program the IEP team determined necessary.

Additionally, the bill's requirement for parental consent when services are increased or reduced by 25% or more may create unintended incentives to structure service changes in ways that avoid triggering consent thresholds, rather than focusing solely on student need. This shifts attention from educational appropriateness to procedural calculation.

### **3. Placement and Safety Considerations**

There are circumstances in which a placement change is necessary to protect the safety of students or staff. In such cases, the ability of the IEP team or school administration to act promptly is critical. Requiring parental consent in all placement situations may delay necessary action and expose students and staff to avoidable risk.

Moreover, many larger districts operate specialized programs in limited locations. If a parent consents to services but not to placement, districts may face significant logistical and financial burdens attempting to replicate highly specialized programs across multiple sites. Many districts simply lack the staffing, facilities, and physical space to do so.

### **4. Confusion Regarding "Interim" Placement**

The Missouri State Plan for Special Education makes clear that there is currently no provision for "interim" placement outside of existing legal parameters. Historically, interim placements were at times overused and occasionally resulted in students being placed in special education settings before eligibility was fully determined. Introducing ambiguous language regarding interim placement risks confusion and the reemergence of practices that may not serve students' best interests.

### **5. Increased Litigation and Adversarial Conflict**

Missouri's current system strongly encourages collaborative resolution between families and districts. Schools are generally reluctant to initiate legal action and prioritize cooperative problem-solving. Under existing procedures, parents largely control whether disputes escalate to litigation. HB 2304 would fundamentally alter this balance. By restructuring consent requirements and limiting districts' ability to implement comprehensive IEPs, the bill opens the door to — and in some cases necessitates — increased due process litigation. This would substantially raise costs for school districts and remove teachers and administrators from classrooms to participate in hearings and legal proceedings.

During due process, students remain in their "stay-put" placement while proceedings and appeals are pending. As a result, students may remain in an educational setting that all parties agree is not optimal, simply because litigation is underway. This prolongs uncertainty and delays appropriate educational adjustments.

For these reasons, MO-CASE respectfully urges the Committee to carefully consider the significant operational, financial, and educational implications of HB 2304. While we share the goal of ensuring meaningful parental participation, we believe this legislation would create unintended consequences that ultimately undermine effective service delivery for students with disabilities across Missouri.

Thank you for your consideration of our concerns regarding HB 2304.



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>DR. STACEY REED</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 4:30 PM</b>	

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

I am writing to express my opposition to HB 2304 based on my 28 years of experience in the field of special education. Throughout my career, I have observed a significant increase in the complexity and intensity of student needs, particularly in the area of behavioral support.

The majority of parents and guardians collaborate effectively with school staff to ensure the best possible outcomes for their children. However, there are instances in which families may not fully understand or accept the objective data and observations shared by school teams. Differences between home and school environments can result in varying perceptions of a child’s needs.

Additionally, while parents understandably prioritize their own child’s well-being, school teams must also consider the safety, learning environment, and educational rights of all students and staff.

HB 2304 would allow a parent or guardian to insist on maintaining a placement for a student who may be significantly disruptive or present safety concerns, even when data indicates that the current setting is not the least restrictive environment in which the student can thrive. On the opposite end, a parent may request an environment that is too restrictive to meet a student’s current needs. The special education process already includes safeguards to protect parental rights. Prior Written Notice is required, and parents have established avenues to express disagreement through due process, facilitated IEP meetings, and mediation. These protections are firmly embedded in the existing framework.

This bill would introduce additional layers of documentation, meetings, and procedural requirements for teams that are already operating under extensive regulatory demands. The field of special education is currently facing a severe teacher shortage, and burnout rates among special educators are alarmingly high. Expanding compliance requirements will further strain an already overextended workforce.

IEP meetings could require multiple sessions to reach consensus, with each meeting averaging two to three hours. If additional meetings and procedural steps become necessary, special educators will inevitably spend more time on compliance tasks—paperwork, scheduling, and documentation—than on direct instruction and student support. This shift diminishes instructional time and directly impacts student outcomes.

Special educators enter this profession to make a meaningful difference in the lives of students with disabilities. Policies that reduce professional voice, increase unnecessary regulatory burdens, and prioritize procedural expansion over practical effectiveness risk accelerating burnout, discouraging new professionals from entering the field, and leaving districts struggling to adequately serve our most vulnerable students.

For these reasons, I respectfully urge careful reconsideration of HB 2304.



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>FRANCESCA GENTRY</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/17/2026 8:18 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

I am opposed to HB 2304 because it would seriously undermine the special education program in the state of Missouri. Adding layers of required parental consent can create administrative challenges and complicate individualized education services. The bill is too restrictive, it allows parents to object to every part of an IEP which would result in constant conflict, excessive documentation demands, and an excessive workload for special education staff. It permits parent visits at any time which would disrupt instruction and keep special education staff in a constant state of stress and instability. At a time when many educators are leaving the profession en masse, you need to be crafting legislation to help them and make them want to stay in education.



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>WITNESS NAME</b>			
<b>BUSINESS/ORGANIZATION:</b>			
WITNESS NAME: <b>GAYLE WILLEY</b>		PHONE NUMBER: <b>573-644-7804</b>	
BUSINESS/ORGANIZATION NAME: <b>MISSOURI COUNCIL OF ADMINISTRATORS OF SPECIAL EDUCATION</b>		TITLE: <b>EXECUTIVE DIRECTOR</b>	
ADDRESS: <b>3550 AMAZONAS DRIVE</b>			
CITY: <b>JEFFERSON CITY</b>		STATE: <b>MO</b>	ZIP: <b>65109</b>
EMAIL: <b>gayle.willey@mo-case.org</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 11:14 AM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

On behalf of the Missouri Council of Special Education Administrators, an organization representing 838 members from all across MO, and as a retired special educator, I am writing to express our opposition to HB2304. While we strongly support meaningful parental participation in the Individualized Education Program (IEP) process, we believe that the Individuals with Disabilities Education Act (IDEA) and the Missouri State Plan for Special Education already provide comprehensive procedures for parental involvement and dispute resolution. The existing framework appropriately balances parental rights with the responsibility of school districts to ensure students receive a Free Appropriate Public Education (FAPE).

