Policies and Procedures
Southern Minnesota Special Education Consortium
Alden-Conger, Glenville-Emmons, Grand Meadow, Kingsland, Leroy-Ostrander, Lyle, Southland

Introduction:

In order to make the day to day operations run more smoothly, the special education department implements a policy and procedure manual for the special education staff. The policies included in this manual are required to be followed, and it is an expectation that SMEC staff is aware of the following policies.

Director of Special Education's Schedule:

The Director of Special Education, or Special Education Coordinator will be attending <u>ALL</u> child study meetings in person, while the other attends via ITV. They will rotate who attends the meetings in person. Any IEPs that have tuition bills, transportation, 1:1 proposed para time and over-rides <u>MUST</u> have Director of Special Education or Special Education Coordinator in attendance and be scheduled at least 3 weeks prior to the meeting and in the afternoons. There will be very few exceptions to this.

 Please e-mail the Administrative Assistant (tlewisonsmec.k12.mn.us) if you want the special education director or special education coordinator to attend a meeting. A 3 week notice is advised to ensure attendance.

Please look over your student list at the beginning of the school year and see which students you have that you will need SMEC administration to attend meetings for and schedule accordingly.

<u>The Administrative Assistant's Contact:</u>

Please use email as the primary way to contact Tiffany Lewison. Her email is <u>tlewison@smec.k12.mn.us</u>, she will answer as soon as she can. This will also give her the opportunity to forward the question to the appropriate staff if it is something she is not able to answer.

Administrative Responsibilities:

Dan - SPED finance, change of placement, disciplinary action, staff observations, SPED staffing, oversight of transition programs, ALC, EBD programs, county collaborative, related service providers, & school psyches.

Denise- Transportation, staff observations, ESY, due process, oversight of DCD, ASD & ECSE programs.

Mary- Approvals of all eval PWN, evaluations, IEP's, & PWN. Support contact for paperwork compliance questions.

Amy- MARSS, 3rd party Billing, SPEDFORMS

Tiffany- Schedule Dan/Denise's calendars, inventory, due process checks, staff communication/reminders

Dan	Denise	Mary	Amy	Tiffany
SPED Finance	Transportation	Approvals of: Eval PWN, Evaluations, IEP's, & PWN.	New referrals	Dan/Denise Schedule
Change of placement	Staff Eval.		SPEDFORMS	Data Sheets
Discipline	ESY	Paperwork support	MARSS	B-3 Reporting
Staff Eval.	Due Process		3rd party billing	PARS
Staffing	DCD Program			Progress Reports
Transition/EBD	ASD Program			Inventory
Related Service Providers	ECSE Programs			
B-3	Website			
County Collaboratives	Staff Dev.			
School Psychologist	B-3			
ALC				

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┌─────────────────────────────────┐
│      SMEC Administration        │
│      Meeting Requests           │
│    Special Transportation       │
│     Placement Changes           │
│         1:1 Para                │
│         Overrides               │
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Due Process Timelines:

IEP meetings need to be scheduled 30 calendar days before the due date to allow for illness, snow days, etc… There will be no excuses for late IEPs, using the tracking tool will aid in keeping to your timelines. IEPs and evaluations that are due before October 15th of the next year need to be held on or before the 1st week in May, before school is out. This gives the SMEC Case Facilitator time to check the IEP or eval before school is out.

Evaluation meetings need to be scheduled with the parents and everyone on the team as soon as signature is obtained and no more than 30 school days after signature. If the student qualifies for service, the IEP meeting will be held within 10 school days after the evaluation meeting.

Re-eval Prior Written Notice for testing need to be sent out 2 months before the Evaluation due date, the evaluation meeting will take place at least 20 days before the evaluation due date. By entering the date on the tracking tool, the date to send out re-eval PWN and meeting dates are auto populated. Add all upcoming evaluations and IEPs to the child study agenda.

All eval pieces must be in spedforms 1 week prior to the meeting so Case Managers have time to write a comprehensive summery.

Transfer of rights for all students will be discussed and documented at the student's 9th Grade IEP meeting. Parent signature on reverse side of sign in sheet.
PWN must also include a description of transfer of rights. Sample PWN language on website.

Case Managers must get approval from the Case Facilitator before any prior written notice, IEP, or Eval is finalized or sent home. Any error in paperwork must be correct and resubmitted to the case facilitator **until approved**. **NO WORK WILL BE SENT WITHOUT APPROVAL.** The Case Manager must allow a minimum of three days for the Case Facilitator (Mary Bergene) to review paperwork and also enough time to send it back to the Case Facilitator

after corrections have been made. (If applicable) Any time that Case Facilitator sends an IEP or Eval back with corrections to be made, you need to resend it to the Case Facilitator with 3 days allowance until the paperwork is OK'd.   Nothing gets sent home until the Case Facilitator has given approval.   The Case Manager is held accountable for paperwork deadlines so plan accordingly.

