



BEMIDJI REGIONAL INTERDISTRICT COUNCIL



STUDENT MOVES AND TRANSFERS BETWEEN SCHOOLS

When students move between school districts, please make an effort to investigate if the receiving school district is a SPED Forms school and send their file electronically via SPED Forms to a new case manager. When two SPED Forms accounts are made for one student, the act of merging files creates a significant opportunity to lose vital information, as well as delaying the new case manager access to the file until they are merged. We have had many, many requests this fall to merge files.

If the student moves to a school without SPED Forms, send a copy of the most recent Evaluation, the most recent IEP and any subsequent progress reports.

When a student moves to another school, we do not send our hard copies of files. Those can be moved to an "Inactive File Storage" so that they can be retrieved if/when the student returns.

TRANSPORTATION CARD REQUIREMENTS

When students are riding on Special Transportation or Regular Transportation, the driver of the bus becomes responsible for their safety and well being until drop off. If they have a significant medical need, behavior plan, or other vital pieces of information to ensure their safe delivery to and from school a driver needs to be aware. The Emergency Health Information form on SPED Forms (embedded on the service page of the IEP, as well as "Other Forms and Logs") should be used. Give information on a "need to know" basis, and include what is relevant to the driver. You do not need to fill out transportation pick-up or drop-off information as the driver already has this. You also do not need to fill out the preferred hospital.

MN ASSESSMENT ACCOMMODATIONS

District Assessment Coordinators (DAC) will need information about test accommodations for students with disabilities soon (November). Test accommodations should be addressed and



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documented annually when the IEP is reviewed. It is the IEP manager's responsibility to know the testing accommodations documented in each student's IEP and communicate that information to the DAC. If no accommodations are documented, but the student needs accommodations, the IEP needs to be revised to reflect that. Each building is being provided with a 2018 MN Assessment Manual section that addresses accommodations. The 2019 manual will be provided when it is available by MDE.

PARENT REQUEST TO END SPED SERVICES

When a parent requests to end Special Education Services, documentation and wording is key.

Inaccurate:

"The district is proposing to end special education services for XXX."

Accurate:

"The district is responding to a request from the parents of XXX. On September 15th, 2018 the district received a request via phone call from XXX's mother to end all Special Education Services. The district is proposing to continue services as XXX continues to qualify and show a need for services, however at the parent's request, will follow up with the Revocation of Services process."

It is very important that parents understand what a revocation of services means and the implications of doing so. When a parent revokes special education services, they are saying there is no disability and their child will lose all of the protections and services of students who have disabilities. Revocations should be very rare, and if you have a parent requesting to do this you must notify your Special Education Supervisor immediately.

Also, remember that parents can discontinue services without revoking services. For example, if a parent moves their child to a private school or a home-school setting, we will offer to provide special education services and they can choose not to accept those services and discontinue. This should be documented with a Prior Written Notice.

OT SERVICES ON THE IEP & SENSORY BREAKS



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When you have a student who receives direct OT services from an OT or a COTA, their direct time should be on the service grid (EX: 2x/week for 20 minutes). If you have a student who receives sensory breaks during their day, that should NOT be listed as an OT service on the service grid. Sensory breaks can either be embedded into your direct minutes as the case manager, or they can be listed as an accommodation with specific indicators such as, "When the student displays restless or self-stimulating behavior, they will be offered a sensory break in the resource room".

STUDENT INFORMATION IN EMAILS

Yea or nay? Use good judgement. Is the email going to persons outside the school district? What kind of information is being shared? Some ideas for consideration:

- A) In the subject line - "Confidential student information"
- B) In the body - An intended use statement. This information is being shared with XXXx for the purpose of XXXXX.
- C) Don't include unnecessary or editorial information.
- D) Provide enough information for the receiver to know who you are referring to. Initials are sometimes not enough. May need first name and last initial, grade, etc....