Current provisions already allow parents to disagree with the IEP process or specific IEP components and provide clear dispute resolution options. The proposed language requiring amendments when partial agreement is reached within ten school days would create unnecessary procedural complications. Amending an agreed-upon IEP to include areas of agreement while simultaneously drafting addenda to track unresolved issues—potentially across multiple amendments—will create confusion for both parents and educators. Maintaining clarity and continuity in a student’s IEP is essential to effective implementation.

Additionally, the bill references “interim placement,” a term that has been clarified in the Missouri State Plan as no longer existing. Historically, interim placements were overused and at times resulted in students being placed in special education programs before eligibility was properly determined or as a response to behavioral concerns rather than disability-related needs. This is not a practice we should return to, as it was not in the best interest of students.

We are also deeply concerned about the administrative burden this proposal would impose. With the current shortage of special education teachers, adding layers of documentation and tracking requirements for partial agreements and unresolved amendments risks driving more educators from the field. This would further exacerbate staffing shortages and negatively impact services to students. HB2304 would also require parental consent for IEP changes involving a 25% or greater reduction or increase in services. Experience in other states suggests that such thresholds often lead teams to artificially structure service calculations to avoid triggering the requirement, which may interfere with providing FAPE. Decisions regarding services should be based on student need—not on numerical thresholds.

Furthermore, while parental collaboration is vital, school districts are ultimately responsible for developing and implementing IEPs that ensure FAPE. Allowing parents to consent to certain recommendations but not others risks fragmenting carefully developed service plans. Parents should not be placed in a position to “pick and choose” services when the IEP team has determined the full

scope of services and placement necessary to appropriately meet the student's needs. Finally, there must be circumstances in which a placement change can occur without parental consent when deemed necessary by the IEP team or an administrator to protect the safety of students or staff. Student and staff safety must remain a priority.

For these reasons, MO-CASE respectfully urges you to oppose HB2304. We remain committed to working collaboratively with legislators to strengthen parental engagement while preserving the integrity, clarity, and effectiveness of Missouri's special education system.

Thank you for your consideration.

Sincerely,

Gayle Willey, Executive Director

MO-CASE



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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 ALFERMAN</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 8:50 AM</b>	

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

Allowing “partial consent” will result in isolated decision making. At this time, IEP decisions are team decisions. The LEA cannot make isolated decisions, nor should the parent make them. 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.

m. 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.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 8:34 AM</b>	

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

I am writing as a constituent from Kansas City and as someone who has worked in Missouri public schools in the field of special education for the last 28 years to express my strong opposition to HB 2304. While I fully support meaningful parent participation in IEP decisions, this bill, as written, would make it harder to provide timely, appropriate services to students with disabilities.

From my perspective, in a large public school system, HB 2304 creates several serious problems:

- It adds layers of paperwork and consent forms inevitably resulting in more IEP meetings without adding support staff or time.
- Requiring additional meetings and consent steps for discrete aspects of the IEP will pull staff away from instruction, assessment, and direct student support. That is not a responsible use of limited resources.
- It increases the risk that students will remain on outdated IEPs while schools wait for signed consent, especially when families lack reliable internet, transportation, or flexible work schedules.
- It encourages more adversarial interactions by pushing disagreements toward formal dispute resolution rather than collaborative problem solving at the IEP table.
- It disproportionately harms students whose parents are already stretched thin-families in poverty, single parent households, families with limited English proficiency, and caregivers navigating multiple systems at once.

The concept of “partial consent” is especially problematic. Allowing parents to consent to some components of the IEP while rejecting others will lead to isolated decision making and fractured plans. At present, the IEP is developed as a coherent team decision; neither the district nor the parent is supposed to make isolated decisions in a vacuum. Fragmenting the IEP will make it harder to maintain consistency, align services, and deliver sound instructional practices, ultimately to the detriment of the student.

I want to be clear that I strongly support meaningful parental participation in the IEP process. Parents are essential members of the IEP team, and their voice is critical. However, IDEA and the Missouri State Plan already provide multiple avenues for parents to disagree with IEP decisions, including requesting additional meetings, using informal problem-solving, and accessing formal dispute resolution options such as mediation and due process. HB 2304 does not meaningfully expand those rights; instead, it adds procedural traps that will stall services and increase conflict without clear benefits for students.



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>HEIDI L. BINSBACHER</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 8:53 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

The impact this could potentially have on classrooms, especially those with extremely disruptive students, is of huge concern. Not only for the teacher, but for the student in question and the other students in the room. Students can not thrive in a chaotic environment. In addition, the increase in the amount of meetings that could result of this will put stress on the district. Teachers are already stretched so thin, special educators are increasingly hard to find, and this could definitely be another reason for educators to avoid going into special education. It isn't that we do not want parent to have a voice, but I feel that the policies and procedures that we currently have in place allow for that while also keeping the process efficient.



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>HEIDI SHOEMAKER</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/17/2026 9:01 AM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

Chairperson and Members of the Committee,

Thank you for the opportunity to provide testimony in opposition to HB 2304.

First and foremost, this legislation raises serious concerns regarding student and staff safety, as well as the integrity of the IEP team process.

**Disruption and Safety Concerns**

HB 2304 would allow a parent to exercise “partial consent,” potentially keeping a student in a classroom placement where the student is not thriving. When a student’s needs are not appropriately addressed through placement or services, the impact extends beyond that individual child's significant disruption within the classroom, interfering with the learning of other students, and in some cases, posing safety risks.

Educators across the country have experienced situations where unmet behavioral or emotional needs escalate. We cannot ignore the tragic case of Abby Zwerner by a six-year-old student in her Virginia classroom in January 2023. While that situation involved multiple complex factors, it underscores a critical truth: when student needs are not properly addressed and collaborative decisions are not fully implemented, the consequences can be severe.

