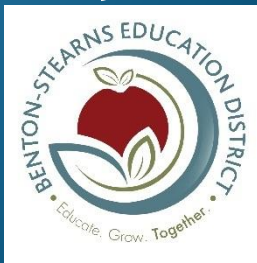


# Annual District Training

Benton Stearns Education District  
Special Education Update  
Fall 2019



# Agenda

- ❖ Introductions
- ❖ BSED Staff and Program Supports
- ❖ Compliance and Monitoring MDE Review Year
- ❖ 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-Student Lists
- ❖ Save The Date-Due Process Nights
- ❖ CPI Training Dates



# Introductions

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



WELCOME  
BACK!

# Districts We Serve



# Handouts

- ❖ Agenda
- ❖ 30 day Timeline
- ❖ BSED OT/PT Assignments
  - ❖ BSED School Psychologist Assignments
- ❖ BSED Staff List Names
- ❖ Start Up and SPED Forms reminders
- ❖ 30 day calendars
- ❖ Annual File Review Form
  - Form also on BSED site

# Monitoring Cycle-Year 5



[memegenerator.net](http://memegenerator.net)

# Monitoring Timeline 2019-20

## ◆ September 15, 2019

- Preliminary List of Names Posted
- Two week clean up window

## ◆ October 15, 2019

- Final Student List Posted

## ◆ October 15th -December 15th, 2019

- Record reviews and corrections completed

# Monitoring Timeline 2019-20

## ◆ November

- Online survey completed by all district staff

## ◆ March 16-20, 2020

- MDE site visits

## ◆ January to March 2020

- Two Month Clean Up and corrections window

## ◆ April 1, 2020 Final Notification of Findings

- Corrective Action Plans (CAPs)



# Monitoring Reminders

- ❖ Team Meeting Membership
- ❖ IEP Goals and Objectives
- ❖ PLAAFP
- ❖ Evaluations and Reevaluations
- ❖ Transfer of Rights Notification and Documentation
- ❖ Transfer Students and Plans
  - In state and Out of State
- ❖ Transition IEPs
  - Area of Focus for 19-20
  - Additional training provided and resources coming

# 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 (what do we have share in writing if share and leave?)
- Dual roles are not recommended

## ❖ 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 authority to commit resources.

# 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 “age appropriate” and “grade level” are not measurable
- ❖ Each goal should have at least 2 measurable objectives or benchmarks

# 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

Citation for not addressing that student was meeting grade level expectations in reading.

# Reevaluations

- ❖ Document present levels and continued need for special education and related services.
  - Use your current data and decide if any additional evaluations are needed to gather information that is needed to determine **additions and modifications**
  - Focus to reduce the amount of additional testing needed during reevaluations
- ❖ Do not need to use criteria checklists-OKAY TO DELETE
- MDE Q&A on Reevaluation



# Reevaluations

## **Additions and Modifications:**

- Any necessary additions or modifications to special education programming
  - To meet annual goals
  - To participate in general education programming.

**Focus on improving results**

# Transfer of Rights Document

- ❖ Notification to parent/guardian by 17th birthday (usually in 10th grade)
- ❖ Documentation of this occurrence
- ❖ New form in sped forms
- ❖ Timeline of this-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: 12/03/2009.

ROCORI Middle School  
534 North 5th Avenue  
Cold Spring MN 56320  
Tel 320-685-3296

### Notice of Transfer of Parent Rights

Olivia Bee Sample  
ROCORI Middle School

ID: 121212122222  
Grade: 08

Date: \_\_\_\_\_  
DOB: 12/03/2001

in Sample and Olivia:

When the age of majority (18) on 12/03/2019, 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 conservator is appointed, please notify the IEP manager immediately.

The rights that will 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 process request; requesting a hearing; and receiving prior written notices, proposed IEPs and a procedural safeguard notice.


For questions regarding this notice, please contact:

Alicia Jepsen  
Name

Executive Director  
Position

3202528427  
Telephone

# Notice of Transfer of Rights Form

 07/10	<b>NOTICE OF TRANSFER OF PARENT RIGHTS</b>
--	--

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
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

- ❖ Out of State Transfers-meet **initial** MN criteria
  - work with your school psychologist and supervisor on transfer students

### **Student Transfer**

[In State Transfer Flowchart](#)

[Out of State Transfer Flowchart](#)

[Out of State Transfer Q & A](#)

[Transfer Checklist](#)

# Transition IEPs

- ❖ Begin addressing in 9th grade.
- ❖ **Must Address:**
  - Education/Training and
  - Employment
  - **Where appropriate** independent living skills.
- ❖ Reminder that if do an evaluation in 7th or 8th grade and you address Transition, then must address in the IEP.
- ❖ Additional resources and training opportunities coming this year.

