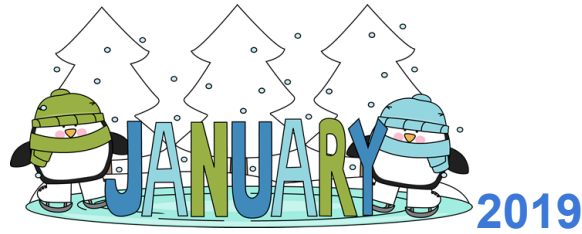




BEMIDJI REGIONAL INTERDISTRICT COUNCIL



1. QUARTERLY SUBMISSION OF COMBINED REPORT FROM SPED FORMS

The following process is in an effort to improve the accuracy of our Child Count data. There were a higher number of errors than there should have been for the December 1 count. A correct data submission starts in the trenches with your help.

Directions to generate a Combined Report:

1.

2.

3.

***The first combined report submission is due to your BRIC supervisor on Friday, February 1, 2019**



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2. INDIRECT TIME

Direct instruction and services are those provided directly to a child by a special education teacher or related services professional. Direct service can be provided to an individual child or to a small group of children with similar needs. Direct instruction and services are provided to help a child meet the goals and objectives on the child's IEP. For example, a special education teacher could provide direct service in written language instruction to address a goal for written language.

Indirect services are not provided directly to a child. A special education teacher or related service professional provides these services to others who are working directly with a child. Indirect services may include activities such as:

- Staff consultation with a regular education teacher or other school staff on situations resulting from a child's disability
- Modifying curriculum or environment for a child
- Observing a child
- Monitoring a child's progress in a specific area
- Monitoring equipment or assistive technology used by a child

Note that on the service grid page of the IEP, the frequency of services applies to both direct and indirect services. Be careful with the minutes of indirect services. Give consideration to the number of indirect service minutes and the frequency to determine the total.

Example: 5 x week 10 min Indirect 45 minutes Direct (means 10 min every day of indirect service, not 10 min. per week.) So, if you wanted to provide 10 min of indirect services per week, the service grid would read:
5 x week 2 min Indirect 45 minutes Direct

3. OT/PT GUIDELINES: HANDOUT

One copy for each school

4. RESIDENT DISTRICT WHEN IN FOSTER CARE--WHO IS IT?

Students with a disability who have a legal guardian are still considered residents of the district in which the parent lives unless parental rights have been terminated.



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5. REVISION TO ER TEMPLATE IN SPED FORMS

You may have noticed that the order of headers in the Evaluation Report template in SPED Forms is different. MDE took feedback from parents about evaluation report review meetings and discovered that parents want to know the end result first. “Cut to the chase” as it were. As a result, MDE revised its evaluation report template to reflect the determination of eligibility at the beginning of the document. Subsequently, identification of needs and programming recommendations immediately follow. This does not change the content of the evaluation report - only the sequence of the content.

You may have also noticed that Sped Forms has changed the language on the Evaluation template from “Accommodations and Modifications” to “Additions and Modifications”. This language change was driven by an MDE work group in an effort to make paperwork easier to read and more parent friendly. This change does not affect the content of what goes in this section.

6. PROGRESS REPORTS.....END OF THE 2ND QUARTER.....

If you held an annual review meeting of an IEP during 2nd quarter, you do NOT need to complete a progress report. Each goal on a progress report should have the same date of review. We review the IEP as a whole document at once. As a case manager, it is your responsibility to ensure that all goals have been reviewed.