Schools must be able to respond swiftly and comprehensively when a placement is not appropriate. HB 2304 could limit that ability and unintentionally increase risk.

**Undermining the IEP Team Process**

Additionally, allowing “partial consent” fundamentally shifts the structure of special education decision-making. Currently, Individualized Education Program (IEP) decisions are made by a team. This team includes parents, educators, specialists, and the Local Education Agency (LEA) representative. No single member, including the LEA, can make unilateral decisions. Nor should parents be placed in a position of making isolated decisions outside of the collaborative framework.

The IEP process exists to ensure that decisions are thoughtful, data-driven, and student-centered. Fragmenting consent risks creating piecemeal implementation of services, which may not serve the student well and may result in confusion, conflict, and delays.

**The strength of the special education system lies in collaboration and shared responsibility. HB 2304 weakens that foundation.**

**For these reasons, I respectfully urge you to oppose HB 2304.**

**Thank you for your consideration.**

**Heidi Shoemaker**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>JESSICA TOELKE</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 9:15 AM</b>	

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

As an elementary educator, I strongly oppose this House Bill because it adds significant new regulations to an already highly regulated special education system under Individuals with Disabilities Education Act (IDEA). While meaningful parent participation is essential—and already protected under IDEA and the Missouri State Plan—this bill creates confusion, increases paperwork, and risks shifting IEP decision-making from a collaborative team process to isolated, partial consent decisions.

IEPs are designed to provide FAPE (Free Appropriate Public Education) as a comprehensive plan—not a “cafeteria menu” of services parents can select piece by piece. Allowing partial consent and multiple amendments could delay services, create fragmented programming, and ultimately interfere with students receiving timely and appropriate support in the least restrictive environment.

From a practical standpoint, this bill would dramatically increase the number of IEP meetings, amendments, mediation sessions, and potential due process cases—pulling teachers, administrators, and related service providers away from instruction. In elementary schools, where consistency and structure are critical, this lost instructional time directly impacts students. With the current special education teacher shortage, additional compliance demands and paperwork could drive more educators out of the field, worsening staffing challenges and reducing our ability to serve students effectively.

There are also serious fiscal implications. Additional meetings, substitute coverage, legal fees, compensatory services, and potential staffing increases could cost districts tens of thousands of dollars per case—diverting limited resources away from classrooms and student services.

Most importantly, this bill could negatively impact students with disabilities. IEP decisions are data-driven, team-based determinations made to ensure students receive the services and placements necessary to make progress. When decisions become fragmented or delayed due to partial consent or procedural disputes, students risk not receiving the cohesive support required to ensure FAPE.

As an elementary educator, my priority is protecting instructional time, maintaining collaborative team decision-making, and ensuring students with disabilities receive timely, appropriate services. This bill, while well-intended, would create barriers rather than remove them—and ultimately may harm the very students it seeks to support.



MISSOURI HOUSE OF REPRESENTATIVES  
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BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>JULIA SCHMITZ</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 3:12 PM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

Chair and Members of the Committee,

Thank you for the opportunity to provide testimony regarding HB 2304. I respectfully submit this testimony in opposition to the bill.

As a professional working in special education, I strongly support meaningful parent participation in the IEP process. Federal law under IDEA and the Missouri State Plan already provides clear procedures for parent involvement, disagreement, mediation, and due process. However, HB 2304 introduces additional regulatory burdens that will increase costs, create procedural confusion, and ultimately harm students with disabilities.

**1. Existing Law Already Protects Parent Participation**

Current Missouri procedures already allow:

- Parent participation in all IEP meetings
- Documentation of disagreement
- Amendments reflecting areas of agreement
- Dispute resolution options
- Mediation and due process protections

The Missouri State Plan clearly outlines procedures when parents and districts disagree. Adding additional consent requirements duplicates existing safeguards and creates unnecessary complexity.

**2. Increased Fiscal Burden on Districts**

HB 2304 will significantly increase district costs through:

- Additional IEP meetings
- Substitute teacher costs
- Increased paperwork and documentation
- Staff overtime
- Legal consultation

Mediation and due process hearings

Even a single additional 3-hour IEP meeting can cost approximately \$800 in staffing and substitute coverage. When multiplied across caseloads, the fiscal impact becomes substantial.

If districts are forced into due process to implement necessary changes to ensure FAPE, costs can escalate dramatically. Legal fees for hearings can reach the mid-five figures or more.

Small and rural districts will be disproportionately impacted, particularly those already facing staffing shortages.

### **3. Risk to FAPE and Student Outcomes**

Under IDEA, districts are legally obligated to provide a Free Appropriate Public Education (FAPE). FAPE is a comprehensive package of services — not a cafeteria-style menu.

Allowing partial consent could result in:

Students remaining in placements where they are not making progress

Delayed implementation of necessary services

Increased instructional disruption

Fragmented IEPs with multiple amendments

IEP decisions are team-based and data-driven. Isolated decision-making undermines the collaborative structure required under federal law.

### **4. Placement and Safety Concerns**

The bill would require parental consent for certain placement changes. However:

There may be situations where a placement change is necessary to protect student or staff safety.

Delays caused by consent disputes could leave students in settings that are not appropriate for their academic or behavioral needs.

Districts remain legally responsible for ensuring FAPE even if consent is withheld.

This creates an untenable position where districts must either maintain inappropriate placements or initiate costly legal proceedings.

### **5. Increased Litigation and Adversarial Processes**

HB 2304 may unintentionally increase:

Due process complaints

Mediation sessions

Facilitated IEP meetings

Attorney involvement

Districts do not recover attorney's fees when they prevail, while parents may be awarded fees under current law. This financial imbalance will likely increase costs borne by local taxpayers.

Litigation is not beneficial for students or families. Collaborative solutions are preferable and are already available under existing law.

