Annual District Training

Benton Stearns Education District
Special Education Update
Fall 2020

Welcome Back!

Push Through Video

Agenda

- Introductions

- BSED Staff and Program Supports

- Distance Learning Updates

- Compliance and Monitoring Findings

- SPED Forms Updates and Changes

- Resources and Reminders

  - Self-Sufficiency/Para Determination Rubrics and Process

  - Assistive Technology Resources and Supports

- MA Billing Updates and Reminders

- Tentative Save The Date-Due Process Nights

- CPI/Handle with Care Transition and Training Dates

Introductions

- Benton-Stearns Education District Staff
  - OT/PT Assignments
  - School Psychologist Assignments
 - Low Incidence Staff

Districts We Serve

Online Resources Folder

- 30 day Timeline

- BSED OT/PT Assignments

- BSED School Psychologist Assignments

- Start Up and SPED Forms reminders

- Annual File Review Form

  - Form also on BSED site

  - New section to include distance learning information

BSED Districts- Back to School 2020 Online Resource Folder

Distance Learning Updates
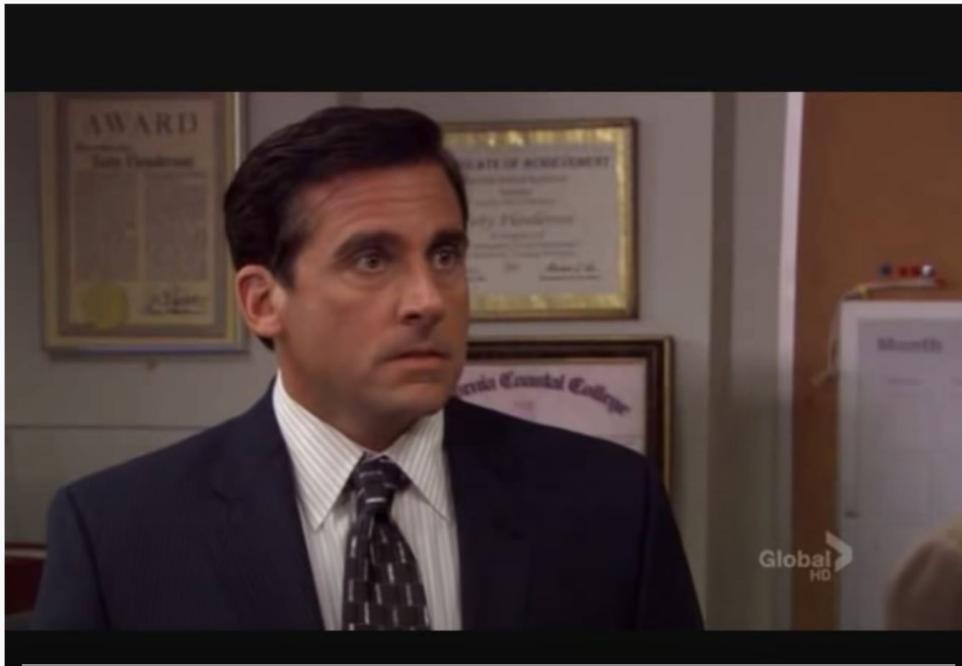
https://www.youtube.com/watch?v=31g0YE61PLQ

Distance Learning Updates- Due Process

Due to the ongoing COVID-19 pandemic, the Minnesota Department of Education and the Governor of Minnesota have mandated all school districts and charter schools plan for three different learning scenarios for the 2020-21 school year. In all three scenarios, school districts and charter schools must adhere to the Minnesota Department of Health (MDH) requirements and recommendations, as well as consult the Minnesota Department of Education (MDE) planning guidance.

- **Scenario 1: In-person learning for all students**

  Students will return to school full-time. Students and teachers will follow MDE and MDH guidelines.

- **Scenario 2: Hybrid learning with social distancing and capacity limits**

  Students will be provided a combination of in-person and distance learning opportunities. Students and teachers will follow MDE and MDH guidelines.

- **Scenario 3: Distance learning only**

  Students will be provided access to appropriate educational materials and receive daily interaction with their licensed teacher(s).

