



BEMIDJI REGIONAL INTERDISTRICT COUNCIL



2019

New Year, New List!

Take a moment and clean up your SPED Forms list. Make sure that two things are accurate:

- ☐ Your Student List shows only the students you serve or have an educational need to have access to their file.
- ☐ The Provider Numbers on the students you CASE MANAGE are correct.

*We pull reports on SPED Forms to help decipher your workload and to reduce unnecessary emails from our office to you regarding student information. **Help us help you!**

Excusals for Required Team Members

If you have a required team member who cannot be at an IEP meeting, they need to provide input in some fashion. There is no required form for this and input can be in any modality (email, typed present level, video etc.)

MA Consult

MA Billing Reminders

WHAT DOES THE IEP/IFSP MANAGER NEED TO DO?

-Provide an MA consent form at EACH ANNUAL IEP meeting along with Procedural Safeguards

Next Steps for Case Managers

On Record of Team Meeting, check Procedural Safeguards box & initial to document that procedural safeguards were given. Be sure to upload this form into History **ASAP**. This cannot wait.

Meeting notes:

Next step(s):

Procedural Safeguards brochure given to parent



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Next Steps Cont..

Send a copy of signed parental consent or denial to the BRIC office. This can be sent via mail, fax or as an email attachment.

Shelley Nistler
snistler@bric.k12.mn.us

BRIC Office:
218-751-6622

MA for Related Services

- Must be completed by the end of EACH month for ALL related services. (OT, PT, SLP, Psych)
- New option for SLP's to document MA billing trialed last year, option this year. Will roll out at our PLC.

Questions: Jen Johnson jjohnson@bric.k12.mn.us

Ph. 218-766-0238

Shelley Nistler snistler@bric.k12.mn.us

BRIC Office: 218-751-6622

*See Handouts Attached for questions/answers from parents.

Monthly Lessons from File Review:

Working file vs District File

Working Files are your teacher copies, data sheets, notes to/from home, communication logs, and work samples. Can be in your classroom, under lock and key.

District Files are the official Special Education File. This contains the official IEP, evaluation report, prior written notices, ink signature pages, team meeting notices, sign-in sheets, and testing protocols. All District Special Education Files should be together, under lock and key.

Maintaining Special Education Files

A significant part of the time during File Review was spent printing off documents in the History on SPED Forms that were not in the District Special Education File as they should have been. For official File Review, all documents need to be printed and filed accordingly. The History in SPED Forms is a safeguard in the event a document is misplaced. It is not the main storage area for documents.



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DHS-3456-ENG 2-08

Minnesota Department of Human Services
Individualized Education Program (IEP) Services



Minnesota Health Care Programs (MHCP) Individualized Education Program (IEP) Services

Information for Families

If your child has an IEP, IFSP or IIIP* at school:

- State law requires the school to try to get payment from Minnesota Health Care Programs (MHCP) and private health insurance for health-related services.

* Individualized Education Program (IEP), Individualized Family Services Plan (IFSP), Individual Interagency Intervention Plan (IIIP)

If your child's IEP, IFSP or IIIP has any of these health-related services on it, MHCP can help pay for them.

- Physical therapy
- Occupational therapy
- Speech therapy
- Hearing services
- Personal Care Assistant services
- Mental health services
- Nursing services
- Transportation
- Assistive technology devices
- Interpreter services

MHCP payments for these services:

- Do not count in parental fees.
- Do not count against limits for CAC, CADI, DD and TBI* or home care services or other covered health services.

* CAC-Community Alternative Care for chronically ill individuals
CADI-Community Alternatives for Disabled Individuals

DD-Developmental Disabilities
TBI-Traumatic Brain Injury

Your child's school:

- Needs your child's health insurance information to bill.
- Must notify you each year if the school plans to bill MHCP.
- Needs your permission to release your child's records for billing. You may take away your permission at any time in writing.
- Must bill your private health insurance first, if you have it.
- Needs your written permission to bill your child's private insurance.
- Is paid the federal share (about 1/2 the total on your Explanation of Medical Benefits).
- Will give your child IEP services at no cost to you.



Minnesota Department of Human Services



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Your child's IEP services will not change or stop:

- If you do not give the school permission to bill for IEP services.
- If you do not give the school information about your child's health insurance.
- If your child loses his/her MHCP or private health insurance coverage.

If your private insurance pays for IEP services:

- Premiums may go up.
- Service limits and prior approval levels may change.
- Lifetime maximums may be affected.





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Tips For a Successful IEP Team Meeting

Preparing for a Meeting

- Give at least 7 days notice for teachers
 - ◆ Cross-check with previous IEP to make sure you've notified ALL team members
- Notify office staff of meeting
- Be prepared if younger children may join (toys, puzzles, paper/crayons)
- Create an IEP meeting caddy with pens, pencils, post-its, highlighters, kleenex etc.
- Have all documents printed and organized
 - ◆ Sign-In
 - ◆ Procedural Safeguards
 - ◆ Draft IEP (consider writing "draft" IEP copies to encourage parent input)
 - ◆ Consent for release of information
 - ◆ MA Parental Consent
 - ◆ Excusal of a Team Member
- Create an agenda to keep the meeting on-track and on-topic
- Send meeting reminder out the day prior (parent(s)/guardian(s) too!)

During the Meeting

- Meet parent(s)/guardian(s) at the office and escort them to the meeting
- Always start with introductions and roles.
- Always state the purpose of the meeting
- Establish an estimated timeline to end the meeting
- Consider starting with the classroom teacher when reviewing the IEP
- Be intentional about seeking parent input **often** during the meeting
- Paraphrase information, try not to read directly from documents
- Use plain language, skip jargon.
- Be willing and prepared to make changes/adjustments to the draft
- Have CONFIDENCE. Most parents have confidence in you, and your IEP reflects your ability to teach their child.



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Ending the Meeting

- Be respectful of everyone's time
- Summarize what was accomplished
- Communicate next-steps for
 - ◆ When you estimate paperwork will be finished
 - ◆ How you will get it to the parent/guardian
 - ◆ When changes will go into effect
 - ◆ What you need from the team and/or parent/guardian
- Walk parent/guardian to the door & thank them! IEP meetings aren't always easy for parent(s)/guardian(s).

Post-Meeting

- Shred any copies of paperwork left behind
- Update SPED Forms if any information changed
 - ◆ **Always** ensure your caseload on SPED Forms reflects accurately for dates, names, settings etc.
- Consider writing up the Prior Written notice immediately after the meeting so your memory is fresh if you haven't taken notes elsewhere already.
- Take a moment to reflect on your meeting.
 - ◆ What went well?
 - ◆ What would you do differently?
 - How are you going to incorporate changes next time?
- Be proud! This is the profession that creates all other professions. What you do matters.