### **6. Impact on Teacher Recruitment and Retention**

Special education teachers are already in short supply. Additional:

Documentation requirements

Tracking of partial consents

Multiple amendments

Repeated reconvened meetings

will increase workload and stress, worsening the current shortage.

The resulting impact on instructional time is significant, as teachers are pulled from classrooms to attend additional meetings and complete paperwork.

### **Conclusion**

HB 2304 adds layers of regulation to an already highly regulated federal framework. While parent voice

**is essential, the existing IDEA procedures already provide strong protections for parent participation and dispute resolution.**

**This bill will:**

**Increase costs to districts**

**Increase litigation**

**Disrupt service delivery**

**Complicate implementation of IEPs**

**Negatively impact students with disabilities**

**For these reasons, I respectfully urge the committee to vote NO on HB 2304.**

**Thank you for your time and consideration.**

**Respectfully submitted,**

**Julia Schmitz Ed.D.**

**Parnell, MO 64475**

**nwjulia@gmail.com**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>KATE KOPMANN</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 9:17 AM</b>
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The potential for this to increase time away from students due to increased meetings would hinder instruction for ALL students.



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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>KATHERINE ELIZABETH ARENS</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:                  ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 8:50 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

This would allow a parent to keep a disruptive student in a classroom that the student is not thriving in. This would result in more IEP meetings at a time when districts do not have sufficient special education staff. This is worsening the shortage and impacting the ability to provide services to children.



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>KATHERINE RATCLIFF</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 9:50 AM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

**“Certain types of large changes” ? “changes to be made to an IEP.” The information I've seen in support of this bill is vague and misleading.**

**What changes will be included/excluded based on this bill? As someone who often sits on the other side of these decisions (not the parent), I'm apprehensive to what the ramifications may be. IEP decisions are data-based. Too often, parents ignore the data and just want to go with their gut, or what they feel, or what \_\_\_\_ told them to do... completely disregarding the data. That's not what special education is about. Too many services in an IEP is as detrimental as too little services, and both are a violation of FAPE. Special Education is not meant to be a "leg up" on the competition, and an IEP is not meant to be a safety net. Instead, IEPs are designed to level the playing field - and once that goal is reached, special education is no longer appropriate. Services outlined in an IEP are not meant to be offered "a la carte" as if parents are selecting items from a menu.**



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>LORRI BENSON</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:                  ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/17/2026 6:50 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**I'm opposed to this bill. This will put an undue burden on Special Education teachers and delay getting students the help that they need.**



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>MELISSA CONLEY</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 8:27 AM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

If you want to know why you should not do this go back and look at last year's testimony that was submitted in opposition to this piece of legislation.

Yes parents have rights but under the current regulations they already have protections that allow them to dispute items when they don't agree with an action taken.

When you allow a parent to pick and choose which services a student is going to receive through parental consent then you are potentially denying that student FAPE. A parent may want additional services that the student does not need then you have a student who is placed in a more restrictive environment. The flip side is you have a parent who believes their child should be in the regular education setting more, but because of their behaviors and/or academic struggles the student causes the disruption to the nondisabled peers in the regular education classroom. This not only denies the student with an educational disability FAPE but it also denies the nondisabled student FAPE.

Another piece is you have multiple meetings because the parent continually disagrees with Team on what services or placement the student should be in. This means districts are having to find substitutes to cover classrooms because staff are continually being pulled to attend meetings because a parent isn't getting their way. Districts are already having a difficult time obtaining certified staff and/or substitutes to teach students.

Also when you have multiple versions of an IEP you also run the risk of a student not receiving FAPE because it gets to be unclear as to what has been approved and what has not been approved to be implemented.

Decisions regarding the services and placement of a student are driven by data on how the student is performing in school and considers the input of the parents and service providers. When you remove the data and only operate on what a parent wants the student is not going to receive FAPE.

Our state budget as well as the budget for districts are already strapped. Are you going to find additional funds to dedicate to districts to pay for the costs that this bill will create. Districts will need additional funding to pay for substitutes and to pay teachers to work beyond their contracted hours to cover meetings, complete the necessary paperwork to track of all the IEP amendments, attend due process hearings, mediations, or gather materials to submit to a child complaint. Another negative effect is teachers decide the already low pay isn't worth the continual abuse and mental drain it takes on them.

**Parents have plenty of rights how about we start looking after the educators who enter the field because they want to help students achieve success only to be attacked by students with severe behaviors or face continual verbal abuse from parents who think their child does no wrong. New teachers as well as old teachers with a wealth of experience are leaving the field because it just isn't worth the abuse they face.**

**It is time society is held accountable for its actions. Life isn't fair and you don't always get your way. Parents and students need to learn this lesson.**



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>MELISSA SULLIVAN</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 1:34 PM</b>	

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

My name is Melissa Sullivan and I am a Special Education Teacher and Process Coordinator for a rural K-8 school district in southwest Missouri. I have been in education for 8 years, 5 years in Kindergarten and 3 years in special education. All 8 of those years I have been at the same school district I am currently at. I am writing in opposition of HB 2304 and how it could overall effect schools, specifically smaller school districts like the one I work at. HB 2304 could be harmful to not only our school district, but to our special education students as well. HB 2304 requires a large amount of regulation for it to be in place when we are already responsible for an enormous amount of federal regulations.

This bill would also allow for a parent to keep a disruptive student in the classroom that the student is not thriving in. I have experience with this first hand. I had a student 3 years ago in my kindergarten class. They displayed several physical and verbal behaviors towards peers and staff. Over the next year, we tried different behavior strategies to help this student to be successful in the classroom. Up to this point, they were being a disruption to their peers and preventing themselves from learning in the classroom. This student was eventually evaluated for special education services due to regression shown academically and they did end up qualifying for services in first grade.