*****Please note:** the learning model definitions provided above are general in nature. Each district will ultimately determine which learning model they are in and how that learning model will be executed. A hybrid model in District A may look very different from the hybrid model in District B; when determining which learning model you fall under, defer first to your district-level plan and then to this guidance.
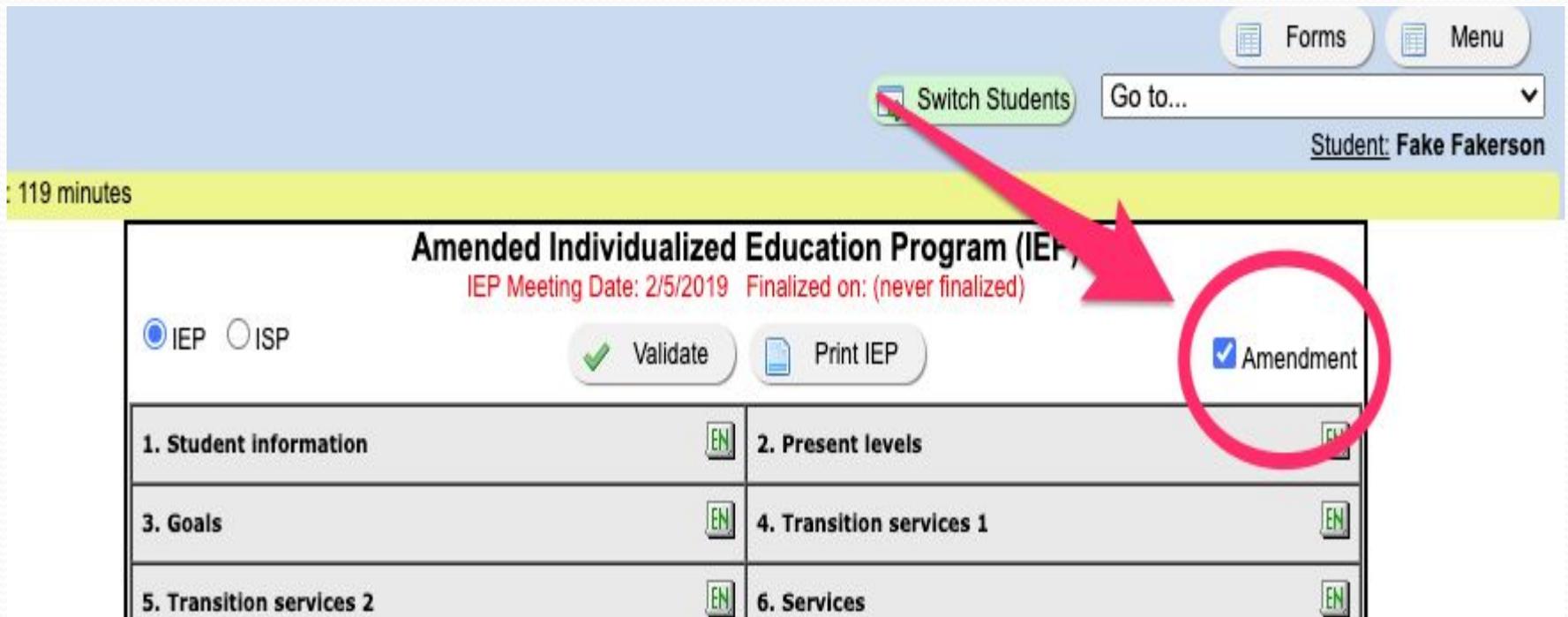
Distance Learning Updates- Due Process

- Additionally, MDE is asking IEP teams to amend each student's IEP with contingency plans for each learning scenario.

- SpEd Forms has developed a **Contingency Learning Plan (CLP)** that can be added as an addendum to each IEP, similarly to a behavior intervention plan (BIP) or positive behavior support plan (PBSP).

- In a continuing effort to be efficient and consistent in our approach to planning for the three scenarios, BSED and its member districts will be using the SpEd Forms CLP to develop plans for each student at the start of the 2020-2021 school year.

Distance Learning Updates- Due Process

STEP 1: Contact Parents to Determine if they Agree to Give Input Regarding CLP Through Amendment or to Schedule IEP Meeting

- Before you begin working on the CLP, Finalize the existing IEP, once finalized, check the "**Amendment**" box.

- Although it is completed as a separate document, similar to a Behavior Support Plan (BSP), the CLP is technically part of the IEP. Therefore, when creating/changing the CLP, the IEP needs to reflect that it has been amended.

- Once the box is checked, no other action on the IEP is needed.

Sample Script when Contacting Parents

Distance Learning Updates- Due Process
STEP 2: Finalize IEP and Check Amendment Box

- In SpEd Forms, locate the Contingency Learning Plan (CLP) template in the Service Plan menu for each student on your caseload

- Review each section and consider each student's unique needs; individualize the content based on each students' unique needs.

- Finalize the CLP

Consultation with each student's IEP team will be necessary to complete this document, therefore the templates have been created in a collaborative format that will allow for input from each team member, including related service providers.

NOTE: There is no need to modify a student's current IEP so long as this CLP is created, shared with parents, and documented in a Prior Written Notice.

Distance Learning Updates- Due Process
Section 1: Contingency Learning Information

The first section of the CLP is informational only and does not get modified. This section outlines the rationale for the CLP, defines the three learning scenarios, and informs parents of the fluid nature of the document.

CLP Menu | Forms | Menu | Next Page ▶

Switch Students | Go To...

Contingency Learning Information

Login: 119 minutes

Student: Fake Kid

Exclusive Rights: 59 minutes

You currently have Exclusive Rights to this page. They expire at 08/13/2020 8:24:03 am.

COVID-19 CONTINGENCY LEARNING PLAN

Due to the COVID-19 pandemic, the Minnesota Department of Education and the Governor of Minnesota have mandated all school districts and charter schools plan for three different learning scenarios for the 2020-21 school year. In all three scenarios, school districts and charter schools must adhere to the Minnesota Department of Health (MDH) requirements and recommendations, as well as consult the Minnesota Department of Education (MDE) planning guidance.

- **Scenario 1: In-person learning for all students**
  Students will return to school full-time. Students and teachers will follow MDE and MDH guidelines.
- **Scenario 2: Hybrid learning with social distancing and capacity limits**
  Students will be provided a combination of in-person and distance learning opportunities. Students and teachers will follow MDE and MDH guidelines.
- **Scenario 3: Distance learning only**
  Students will be provided access to appropriate educational materials and receive interaction with their licensed teacher(s).