## Need for Interpreter/Translated Documents

- ❖ When parents home language is not English

The PWN must be translated, unless have documentation that parent waived this.

Oral interpretation is not compliant. Must document use of an interpreter and that parent declined the translated document.

- where to document this if waive right?

# Lessons from Complaints

## ❖ Conciliation Conferences and Timelines

- when you get an objection notify your Supervisor
- A conciliation conference must be held within **ten calendar days** from the date the district receives a parent's objection.
- Within **five school days** after the final conciliation conference, the district must provide the parent with a written memorandum
- **and** must provide the parent with any proposed IEP resulting from the conciliation conference.

## ❖ Child Find and Comprehensive Evaluations

# SPED Forms Updates

- ❖ PWN (2019)
- ❖ Assessment Tracker on SpEd Forms
- ❖ Evaluation Report Template Change
  - Monthly Meeting Topic
  - Comprehensive Summary and Summary of each section
    - Who is responsible for each section (the summary statements)
- ❖ IEP Snapshot (previously Classroom Accommodations/Modifications)
  - Deleting parts of the template as appropriate

# SPED Forms - PWN(2019)

1. Actions Proposed or Refused By The District
2. Explanation (Why)
3. Sources of Information
4. Other Options Considered
5. Other Relevant Factors

**Changes** were made to parent information sections on page 2 and 3.

MDE Guidance Document on Writing PWNs-Resource Guide

# SPED Forms Change-ER Template

## WHY?

Parent Friendly Format



# ER Template Changes

Summary of Results at Beginning

Eligibility Determination at Beginning

Followed by:

PLAAFP

Educational Needs


Additions and Modifications (Reevaluation only)

Additional Assessment and Documentation (ie:  
Transition, FBA)



# IEP Snapshot

Olivia Bee Sample

 <b>ROCORI Middle School</b> 534 North 5th Avenue Cold Spring MN 56320 Tel 320-685-3296	<b>IEP Snapshot</b>
---	---------------------

**IEP Written Date:**  
06/23/2009

**Date of Last Comprehensive Evaluation:**

**IEP Meeting Date:**

## STUDENT INFORMATION

Student: <u>Olivia Bee Sample</u>	Gender: <input type="checkbox"/> M <input checked="" type="checkbox"/> F	Birth date: <u>12/03/2001</u>	MARSS ID: 121212122222
Grade: 08	Primary Disability: <u>11: Autism spectrum disorder</u>		
IEP manager: Mary McCabe	Email: mmccabe@bentonstearns.k12.mn.us	Telephone: 320-257-7364	

<b>Paraprofessional Responsibilities</b>
1 Bus safety to ensure student is belted in seat, has access to water bottle, and remains in seat while bus is moving.

<b>Program Modifications, Supports and Adaptations in General and Special Education</b>
Olivia will need a paraprofessional or teacher to monitor her transfers in and out of her chair in case she loses her balance in all settings.
Olivia will be graded based upon progress in meeting IEP goals.
A home/school communication book that outlines specific progress and challenges that occurred during the day, both in the home and school environments. will be exchanged between school staff and the family on a daily basis.

Finalize....finalize...finalize....



**FINALIZE**

# SPED Forms and Student Information Systems (SIS)

- ❖ All Districts SIS and SPED Forms
- ❖ nightly upload of demographic information on all students
  - Active and Inactive Students
    - Name
    - DOB
    - MARSS Number
    - Address
    - Parent's Names
- ❖ ROCORI and Sartell
  - Viewpoint [IEP Snapshot](#)

# Benton-Stearns Resource Guide

[Benton Stearns Resource Guide](#)

The logo is a rounded rectangle with a dark blue outer border and a red inner border. Inside, the text "Benton-Stearns Education District" is on the top line and "Special Education Resource Guide" is on the bottom line, both in a bold, dark blue, sans-serif font.