Once in second grade, we began to see some success in the student academically, but continued to see impulsive behavior towards peers and staff. After this student received close to 10 days of ISS/OSS, we had a manifestation determination. In this meeting, we decided as a team that the student would be more successful in a different placement. This student was removed from our school and arranged to attend a social/emotional center that qualified as an outside public-school facility. This student has been attending this school for a little over a year now, and they have shown a lot of growth not only academically, but emotional, socially, and behaviorally as well. There have even been conversations about them being able to return to our school soon due to these changes.

We have also seen growth in the class they were in before changing placement. Those other students are no longer having to worrying about a reaction the other student may have. They also are not distracted by the student's outbursts in class which is allowing them to focus and grow in their learning. During this entire process, the parents were supportive because they saw all of the steps we had taken over the previous school years to try to help the student to be successful. However, if HB 2304 were in place and this situation occurred, if the parents did not consent to the placement change, the student would have to stay in our district. This not only affects how that student is learning or rather not learning, but how their peers are prevented from learning due to behaviors exhibited from the student and could possibly create a safety concern for both students and staff.

Our district currently has 2 special education teachers, which include myself. HB 2304 would require more IEP meetings throughout the year. Our district already struggles to find substitutes to cover classes on a normal basis, but having to find someone to cover our schedule to continue providing services to our other students while we are in these extra meetings would be extremely hard on us as

teachers. We usually schedule our meetings during our plan times at all possible so that we do not have to find someone who is willing to only come in for an hour or so. Most substitutes only will come in for a full day.

Now, we as educators always support meaningful parental participation during the entire IEP process and we believe that IDEA and the Missouri State Plan for Special Education currently allow for and provide procedures for parents to disagree with the IEP process and any items in the IEP. If parents and the local educational agency (LEA) fail to reach an agreement on the IEP within 10 school days, the IEP can be amended to only include agreed upon areas until the disagreement of other areas is resolved. Amendments will become extremely confusing for both parents and special educators because HB 2304 would require consent for each amendment. This could make it hard to track what was agreed upon and what was disagreed on.

There is already a shortage of teachers in the field of special education, adding additional requirements in the IEP process could worsen the shortage and impact the ability to provide services to children who need it. A placement change should be allowed, without parental consent, when it is determined necessary by the IEP team or an administrator to protect the safety of students or staff. Allowing parents to make the decision on placements, removals, changes, additions, or reduction of services could be a hardship on students. The development of an IEP is a team decision made based on data. LEA's have Federal and State guidelines they are required to follow. Parents refusing to provide consent could lead to students not being in the least restrictive environment or receiving the needed support to make progress. LEA's are federally required to provide progress on the IEP to ensure a Free Appropriate Public Education (FAPE) is provided.

There is also a parent consent form already in place which is called a Prior Written Notice. Requiring the Department of Elementary and Secondary Education to adopt a new parental consent form is redundant. HB 2304 would also have a negative impact on the students. This bill could increase litigation against families, which is not good for students. This same impact not only effects students who continue to need special education services, but for those students who no longer require services. This bill would require parents to consent to the reduction of services. If the parent does not consent, it would put the district in a position to have to continue to provide services to a student who no longer needs them or filing a due process complaint to stop services, leading to litigation against families.

Our biggest concern is bringing our families into the school and showing them how we can all work together as a team to foster the growth and success of their children, our students. HB 2304 would put school districts in a position where we could be pushing families away instead of showing them how much as educators, we truly care about their children.

Thank you for taking the time to hear my testimony.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>PAIGE BISER</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 9:17 AM</b>	

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

This is an enormous amount of regulation on top of an enormous amount of already current federal regulation. This would also allow a parent to keep a disruptive student in a classroom that the student is not thriving in. This would not only affect the student, but also the other students in the classroom. In addition, FAPE is a package, not a menu of services. This is the federal provision educators must provide per IDEA. This would result in more IEP meetings at a time when districts do not have sufficient special education staff. We are already struggling with high caseloads and the number will continue to increase.

I know that legislators are not very receptive to the argument that we know more than parents do or are the “educational experts.” But we spend more time with these students than anyone else. At home, parents often don’t have academic expectations for their children, whereas we do. We know where they are at and what they are capable of.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>ROBYN HOLDMEYER</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 8:44 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**This bill would require parental consent for all aspects of the IEP. If agreement is not reached by all parties, an addendum is added to the IEP, and the team must meet again in 20 days to see if an agreement can be reached. If not, it would continue to repeat until all parties have agreed on all parts. Essentially, this would remove the "10 day wait" as the IEP would not just go into effect.**

**This will have large implications on not only special education teachers, but regular education teachers as well, as this will increase the amount of meetings and time away from students, ultimately hindering instruction for ALL students.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>SAMANTHA RICHARDSON</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 4:38 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

This law would negatively impact special education students. If this passed, it would only add to special education AND general education teachers being out of the classroom for meetings and students losing precious instruction time.

The parents are already part of the IEP team and have input on services and the IEP. This bill would only add to the already unmanageable amount of paperwork and meetings that happen.

Due to the "waiting period" of this proposed bill, I fear it will delay getting students the services that they need in a timely manner. This will negatively impact the student needing these services.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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 BERRY</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/13/2026 12:12 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

Oh my, oh me, what a bill we do see—  
 A bill about IEPs, consent, and LEAs with glee!

But let's take a look, with a squint and a stare,  
 And ask, "What exactly is happening here?"

You see, there's a law—IDEA, it's grand—  
 With federal rules already quite planned.

From 34 CFR to U.S.C. lines,  
 It's mapped and it measured and neatly defined.

It says when consent's needed.  
 It says when it's not.

It tells schools what to do—  
 And what they forgot.

But here comes a bill with boxes galore:

"Does consent!" "Does NOT!"—and maybe some more.

And a warning tucked in, tidy and terse—

"Refuse this service? Future claims might be worse."

Oh dear, oh my, let's pause for a tick—  
 When parents say "no," it shouldn't be slick.

Consent under IDEA must always be free—  
 Not bundled with waivers of liability.

You can't say, "Sign here, or waive what may come!"