As a result, this section of your student's IEP describes the changes to the special education services and supports that will go into effect under each of the three scenarios. This contingency plan will allow for fluid IEP services to be provided in response to state or local decisions regarding the designated learning model at any given time. The information provided in this COVID-19 Contingency Learning Plan describes the methods of services that your child will receive under any of the three scenarios described above.

Each section of this COVID-19 Contingency Learning Plan will be in effect during the period in which the School is providing services under the specific scenario (e.g., the Distance Learning Contingency Plan is only in effect while the School is providing distance learning services to all students). During each scenario, the student will receive IEP services as modified by the relevant section of this COVID-19 Contingency Learning Plan. This COVID-19 Contingency Learning Plan will remain in effect only during the time period during which the Governor and the Minnesota Department of Education have mandated that school districts and charter schools have plans in place for the three scenarios described above.

Distance Learning Updates- Due Process
Section 2: In-Person Learning for All Students

Any changes to a student's IEP that will occur under the in-person model should be noted in this section. While there are likely few, if any changes that would occur under an in-person model, some students may require specific accommodations, such as those related to mask-wearing exemptions, or changes could be made to the building schedule that impact service minutes. Complete this section as follows:

- If there are no changes, mark the "No changes needed..." box and proceed to the next section

- If there are changes, mark the "Changes needed..." box and document the changes, as noted in the example to the right.

- If the student is participating in Distance Learning, due to parent or IEP Team decision, mark the appropriate Distance Learning box and proceed to the next section

Distance Learning Updates- Due Process
Sections 3 - 7: Hybrid Learning

This section will go into effect anytime the student's building or district moves to a Hybrid Learning Model. If the student is participating in Distance Learning, due to parent or IEP Team decision, mark the appropriate Distance Learning box, but still outline what the hybrid learning plan would look like, should the parent or IEP team decide that distance learning is not appropriate at any time.

Helpful Tip: when drafting this section, pull up the student's current IEP or IEP snapshot (via print preview) and utilize a split screen to review and consider revisions to each section.

Distance Learning Updates- Due Process
Sections 3 - 7: Hybrid Learning

If the student is not participating in Distance Learning, leave the first page blank, and complete each Hybrid Learning section, as outlined below:

Annual Goals

Measurable Annual Goal(s) & Objectives

Each of the student's annual IEP goals will automatically populate in this section. If there are no changes to the goals or objectives, then select "No changes needed..." and proceed to the next section.

If there are changes to either the goal or objectives, check the "Changes needed..." box and describe the changes in the space provided.

Progress Monitoring Method

If there are no changes to the method, frequency, or person responsible for progress monitoring, check "No changes needed..." and proceed to the next section.

If the method, frequency or person responsible for progress monitoring will be altered under a hybrid model, check "Changes needed..." and describe the changes in the space provided.

Distance Learning Updates- Due Process
Sections 3 - 7: Hybrid Learning

Transition Services

Measurable Postsecondary Goals

Each of the student's measurable postsecondary goals will automatically populate in this section. Since these goals are to be updated annually and are not impacted by the learning model, there is no option to change them.

Transition Services

If there are no changes to the students transition services or the agency providing those services, check the "No changes..." box and proceed to the next section.

If there are changes to either the transition service activity or the providing agency, check the "Changes needed..." box and describe the changes in the space provided.

Sections 3 - 7: Hybrid Learning

Services

The services page includes the following components:

The **Hybrid Learning: Special Education and Related Services** section gets completed for all services. Structure of the service grid is the same as it is in the IEP, with the exception of a box to describe the service delivery method. It is in this section that the team documents how the service will be delivered

Distance Learning Updates- Due Process
Sections 3 - 7: Hybrid Learning

Other Services

The following sections need to be reviewed and the team needs to indicate if changes are needed in hybrid or not. It is only in those areas that changes are needed that additional content needs to be included:

1. Child Specific Paraprofessional Support
2. Assistive Technology
3. Special Transportation
4. Interpreter Required for Service Delivery

Hybrid Learning LRE

Regardless of changes needed, the LRE during a hybrid model needs to be described for each student. Several factors need to be considered, such as the impact of putting students into cohorts/pods, the potential need for additional services (i.e., when a special education student attends additional days), and any other implications, such as lunch and recess.

LRE Examples

The IEP team determined that Fake will attend school in-person four days per week, which is two additional days compared to his non-disabled peers. Fake will not participate in distance learning on these days and will only have distance learning one day per week (Fridays). This is Fake's least restrictive environment because available data indicates that Fake did not make adequate progress on his IEP goals or in the general curriculum during distance learning in the spring of 2020.

Sections 3 - 7: Hybrid Learning

Modifications

If there are no additions or changes to existing modifications, accommodations and supports, then check "No changes needed..." and proceed to the next section.

If there are changes or additions, check the "Changes needed..." box and use the space below to describe any new or changed accommodations/modifications.

IMPORTANT: This is also the section in which any mask-wearing exemptions, accommodations or supports will be documented and described.

MODIFICATIONS

Program Modifications, Supports and Adaptations in General and Special Education (Include non-child specific paraprofessional support)

☐ No changes needed for hybrid learning

☑ Changes needed for hybrid learning listed below
(Please review and edit as appropriate.)

