



*Happy
New Year*

JANUARY 2021

1. WHEN IS A REEVALUATION REQUIRED?

- A. If requested by a parent or teacher and it has been over one year since the last evaluation.
- B. If conditions warrant
- C. At least every three years UNLESS the parent/student (age 18) and district agree that an evaluation isn't necessary.
 - a. EX: A senior who has a reevaluation due in April and is on track to graduate.
 - b. If parents & the district agree an evaluation is not necessary, this needs to happen before a review of existing data, and we would use a PWN to document.
 - c. If the parents disagree with the district and want to reevaluate, we must do so.

2. MCA Tests and the MTAS

No more than 1% of students should be taking the MTAS. This assessment is reserved for our most significantly disabled children who are unable to take the MCAs. If parents do not want their child to take the MCA's and the MTAS is not an option, the parents do have the right to Opt Out of testing and should contact their Building Principal.

3. Extended School Year

If you are considering ESY for any of your students and you want to use the "Regression / Recoupment" option, consider using data from the Winter Break. ESY Forms will be due the beginning of March.

4. 2nd Quarter Progress Reports

Just a friendly reminder as we wrap up the 2nd quarter, progress reports need to be completed and sent home to parents for any student who didn't have an IEP during the 2nd quarter. Remember to finalize in Sped Forms.

5. Maintenance of Effort (MOE)

Maintenance of Effort is a Federal Requirement in which districts are required to maintain their financial efforts towards special education programs. Due to Covid, many districts are concerned about not meeting the Maintenance of Effort due to changes in Special education transportation and 1:1 paraprofessionals. BRIC Supervisors will be reaching out to case managers who have students with those services and providing training to review specific language that must be in the CLPs in order to make MOE. You will receive an email with more information if this impacts you.

6. 1:1 Para vs. Program Para in the IEP

Program Paras: Most students that need para support will have this listed in the Accommodations/Modifications page of the IEP. When listing the para support needed, you would explain where the para is needed (location) and what specific accommodations/modifications the para will provide. (Ex: A paraprofessional will provide on task support to assist with work completion in the general education classroom during math instruction.) This allows the district flexibility in the support needed for the student.

1:1 Para: This should be written into the IEP ONLY if you have consulted with your building administrator. 1:1 para support should be written into the IEP for students that cannot function in the general education/resource room without support provided by an adult. The district has less flexibility and is obligated to provide the 1:1 para support for the specific minutes listed in the IEP. Some circumstances that warrant a 1:1 para would be a student with significant medical condition, severe behavior, or very low functional skills. If you have questions/concerns regarding 1:1 para support, please contact your BRIC Supervisor.

*Remember, not all students are in need of para support and there are many ways that general education teachers can modify or provide accommodations without the use of a paraprofessional. Stay tuned for more information and ideas on this topic next month!