That's not how FAPE works. That's not how it's done.

A right to due process cannot be trimmed  
Because someone declined minutes they skimmed.  
And timelines—ten days! Twenty more too!—  
As if federal law didn't already construe  
The “stay-put” provisions and safeguards so tight  
To protect kids with disabilities' rights.  
And placement? And changes? And service minute math?  
Twenty-five percent? Is that IDEA's path?  
The feds don't count minutes like cookies in tins—  
They ask if the program meets needs, not just spins.

So here is the rub, in rhyme and in reason:

Why layer new rules on a federally ruled season?

If the aim is clarity—fine, let's be clear.

But duplicating safeguards can muddle the gear.

And that little clause—so polite, so neat—  
Relieving the LEA of “future claims” defeat?

Be careful, dear drafters, tread softly and slow—  
Federal supremacy still runs the show.

For when state law conflicts with IDEA's frame,  
Preemption steps in and wins that game.

And courts won't be charmed by a checkbox design

If it narrows a right that Congress made shine.

So here's the question, sung soft but bright:

Does this bill protect—or complicate rights?

Does it strengthen consent, or condition it thin?

Does it add clarity—or litigation?

Because when you legislate over federal ground,

You must not trim what the feds have crowned.

And that, dear Assembly, is the thing to assess—  
Before this becomes a procedural mess.

**Legislative Notice:**

The General Assembly is hereby placed on formal notice that House Bill 2304 operates in an area comprehensively governed by the federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.) and its implementing regulations (34 C.F.R. Part 300). To the extent this bill: Conditions parental refusal on an acknowledgment relieving a local educational agency of “future claims,”

**Imposes additional consent prerequisites beyond those required under 34 C.F.R. § 300.300,  
Modifies implementation standards inconsistent with the IDEA “stay-put” provision (20 U.S.C. § 1415(j)  
) , or**

**Alters procedural safeguards guaranteed under 34 C.F.R. §§ 300.500–300.536,  
it risks federal preemption under the Supremacy Clause of the United States Constitution (Art. VI, cl. 2)  
and potential loss of federal education funding conditioned on IDEA compliance.**

**Any statutory language that could be construed as narrowing, conditioning, or deterring the exercise  
of federally protected parental rights may be subject to immediate administrative complaint, due  
process challenge, or federal court review.**

**The foreseeability of conflict is clear on the face of the bill. The record should reflect that enactment in  
its present form invites constitutional and federal compliance scrutiny.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>SHANA MCBROOM</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/17/2026 10:52 AM</b>	

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

I strongly oppose HB 2304 because it would seriously undermine the stability and effectiveness of special education services, ultimately harming the very students the bill claims to protect.

First, the bill would force delays in implementing changes to Individualized Education Programs (IEPs). Students with disabilities rely on timely adjustments to their services and supports to access their education. Creating new procedural hurdles means students could go weeks or months without legally required accommodations and services—time they cannot afford to lose.

Second, allowing parents to object to every element of an IEP would create constant conflict and excessive documentation demands for special education teams. IEPs are already developed through a collaborative, legally regulated process. This bill would turn that collaboration into an adversarial process, overwhelming teachers, case managers, and related service providers with paperwork and procedural defense instead of allowing them to focus on instruction and student progress.

Third, permitting parental visits at any time would be deeply disruptive to learning environments. Special education classrooms depend on predictable routines, trust, and emotional safety. Unrestricted visits would interrupt instruction, increase stress for teachers and paraprofessionals, and undermine students' sense of stability. It also raises serious concerns about the privacy and confidentiality of other students in the classroom, who have a legal and ethical right to learn without being observed by unrelated adults.

Taken together, these provisions would make it extremely difficult to run consistent, effective special education programs. They would accelerate burnout, increase staff turnover, and divert limited resources away from students and toward constant procedural defense. Special education teachers and support staff are already overextended and under-resourced; this bill would push many past a breaking point.

We all want strong parent-school partnerships. But this bill replaces collaboration with conflict and creates barriers to timely, effective services. The result would be a weakened system that fails the very students it is meant to protect. I urge lawmakers to reject HB 2304 and instead invest in solutions that strengthen special education, protect student privacy, and support the professionals who serve our most vulnerable learners.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>SHERRY</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:	STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/16/2026 12:00 PM</b>

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

As a district leader, I appreciate the legislature’s continued attention to special education services and parent rights. However, I must respectfully express concern regarding HB 2304 and the unintended consequences it may have on our school’s ability to serve students effectively.

Our current IEP process already ensures that parents are central decision-makers. Parents provide consent for initial services, receive advance written notice of proposed changes, and have access to formal dispute resolution procedures. Within this framework, IEP teams—comprised of parents, educators, and specialists—collaboratively design and adjust plans to meet each student’s evolving needs.

The IEP process is inherently dynamic. When a new intervention or service is implemented, teams must monitor its effectiveness and make timely adjustments. If additional statutory requirements limit our ability to modify or discontinue supports without obtaining further formal consent, it will slow down our responsiveness. More importantly, it may discourage teams from proposing innovative or flexible strategies out of concern that adjustments later will become procedurally burdensome.

In our school, timely collaboration allows us to respond quickly when a strategy is not working and pivot to a more appropriate approach. Constraining that flexibility risks prolonging ineffective services and delaying better solutions for students.

Additionally, special education costs continue to rise while federal IDEA funding remains below its intended level. As the legislature considers supplemental funding for early childhood special education and the High Need Fund, it is especially important to preserve efficient, collaborative processes that allow districts to manage limited resources responsibly while still meeting student needs.

For these reasons, I urge careful reconsideration of HB 2304. Preserving a balanced, collaborative, and flexible IEP process is essential to ensuring students receive individualized, effective services without creating additional procedural barriers that ultimately hinder timely support.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>STACEY SMITH</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/17/2026 3:26 PM</b>	

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

I am writing to express my strong opposition to Missouri House Bill 2304 (HB 2304). As both a Missouri taxpayer and a public school principal, I am deeply concerned about the significant negative impact this legislation could have on our students, educators, and local communities.