The statement must indicate: 1) WHAT- the specific modification or support needed, 2) WHEN - the conditions that trigger the modification or support, 3) WHERE - the environment(s) in which the modification or support is needed, and 4) WHO is responsible for implementing the modification or support.

Order

\# 1   Service

--- Select or type below ---   ☐ Inactive   Remove

Add Program Modifications & Supports

Distance Learning Updates- Due Process
Hybrid Model: Considering Additional Time

Hybrid Learning Decision

- Under the Hybrid Learning model, districts are asked to consider if any student with a disability should attend school more frequently, up to full-time, in order to receive a FAPE. These considerations should be data-based and would include whether the student was unable to access special education and general education instruction through distance learning, or unable to successfully receive specific special education or related services through distance learning.

- Teams should consider the unique needs of the student, along with the capacity for the building or classroom to uphold Minnesota Department of Health (MDH) guidelines when making these individualized determinations.

- Please consult with your district special education supervisor with any questions or concerns regarding the individualized determination of adding additional time for a special education student during the hybrid model.

Distance Learning Updates- Due Process
Sections 8-12: Distance Learning

Distance Learning Model:

Annual Goals

Goals that require in-person learning activities may need to be modified in a distance learning model. For example, if a student has a behavior skills goal that requires observation of peer interaction within the general education classroom, then it may need to be changed to involve more scenario-based practice or role playing scenarios in a structured virtual class or with a teacher.

Transition Services

In a distance learning model, community-based services may not be possible. It is important to think about how a student's transition needs can be met through distance learning strategies.

Services

Modifications

Distance Learning Updates- Due Process
STEP 4: Complete a Prior Written Notice

SpEd Forms' have drafted

example PWN language.

To access, make sure you

scroll down until you

see "SpEd Forms Options"

(see screenshot).
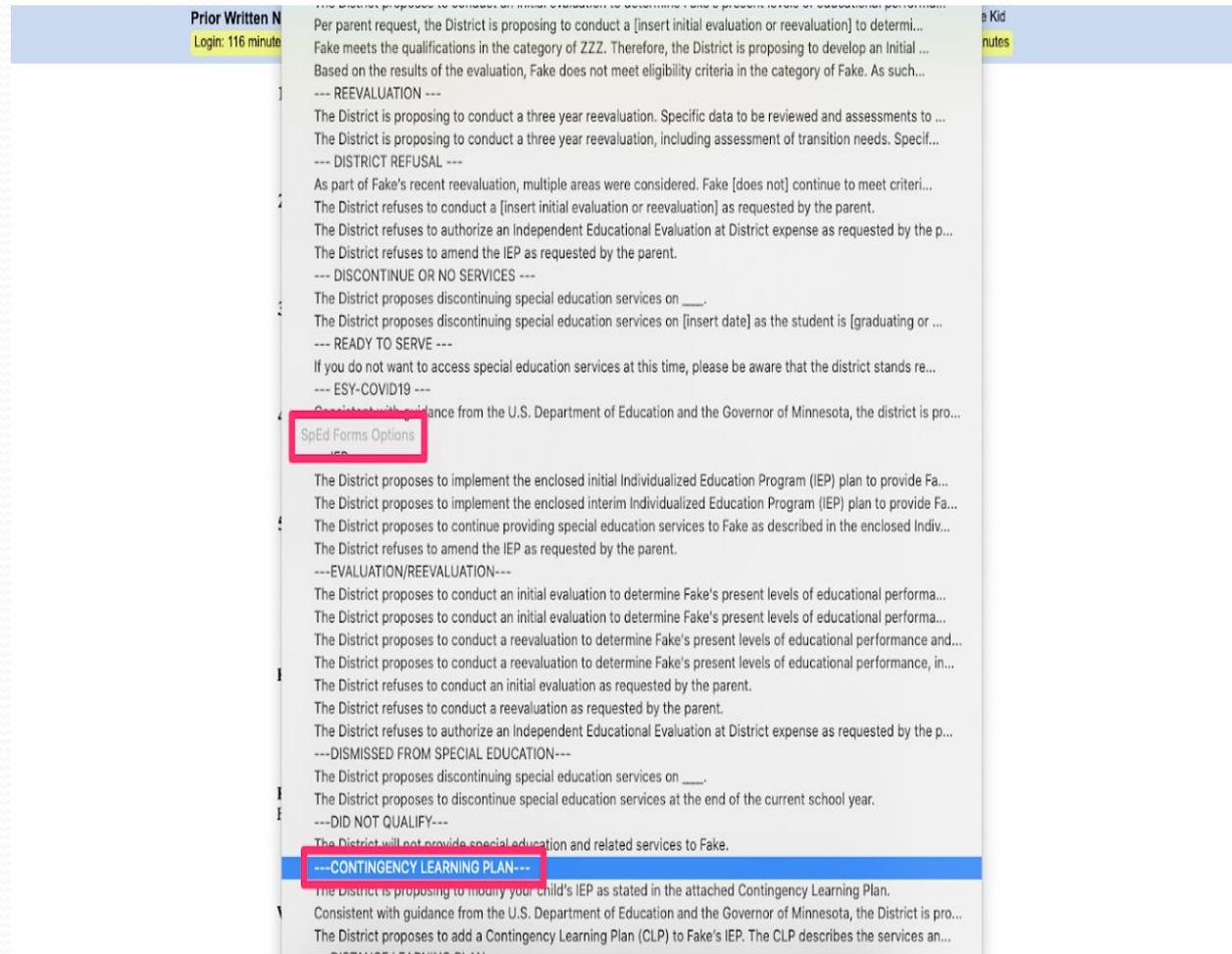
Distance Learning Updates- Due Process