**Benton-Stearns Education District  
Special Education Resource Guide**



## End of Year Due Process File Checklist

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Case Manager: \_\_\_\_\_ Year: \_\_\_\_\_

### ***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 ( <i>only as applicable</i> )
	Prior Written Notice
	Parent Consent/Objection

# BSED Resources

All Member Districts have access to Infinitec  
General and Special Ed Staff  
Required Licensure Modules  
Great Disability Information  
AT Supports



# Paraprofessional Needs Matrix

Documentation and  
Request Process-Guidance

Para Needs Matrix-  
Must complete for all  
students receiving para  
support

**REQUIRED**



# Paraprofessional Needs Matrix

E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
<b>Benton-Stearns Education District Paraprofessional Needs Matrix</b>															

											<b>Date:</b>					
											<b>Grade:</b>		<b>IEP Manager:</b>			

Used as a guide in determining the need for paraprofessional services, based on data collected over a minimum of 12 school days. Sections A and B are designed to use classroom data to determine the need for paraprofessional support; Section C is designed to help determine where paraprofessional support may be needed.

Departure	<b>Section A: Classroom Skills</b>				
	Skill	Rating			
		0	1	2	3
	<b>Finds Place</b>	Student locates where he/she is supposed to be in the school, classroom and in nonacademic settings.	Student needs cues and/or assistance 10%-25% of the time to find his/her place in the classroom and in nonacademic settings.	Student need cues and/or assistance 26%-50% of the time to find his/her place in the classroom and in nonacademic settings.	Student cannot locate where he/she is supposed to be without consistent verbal or physical prompts by staff.
	<b>Maintains Place</b>	Student is where he/she is supposed to be and doesn't leave without permission.	Students leaves the place where he/she is expected to be in the classroom without permission, but does not leave the room.	Student is not where he/she is expected to be 10-35% of the time, OR occasionally exits or attempts to exit the room without permission.	Student is not where he/she is expected to be 36+% of the time, OR frequently exits or attempts to exit the room without permission.
	<b>Manages School Related Belongings</b>	Student brings school related belongings to class and keeps them in their proper place.	Student needs 2-5 reminders per day to bring school-related belongings to class and/or keep them in their proper place.	Student needs 5-10 reminders to bring school-related belongings to class and/or keep them in their proper place.	Student needs 11+ reminders to bring school-related belongings to class and/or keep them in their proper place.
	<b>Uses Materials Appropriately</b>	Student uses visuals, writing tools, books, and other school materials in an appropriate manner.	Student needs 2-5 reminders to use visuals, writing tools, books, and other school materials in an appropriate manner.	Student needs 5-10 reminders to use visuals, writing tools, books, and other school materials in an appropriate manner.	Student cannot use visuals, writing tools, books and other school materials in an appropriate manner without continuous redirection.
	<b>Attends to Instruction</b>	Student pays attention and is on-task during structured and non-structured class time.	Student occasionally off-task 10-25% of the time during structured and unstructured time.	Student seldom is off-task 26-50% of the time during structured or non-structured time; needs frequent reminders to return to task.	Student is off-task 51+% of the time and needs consistent reminders to return to task.



# Assistive Technology

Kelly Peterson-AT Consultant BSED

AT Resources on Web Site <https://www.bentonstearns.k12.mn.us/assistive-technology>

NEW MDE AT Manual

Lending Library

AEM Tool Kit

AT Considerations Process-REQUIRED

Sample Forms

# MA Billing Reminders

- ❖ BSED 3rd Party/MA Billing Resource Guide
  - On BSED Webpage
- ❖ Teachers at IEP Meetings for All Students
  - Consent Form and Review of Procedural Safeguards section for billing
- ❖ Consent Forms
  - Submit to Kim @ BSED as soon as possible
- ❖ New: SLP, School Psychs, OT, PT are not required to print and sign as long as they are entering times in logs

# MA Billing Reminders

- ❖ PCA Time Studies-
  - New Students- As soon as possible before billing can take place
  - Current Students-Starting in Early November
    - Due by December 20th, 2019
  - Submit to your District Supervisor when completed
- ❖ PCA Logs- Must use black or blue pen
  - No white out or pencil

**Note: If you are billing and have any questions, please see your District Supervisor**

## Due Process Nights

### **Sartell HS**

November 4th

March 9th

### **ROCORI HS**

November 18th

March 2nd





# CPI Training

- ❖ Full and Refresher Courses Offered
- ❖ Posted on BSED Website

<https://www.bentonstearns.k12.mn.us/>

# Kindness Boomerang

<https://www.youtube.com/watch?v=nwAYpLVyeFU>



No act of kindness,  
no matter how small  
ever goes unnoticed.

even when it seems like  
no one is watching

—

THANKS FOR ALL YOU DO!  
YOU MAKE A DIFFERENCE!





# QUESTIONS?