In my role as an elementary principal, I see firsthand how critical stable, equitable funding is to maintaining safe learning environments, supporting our effective teachers, and providing students with the academic and social-emotional resources they need to succeed. Our public schools are already operating within carefully balanced budgets. Any measure that redirects funding away from public education or reduces financial stability will directly affect classroom instruction, staffing decisions, student services, and extracurricular opportunities.

As a taxpayer, I believe public dollars should prioritize strengthening the public school system that serves the vast majority of Missouri’s children. Public schools are accountable to taxpayers, governed by elected boards, and required to educate every child who walks through their doors—regardless of background, ability, or income. Legislation that diminishes funding or creates uneven accountability structures risks undermining both fiscal responsibility and educational equity.

HB 2304 could place particular strain on rural and high-need districts, widening gaps in opportunity and limiting access to quality education for many students across our state. Strong public schools, like mine, are the backbone of our communities. We support workforce development, local economies, property values, and civic engagement.

I respectfully urge you to oppose HB 2304 and instead support policies that fully fund and strengthen Missouri’s public schools. Our students, families, and communities deserve thoughtful investment—not measures that weaken the institutions serving them.

Thank you for your time and consideration. I appreciate your service to our state and your commitment to Missouri’s future.

Respectfully submitted,

**Stacey Smith**  
 Santa Fe R-X Elementary Principal



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</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>TAMMY JANE ANGEL SULLIVAN</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/16/2026 8:52 AM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

The proposed provisions would severely undermine the stability, effectiveness, and legal integrity of special education programs.

First, forcing delays in implementing IEP changes directly harms students. Individualized Education Programs are not optional enhancements — they are legally binding plans designed to ensure students receive the supports they need to access a free appropriate public education under the Individuals with Disabilities Education Act. When changes to an IEP are agreed upon, delaying implementation means students go without services that have already been determined necessary. This creates regression risks, widens achievement gaps, and exposes districts to avoidable legal liability. Most importantly, it compromises student progress during critical developmental windows.

Second, allowing parents to object to every individual component of an IEP without reasonable procedural guardrails would make collaborative planning nearly impossible. While parent input is essential and protected under the Individuals with Disabilities Education Act, an open-ended ability to challenge every element without structure invites constant dispute. This shifts meetings from solution-focused collaboration to adversarial negotiation. The result would be excessive documentation requirements, repeated revisions, and a substantial increase in administrative burden. Special education teachers and service providers would spend more time defending paperwork than delivering instruction, ultimately reducing the quality and consistency of services.

Third, permitting unrestricted parental visits at any time would significantly disrupt instructional environments. Classrooms serving students with disabilities depend on predictable routines, structured supports, and carefully managed sensory environments. Frequent unannounced visits interrupt these systems, distract students, and place staff in a constant state of performance anxiety. Over time, this instability erodes morale and contributes to burnout among teachers and paraprofessionals — a workforce already facing high turnover rates.

I share this perspective not only as someone who understands the system professionally, but as a parent. I was a special education parent whose child directly benefited from a structured, collaborative program. Because of the expertise, patience, and guidance of dedicated special education teachers, my child gained the academic skills, confidence, and independence needed to eventually exit the program and function with full competence. That growth did not happen in a chaotic or adversarial environment. It happened because educators were able to focus on teaching, implementing supports consistently, and partnering constructively with our family.

**Collectively, these provisions would make it extraordinarily difficult to maintain consistent, effective programming. Instead of focusing on instructional quality, progress monitoring, and individualized support, educators would be forced into ongoing procedural defense. Staff burnout would increase, turnover would rise, and institutional knowledge would erode. Ultimately, the system would become less capable of serving students effectively.**

**Policies intended to protect students must strengthen collaboration, clarify procedures, and ensure timely service delivery. Measures that instead introduce delay, perpetual conflict, and operational instability weaken the very framework designed to safeguard students with disabilities — and risk undermining the success stories that are possible when the system is allowed to function as designed.**



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>ZACH HOFFMAN</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 5:52 PM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

I believe this bill comes from the idea that parents are not being heard in the IEP process. That has not been my experience. Parents are vital members of the IEP team, and both federal law under IDEA and the Missouri State Plan already provide clear options when there is disagreement. There are built-in protections and dispute resolution processes in place.

An IEP is meant to be a comprehensive plan developed by a team based on data and student need. FAPE is not a menu of services that can be selected piece by piece. It is a coordinated package of supports designed to work together. Allowing partial consent risks breaking apart that plan and could prevent a student from receiving what the team has determined is necessary for progress.

I am also very concerned about the practical impact on both general education and special education teachers. This bill would likely result in more IEP meetings, more amendments, and more documentation requirements. That means pulling teachers out of classrooms more frequently and taking away instructional time from students. We already ask our teachers to go above and beyond every single day. Many of them feel overworked and underpaid. It is becoming increasingly difficult to secure attendance at additional meetings because staff are stretched thin. Adding another layer of required meetings and procedures will only increase burnout and drive more educators away from the field.

In some situations, delaying placement decisions due to consent disputes could also affect student safety or keep a child in a setting where they are not successful.

Parents absolutely deserve a voice. They already have one. My concern is that this bill would create confusion, increase conflict, reduce instructional time, and ultimately make it harder to serve students well. For those reasons, I respectfully oppose it.