STEP 5: Finalize and Send Due Process Documents Home to Parents/Guardians & File Paperwork and Monitor Receipt of Consent

Once complete, the following documents must be sent to parents:

1. Prior Written Notice
2. Contingency Learning Plan (CLP)
3. IEP with Amended Date

File Paperwork

Once finalized, ensure that the following three documents are printed and filed in each student's SpEd file:

1. Prior Written Notice
2. CLP
3. IEP with Amended Date

Distance Learning Updates- Due Process

STEP 5: Finalize and Send Due Process Documents Home to Parents/Guardians & File Paperwork and Monitor Receipt of Consent

Monitor for Receipt of Consent

- Monitor for the receipt of parental consent/objection. Once consent is received or 14 calendar days pass without receipt of consent or objection, the CLP can be implemented.

- If a parent objects to the proposal, follow the established dispute resolution guidance by contacting your district special education supervisor immediately.

- In this unique circumstance, electronic consent is sufficient. Per MDE, if a school district amends a student's IEP, the district may accept an electronic signature or an email from a parent confirming consent to the amendments. If you receive consent via email:

   1. Print the email containing consent
   2. Attach electronic consent to PWN/Parental Consent/objection form
   3. File consent in student SpEd file

- If consent is not obtained by the time school begins, then we must implement the current IEP to the greatest extent possible until the CLP goes into effect.

Contingency Learning Plan Timeline

- Prioritize the completion of Contingency Learning Plans for students who are starting the 2020-2021 school year in a distance learning or hybrid learning model by **September 18th, 2020.**

- All other CLPs for students who start the year in person are due by **September 30th, 2020.**

- All students who have an IEP must have a CLP in effect for the 2020-2021 school year.

Distance Learning Updates-
Staff PPE and Direct Student Supports

- The Minnesota Department of Education has put out a guidance document with information on how to provide services to students where social distancing may not be feasible, or while providing specialized instruction and related services for students with health care needs or disabilities.
  - For example: evaluations and screenings, personal care services, behavioral interventions or complex medical cares (ie. tube feedings, nebulizer treatments, etc)
  - [Direct Support 1:1 Guidance Document- MDE](#)

- When direct student support services are being provided to a student, the following measures are required regarding face coverings:
  - The same face covering or shield can be worn throughout the school day while working with multiple students unless the face covering becomes soiled, in which case it should be removed for laundering/cleaning and replaced with a new, clean one.
  - Students are required to wear a face covering and/or a non-medical face shield when receiving direct close contact support services unless they are unable to tolerate a face covering due to a developmental, medical or behavioral health need.
    - These exemptions must be determined by IEP teams and written into the IEP

Distance Learning Updates-
Staff PPE and Direct Support Services

- Staff providing direct student support services must clean hands using soap and water or hand sanitizer with at least 60% alcohol (soap and water are preferred when hands are visibly soiled) regularly and under the following circumstances:
  - Before and after working with a student
  - Immediately after touching blood, bodily fluids, non-intact skin, mucous membranes, or contaminated items (even when gloves are worn during contact)
  - Immediately after removing gloves, after touching objects in the immediate student support vicinity, before eating, after using the restroom, and after coughing or sneezing into a tissue.
  - After incidental touching, providing hand-over-hand guidance with educational or technology materials, tactile American Sign Language.

- Follow the school's symptom screening process for staff providing and students receiving direct support services, as well as ongoing monitoring throughout the school day to help quickly identify signs of illness. If a student or staff member begins to display symptoms of illness during the day, follow the school's procedure for illness and stop and/or postpone any scheduled direct support services.

- Work with custodial staff to establish routine cleaning and disinfecting of high-touch services and shared equipment (eg. wheelchairs, scooters, oxygen tanks and tubing, and other assistive devices) between uses.

Distance Learning Updates-
Staff PPE and Direct Support Services

Personal Protective Equipment (PPE) Requirements:

- Standard precautions are the basic level of infection control that should be used to reduce the risk of transmission of illness if you anticipate you may have contact with blood, bodily fluids, secretions, non-intact skin, and mucous membranes. PPE includes a surgical mask, N95 respirator, eye protection, disposable gloves, and a gown (disposable or cloth).

- Generally PPE is worn for a specific support service for each student. PPE must be removed and properly disposed of, and hand washing be completed before interacting or working with another student. Cloth face coverings are not considered PPE.

- Whether PPE must be worn by staff members and what type of PPE is required should be based on several factors: the type of service being provided (ie. instruction, personal cares, behavior support); the anticipated risk of exposure to infectious bodily fluids, and the individual health factors of students and staff.

Distance Learning Updates-
Staff PPE and Direct Support Services

MINNESOTA DEPARTMENT OF HEALTH

STAY SAFE **MN**

Appendix A: Guide for Choosing Protective Equipment

Staff must wear a face covering and/or face shield when providing direct student support services. See the "Face coverings" section for details.