New referrals:

All new referrals need to be submitted to Amy Wylde via e-mail (awylde@smec.k12mn.us) If e-mail is down, please fax the information to the Administrative Assistant at (507)582-7813.

She will enter the student in the "new referral" section of Sped Forms. She will need the
- o Full legal name (as shown on birth certificate)
- o School attending or last school of attendance (if transfer)
- o Serving school district

Please make sure you include all of this information is in the e-mail. Amy will e-mail you when the student has been added to sped forms. This may take a couple of days if she needs to contact the previous school for information. It is the case manager's responsibility to give access to the whole evaluation/IEP team as soon as the Amy e-mails that the student is in spedforms.

All new referral information will be kept in a plain manila file folder until the time that the student qualifies or does not qualify. If the student qualifies, that is when you put the information into the special education file folders.

If the student does not qualify, notify the Administrative Assistant so she can make them inactive or if they do qualify, she can assign the case manager.

When logging into SPEDFORMS new referral, the username is "newreferral", and the password is "Smec#6083". There are no spaces between the words and numbers.

Evaluation Requests:

Two months prior to a re-evaluation put the student on the Child Study Team Agenda. Also add initial evaluations to Child Study Team, compliance states school psychologists must attend all initial evaluations, so communicate early with your school psychologist. Testing will be scheduled on a first-come, first-serve basis. Using the IEP/Evaluation tracking tool will ensure you get the student on the CST agenda on time. Add all evaluations and IEP's to the Child Study Agenda.

It is your responsibility to inform the evaluation team by email and SPEDFORMS calendar when the parent signature is in the file. If a student is absent the day the school psychologist comes to test, please let them know immediately so they can find a replacement. If a date is not working for any reason, e-mail the School Psychologist ASAP so she/he can change the schedule.

It is the case manager's responsibility to put all due dates on the spedforms calendar when signature is received. Ex: IEP dates, evaluation due dates, and meeting dates. Also, add the permission received date on the student's spedforms set-up page.

The testing calendar will again be on sped forms. Only Southland students will show up on Southland's calendar, only Grand Meadow students will show up on Grand Meadow's calendar, etc…

It is the Case Managers responsibility to check the calendar frequently to ensure that all of your students that need testing are scheduled. For efficiency, bring your ipad/laptop to child study meetings to add events, signatures, etc, to the calendar as we discuss it.

Initial Evaluations
Provide TAT forms early to leadership team member so they can be emailed out with the CST agenda. Team is expected to review TAT form before CST meeting so the evaluation plan can be completed efficiently.

Re-Evaluations
The notice of re-evaluations will be completed by case managers at child study meetings. Case managers will let Mary know what disability the student is being evaluated for when they email her the evaluation plan.

Progress Reports:

Only the student's Case Manager will finalize the student's IEP on Sped Forms within 2 weeks after the IEP. All student IEP progress reports should be sent home at the same time as school grades. There will be a minimum of four written progress reports in each file at the end of each year; one for each quarter. Service providers MUST have their progress reports in spedforms 2 weeks prior to mailing time. It is the Case Manager's responsibility to ensure that all needed information is added to the Progress Report before it is mailed out with grades, added to the file, and/or discussed with the parents at conferences. *Note: that simply checking the boxes on the progress report form is not considered a progress report, teacher are expected to provide written comment and data for every objective on the student's progress. MDE also states that if a student is making inadequate progress 2 times in a row, a new or amended IEP is required along with all of the paperwork that comes with the IEP.*

IEP will count as one contact but will be in addition to the four written progress reports in the file. If the IEP team chooses to have an IEP meeting at the end of the quarter, they will provide a written midterm progress report in place of the quarter report in which the IEP was held. This must be discussed during child study meeting, so that all members of the team are aware of the change.

Extended School Year (ESY):

ESY checklist, data collection etc., needs to be done prior to Christmas break and again after Christmas break. We will be collecting the names of the students that will qualify for ESY at the end of January.

To qualify for ESY, students' recovery to their former levels of performance from a holiday break must take longer than the time away from school. For example, if Christmas break is 2 weeks long, students qualify for ESY if it takes more than 2 weeks to get back to the same academic level they were at prior to Christmas. All ECSE students in the center based programs auto-qualify for summer ESY services, as well as our level 3 DCD and level 3 ASD students, based on the critical nature of the skill and level of development.

The ESY referral sheets need to be turned in to SMEC Admin. Assist. by the Case Manager by February 15. SMEC Admin. Assist. will send letters to the parents to get the permissions back so we can arrange transportation.

When Case Managers send the referral please make sure that the form is filled out completely and accurately. The student will only receive the services listed. The Case Manager is responsible to contact the specialists (OT and speech) to see what ESY the student's needs have.