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 type="checkbox"/> IN OPPOSITION TO <input checked="" type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>BUSINESS/ORGANIZATION:</b>		
WITNESS NAME: <b>LYDIA OLMSTED</b>	PHONE NUMBER: <b>573-356-4169</b>	
BUSINESS/ORGANIZATION NAME: <b>MISSOURI DEVELOPMENTAL DISABILITIES COUNCIL</b>	TITLE: <b>MODDC POLICY FELLOW</b>	
ADDRESS:		
CITY: <b>JEFFERSON CITY</b>	STATE: <b>MO</b>	ZIP: <b>65102</b>
EMAIL: <b>MODDCFellow@gmail.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/17/2026 5:01 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

Mr. Chairman, Representatives,

As you know, HB 2304 will require written consent from a parent to approve significant changes in their child’s Individualized Education Program (IEP). An IEP is a legal document that establishes the services and accommodations that a student with a disability should receive from their school district. Examples of significant changes that this legislation would require parental consent to approve include drastic reductions in services or a change in class placement. The law does not require written parental consent for minor changes to IEP goals.

Currently, if a parent or guardian disagrees with decisions implemented by the IEP team (generally including educators and other special education professionals), the plan still goes into effect after 10 days, even if the parent chooses not to sign the document.

The family would have to go through due process to resolve any disputes about the IEP. The new IEP goes into effect while the due process hearing is in progress, meaning that families do not have the ability to stop disputed IEP decisions from impacting their child’s services. Common challenges are that families often do not have the financial resources to afford an attorney to help with the due process claim, and many families do not understand their rights or know how to dispute an IEP decision if they disagree.

It is important to understand that while some parents are disengaged in the IEP process, federal law already requires school districts to proceed with the IEP if the parent does not show up to the meeting or otherwise chooses not to participate in the process. This law also allows for school teams to move ahead in those situations.

Thank you—  
 Lydia Olmsted, MODDC Policy Fellow  
 Missouri Developmental Disabilities Council



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2304</b>		DATE: <b>2/18/2026</b>	
COMMITTEE: <b>Elementary and Secondary Education</b>			
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input checked="" type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>REVA MEADOWS</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/16/2026 8:53 AM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

I am writing in support of the parental consent provisions in HB 2304 as both a parent of a child with an IEP and a paraprofessional who works in special education.

As a parent, I have experienced changes being made to my daughter's IEP that I believe negatively impacted her progress. I did not feel I was given a genuine opportunity to refuse those changes before they were implemented. Requiring written parental consent for significant placement or service changes ensures true collaboration, transparency, and accountability in the IEP process.

At the same time, as a paraprofessional, I have concerns about allowing parents to visit programs at any time. Special education classrooms depend on routine and consistency. When parents leave after a visit, student behaviors can escalate, disrupting instruction and affecting the stability of the learning environment. Any visitation policy should prioritize structure and minimize disruption for students. Strong parental voice and strong classroom stability must work together to best serve students with disabilities.

Thank you for your consideration



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input checked="" type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>SUSAN HENRY</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/18/2026 12:44 PM</b>	

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

I'm writing as an individual to provide information for the Committee to consider when evaluating the merits of this House Bill and whether it should be voted out of the Committee. Given Missouri's already significant shortages of special education teachers and administrators, the passage of HB 2304 has the potential to add substantial strain to an overstretched system. The bill requires written parental consent for initial placement (a redundancy because this is already a requirement under IDEA), any change in placement, removal of services, or adjustments of service minutes greater than 25%, and it prohibits implementing a new or revised IEP until a state-developed consent form is completed by parents. These requirements would generate additional paperwork, repeated IEP meetings, and strict timelines—such as mandatory addendums and resolution processes if consent is not provided within ten school days. For districts already struggling to staff special education classrooms and administrative roles, these new procedural demands would further reduce time educators can devote to instruction and student support. Instead of alleviating staffing challenges, HB 2304 risks creating procedural bottlenecks that slow service delivery and increase burnout in a workforce already in crisis.

Committee members might consider the following:

- Requiring additional layers of written parent consent may duplicate existing legal protections. This constitutes an expanded workload for special education teachers and teams without improving student protections already guaranteed under federal law.

- When parents don't consent within 10 days, an additional IEP addendum must be produced documenting all areas of disagreement. Then, the IEP team must create a resolution process within 20 days, with potential extension only by mutual agreement.

- IEP teams would be forced into repetitive meetings, extra documentation, and tight turnaround times.

- Students could experience delays in receiving needed services if implementation cannot move forward.

- The requirement of a state created consent form is another redundancy that will require the marshalling of resources at DESE to research and develop a consent form that is legally compliant, then roll out the form and training to districts across the state. The entire process proposed in the bill will require changes to the Missouri State Plan for Special Education and expanded training to already overstretched special education staff, and will be time away from instruction.

- The provision to allow partially agreed upon services to go into effect while negotiations on services

not agreed upon prevents special education services necessary for FAPE from going into effect, placing teachers in an impossible position when a child needs timely support. Students needing immediate adjustments to their IEP may be forced to wait weeks for mandated steps to be completed. As an example, a parent could refuse to give written consent to move a disruptive, aggressive student to a classroom that would provide them the necessary behavioral supports and environment that would allow them to thrive. FAPE under IDEA is a package as a whole, not a menu of services.

- When only some services are agreed upon, schools must engage in a structured resolution process for unresolved items. IEP teams already meet and revise plans frequently, formalizing these partial-agreement scenarios into mandated processes increase workload and create more paperwork and documentation/tracking burdens. More meetings may equate to more teacher time away from instruction. Moreover, the Missouri State Plan has established that there is no such thing as an "interim" placement, whereby some services would be implemented and some would not.

- Documentation burdens: Schools and IEP teams already maintain copious amounts of regulatory-required documentation related to special education. HB 2304 adds another layer of paperwork that does not necessarily improve student outcomes.

- What is meant to be a collaborative process to achieve agreement could inadvertently increase adversarial dynamics. Formalized addendums, deadlines and mandated resolution timelines may create a compliance-heavy environment rather than a flexible, collaborative one. More rigid structures can make IEP meetings feel more legalistic and less student-centered.

HB 2304 increases required written consents, adds multiple procedural steps, imposes tight response deadlines, restricts service implementation, and expands documentation burdens—all of which already exist in a robust form under IDEA's procedural safeguards. The net effect is more paperwork, more delays, and less time for teachers to focus on instruction and individualized support.