Types of Close Services	Eye Protection: Face Shield or Goggles	N95	Medical/Surgical Disposable Mask	Disposable Gloves (non-latex)	Disposable Gowns, Smock, Other Body Coverings
Activities such as special education assessments and early childhood and vision/hearing screenings.	Optional if unable to tolerate face covering	Not required	Not required	Required, if sharing materials	Not required
Transportation-related support (e.g., buckling/unbuckling, wheelchair lockdown).	Optional if unable to tolerate face covering	Not required	Not required	Required	Not required
Activities such as instruction, therapy, related services, and crisis/behavior response.	Optional if unable to tolerate face covering or if risk of splash	Not required	Not required	Required, if sharing materials	Optional
Speech therapy and articulation therapy services.	Required	Not required	Not required	Required, if sharing materials	Not required
Personal care (e.g., diapering, toileting, oral and G-tube feeding) that could expose staff to student's bodily fluids.	Optional	Not required	Not required	Required	Optional
Direct care (e.g., first aid, medications, diabetes care) and monitoring of students **unrelated** to illness.	Optional	Not required	Not required	Required	Not required
Direct care and monitoring of staff/students for **symptoms of illness** in the health office.	Required	Not required	Required	Required	Optional
Nebulization treatments, peak flow meter monitoring, oral/ nasal suctioning, or closed trach system suctioning. **Includes staff cleaning the room after these procedures.**	Required	Optional	Required	Required	Required
Performing or are present during aerosol-generating procedures, including open trach suctioning and trach cares. **Includes staff cleaning the room after these procedures.**	Required	Required	Not required	Required	Required

Note: This resource is not intended to be exhaustive; schools and programs should evaluate additional scenarios based on type of service being provided and associated infection risks while taking into account an individual assessment of student/staff health considerations.

07/30/2020

Page 13 of 16

Monitoring Cycle- Correction Year

YOU CAN NOT SCARE ME.

I AM A SPECIAL EDUCATOR.

I HAVE PROBABLY WRITTEN A GOAL FOR ANYTHING YOU ARE ABOUT TO DO.

WWW.NICOLESLEARNINGLAB.COM

Findings and Reminders from Monitoring Process

- Overall Great work by our teams on due process compliance and monitoring this cycle!

  - Due Process- 5 districts received citations related to the due process file review and NO corrective actions were issued

  - Programming/Facilities- 4 districts received corrective action plans for areas such as para training, ensuring appropriate team members, and providing adequate equipment/curriculum and training to all providers working with the student

Monitoring Reminders

- General Due Process Reminders
- Prior Written Notice
- Team Meeting Membership
- PLAAFP
- IEP Goals and Objectives
- Evaluations and Reevaluations
- Transition IEPs
- Transfer of Rights Notification and Documentation
- Transfer Students and Plans
  - In State and Out of State

General Due Process Notes

- Ensure all information on the front page of the IEP is accurate
  - ie. disability, federal setting, case manager information

- All dates should be entered correctly as per timelines and any handwritten dates should either be uploaded or entered on spedforms

- If you have a student who moved in, please upload current ER, IEP and PWN into spedforms
  - Link to process

- Have parents initial on Record of a Team Meeting that Procedural Safeguards were given
  - (this is part of the new MA Consent Process as well)

Prior Written Notice

- Each box of the PWN should have something written in it
  - Be specific and "tell the story" of the situation and current plan

- Evaluation PWNs-
  - Write in entire assessment tool name and also make sure what you have on the Eval PWN aligns with the tools you use in the report

Team Meeting Membership

- Required Members
  - Must be documented (sign in sheet, initial NOTM)
  - **Attend the entire meeting or do excusal**
  - **Written input** is required for partial attending
  - Dual roles are not recommended (ie. parent and district rep)
  - Upload excusal forms in spedforms

- Clarification of District Rep
  - Qualified to provide or supervise specially designed instruction, knowledge of general ed curriculum and availability of resources, not student's teacher and has authority to commit resources.

PLAAFP

- The IEP must include a statement of the child's **present levels** of **academic achievement** and **functional performance.**

- When the student is performing as their same age peers a description of their achievement should be provided.
  - a comprehensive description of the child's performance
  - a way to focus on the whole child and share strengths as well as needs

- PLAAFP should reference background information related to student goals and objectives

IEP Goals and Objectives

- Must have a measurable baseline and ending level
  - ie. From 75% to 80%
  - Baseline or starting level may be found in the PLAAFP
  - Use of "inconsistent" and "grade level" are not measurable

- Each goal should have at least 2 measurable objectives or benchmarks

- Tracking Progress
  - Maintain documentation-especially when using "teacher report" or "observation" methods of reporting

Evaluations/Reevaluations

- Focus to reduce the amount of additional testing needed during reevaluations
    - May need to do virtual observations, etc. depending on access to students
- Do not need to use criteria checklists unless looking at initial criteria, however need to address statement of continued eligibility in summary section
    - Make sure to have all required components and formal testing included for initial criteria

Transition IEPs

- Begin addressing in 9th grade

- **Must Address:**
  - Education/Training and
  - Employment
  - **Where appropriate** independent living skills.

- If evaluation completed in 7th or 8th grade and you address Transition, then must address in the IEP that year.

- Services must be listed in all relevant areas of the transition services page

- Course of study section needs to include both current and following school year

Transfer of Rights Document

- Notification to parent/guardian by 17th birthday (usually in 10th grade)
- Document date of meeting in spedforms that this was discussed
- Use form in sped forms
- Non compliant if not documented

TRANSFER OF RIGHTS AT AGE OF MAJORITY

enjoyed by the Student's Parent(s) under Part B of IDEA and related state law will transfer to the Student upon reaching the age of majority (18), unless a legal guardian or conservator is appointed.

informed on _____ of the rights that will transfer on: <u>12/03/2009</u>.

ROCORI Middle School **534 North 5th Avenue** **Cold Spring MN 56320** **Tel 320-685-3296**	**Notice of Transfer of Parent Rights**

| Olivia Bee Sample | ID: | 1212121222222 | Date: | |
| ROCORI Middle School | Grade: | 08 | DOB: | 12/03/2001 |

n Sample and Olivia:

hes the age of majority (18) on <u>12/03/2019</u>, all rights accorded to parents under Part B of the Individuals with Disabilities Education Act (IDEA) will transfer to Olivia unless a legal guardian or conservator has been appointed by the courts. If a guardian or been appointed, please notify the IEP manager immediately.

transfer to Olivia on that date include, but are not limited to: participating in scheduled IEP meetings; providing consent for proposed evaluations; providing input into the development and revision of the IEP; providing consent for a proposed IEP; filing a due t; requesting a hearing; and receiving prior written notices, proposed IEPs and a procedural safeguard notice.

ions regarding this notice, please contact:

| Alicia Jepsen | Executive Director | 3202528427 |
| Name | Position | Telephone |

Here are some agencies that may help you in understanding your rights and your child's rights under state and federal special education law:

Notice of Transfer of Rights Form

		NOTICE OF
07/10		**TRANSFER OF**
		PARENT RIGHTS

Date: _____

Student Name: _____

School: _____ Grade: _____ DOB: _____

Dear _____ and _____ :

         (Parent)   (Student)

Since _____ is turning 18 on _____ ,

        (Student)   (M/D/Y)

All parental rights will transfer to the student on that date, and he/she becomes responsible to make all decisions regarding future educational services unless a legal guardian or conservator has been appointed. If a guardian or conservator has been appointed, please notify the IEP manager immediately. Parent(s) will continue to receive notices required by state and federal laws and rules regarding educational programming, but the authority for making educational decisions will be transferred to the student.

Transfer Students

- Resources Available in the Benton-Stearns Resource Guide
- Out of State Transfers-meet initial MN criteria
  - Work with your school psychologist and supervisor on transfer students if you have questions

Student Transfer

In State Transfer Flowchart

Out of State Transfer Flowchart

Out of State Transfer Q & A

Transfer Checklist

Finalize….finalize…finalize….

SPED Forms Updates

- New Version 2020
  - The current version will be available at least until the end of this school year

- No longer need to use the Agreement to Amend Form
  - PWN must be detailed enough to explain the changes that you are proposing in the amended IEP.

- Stand Alone FBA-
  - A legislative change this summer will allow teams to consider completing Stand Alone FBAs if teams determine that a comprehensive assessment is not necessary.
  - Spedforms is working on creating forms for this and as we get additional information we will share it out.

Benton-Stearns Resource Guide

Benton-Stearns Education District
Special Education Resource Guide

- Updated COVID/Distance Learning Guidance

- Now Password Protected: BS3D2020

BENTON STEARNS EDUCATION DISTRICT
Educate. Grow. Together.

End of Year Due Process File Checklist

Student Name: _____ Grade: _____

Case Manager: _____ Year: _____

	Required Special Ed File Forms
	Required Special Ed File Forms
	File Access Log
	Third Party Billing Consent Form
	IEP Specific Forms
	Notice of a Team Meeting for for Annual/Initial IEP
	Meeting Agenda
	Record of Team Meeting
	Agreement Regarding IEP Team Member Attendance *(only as applicable)*
	Prior Written Notice
	Parent Consent/Objection
	Current IEP, IFSP, IIIP

- Forms can be filled out throughout the school year on
- Added section for contingency learning documentation and due process.

Infinitec

All Member Districts have access to Infinitec

- General and Special Ed Staff
- Required Licensure Modules
- Great Disability Information
- AT Supports
- New- Behavior Modules by BSED Behavior Analyst

New- Updated Platform

- Username is email address
- Will need to reset password on webpage

MA Billing Reminders and Updates

- BSED 3rd Party/MA Billing Resource Guide
  - On BSED Webpage

- Consent Updates:
  - Initial Consent (Part B)- Staff should seek consent as you always have using the form on spedforms and send consent form to Kim at BSED as soon as possible

  - Annual Consent (Part B)- Ensure parents have gotten a copy of the procedural safeguards annually and document signature on the Record of a Team Meeting. If parents have questions, refer to page 7 of the procedural safeguards.

  - Part C- Continue as you always have for Initial and Annual Consent

MA Billing Reminders and Updates

Distance Learning Updates:

- In-person model or hybrid and students are "in person" we can bill for all services as we have in the past providing all eligibility criteria are met.

- Hybrid and providing services (Speech, OT, PT) with students remotely we need to meet criteria for telemedicine and then we can bill. We cannot bill for PCA, Nursing or Transportation when students are not in the building.

- Additional information is located in the MA Billing Resource Guide. If you bill and have questions, please see your District Supervisor or contact Kim at BSED.

  - As we learn more during this unprecedented time, we will share information as it becomes available.
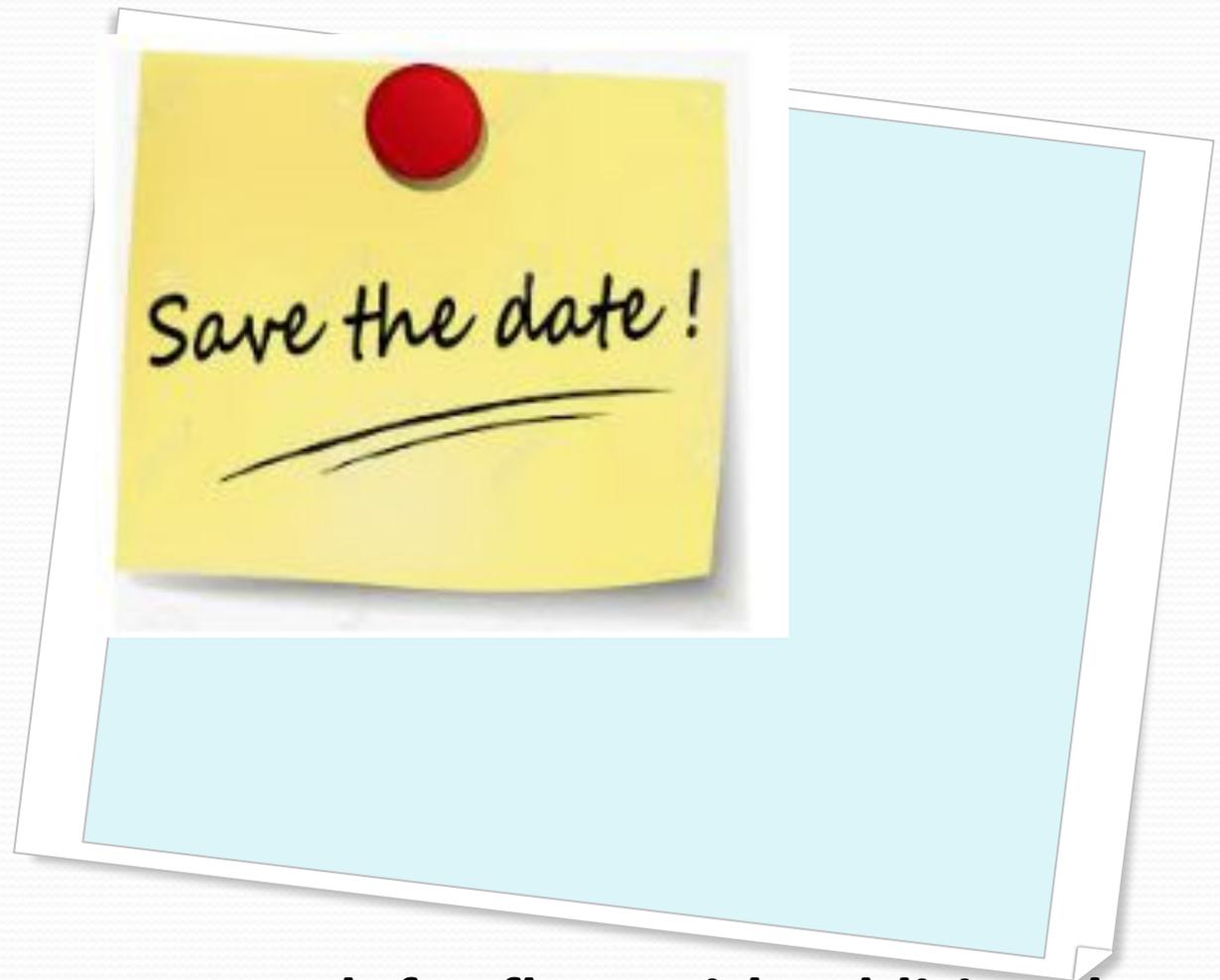
Due Process Nights

September 15th

Tentative:
ROCORI HS
November 10th

Sartell HS
November 24th

Watch for flyer with additional information closer to November.

Handle with Care and CPI Training

- Over the course of the next couple of years, all BSED member districts will transition to Handle with Care.

  - This year ROCORI, Holdingford, Kimball, Benton-Stearns and Foley are transitioning

  - Sartell-St. Stephen and Sauk Rapids-Rice will make the transition in future years

- Full and Refresher Courses Offered for CPI and HWC- Subject to change due to COVID-19

  - Trainings may contain virtual verbal de-escalation portion

  - More information to come throughout the year

- Information posted on BSED Website

  - https://www.bentonstearns.k12.mn.us/

We Are Going to Push Through!

I'M GONNA PUSH THROUGH
by Jasmyn Wright | illustrated by Shannon Wright

"HOLD YOUR HEAD HIGH. NO MATTER WHAT STANDS IN THE WAY OF YOUR DREAMS, REMEMBER THIS: YOU CAN PUSH THROUGH ANYTHING!"

QUESTIONS?