Any IEPs prior to winter break, please check the "no" box for ESY (do not use as needed")for students that are likely to qualify or have qualified in the past. ***If Case Managers have "more data needed" Case Managers need to have paperwork to support this in the sped file and have a new IEP meeting or amend the IEP with all of the paperwork included. When Case Managers have collected the data after winter break, amend the IEP as needed.***

If you check "yes" or "more data needed" Case Managers ***MUST*** keep the documentation to support this decision in the student's file.

Examples of tools to use measurement for ESY
- DIBELS
- Aimsweb
- Thatquiz.org
- Moby Max
- Fastbridge

Student Graduation:

Prior to graduation, the case manager is responsible for completing the File retention form (if not done at last IEP) and summary of performance. Summary of performance is located in the dismissal menu in SPEDforms. The file retention policy is on the SMEC website and in the forms section on SPEDFORMS.   One copy should be given to the student and another copy filed on top of the last progress report in the sped file. A prior written notice is also filed in the sped file. Finalize all documents so they are saved in history.

Special Education Retention Procedure and Policy:

Case managers must provide the File Retention Notice to the student and parent at the last meeting with the IEP team, indicating to the student of majority age and/or parents of their rights regarding the retention and destruction of the records. The signed document will be filed in the students SPED file and 3 years after the student turns 21 all will be destroyed with the exception of the latest Evaluation Summary Report, the latest IEP.

Early Childhood Special Education:

Pre-School Co-Teaching Classrooms Federal Settings

Inclusion & Inclusion-   Federal setting 31. Case manager is the home
                            district SPED inclusion teacher.
Inclusion Only-   Federal setting 33. Case manager is SPED teacher in
                            inclusion program.
ECSE & Inclusion-   Federal setting 34. Case manager is ECSE teacher
                            unless the plan is for the student to transition out of
                            the center based program mid year.
ECSE Only-   Federal Setting 41Case manager is program teacher.

ECSE Referrals:
Summer Part B referrals, send home procedural safeguards and a
letter/phone call that the referral will be addressed in August.
Referrals that come in late May may be started and finished in September.
We have 30 school days to complete the evaluation. MDE states we use
reasonable time/effort.

Speech Services for B-3
The following are guidelines for when and how speech services are provided.
Students may still need to be addressed on a case by case basis. The
following student scenarios will be given to the speech pathologists to discuss
at a speech meeting, follow up will be given to the B-3 teachers.

Screening for B-3 Students:
- SLP observe screening.

Children who qualify under high probability for developmental delay

- Birth-3 teacher will service child with speech consultation until child
  turns 2 years of age. At that point the team will review the need for
  speech services, based off current need instead of evaluation results.

Children who qualify for developmental delay

- Speech will provide direct services at any age when child meets 1.5
  developmental delay criteria for speech.

Discrepancies between assessments

- In the event scores between the Battelle and PLS(or other speech
  assessment) are discrepant where the speech pathologist

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assessment is not showing qualification for speech, a 6 month follow up will be conducted by the speech pathologist. This will be handled on a case by case basis with the speech team. Add these students to the child study agenda.

Progress Reports for B-3:
Progress is reported every 6 months in either the form of a written progress report or as an IFSP. The written progress report can be mailed out to parent, or given to in person.

Progress Reports for 3-5:
Progress is reported at the same frequency as students not on an IEP. Progress should be provided at the same time as non-disabled preschool students are receiving progress from general education teachers. In the inclusion program, both the general education teacher and the special education teacher should work together on this communication to parents.

MARSS deadlines
In order to make MARSS submissions the most accurate the MARSS Coordinator requires that the Case Manager's sped forms "Special Education Data Sheets" are kept up to date by the 1st of every month. The Case Manager needs to check data sheets for accuracy within the first week of school. In addition, Case Managers need to have the "Special Education Data Sheet" up to date by the submission deadlines. All sections must be completed for it to be considered complete with the exception of the economic indicator. "Status end" also will be left blank ***unless*** a student moves or is discontinued from services.

Early Childhood MARSS deadlines
Update data sheet when student changes programs (the day of or shortly after). Example, transition from Part C to Part B, when students start preschool or kindergarten, when student moves in or out of inclusion or center based program.

*** E-mail the MARSS Coordiantor when there are any changes throughout the year especially, federal setting, transportation, and exiting students. The MARSS Coordinator has a Special Education Data Sheet with the areas highlighted that need to be completed on the website.

Please email the MARSS Coordiantor with any questions related to MARSS.

ECSE Placements

Students must be 3 years old to begin 3 year preschool program and 4 years old to attend four year program. Transitions times are at the beginning of each quarter unless other arrangements were made at the IEP meeting. .

If the placement meeting to enter a 3 year old program is with 45 days of the student turning 3 years old only the part B paperwork needs to be updated.

Transition Program:

Students you feel are appropriate for the transition program need to be brought up at the child study team meetings. SMEC administration approval is required. SMECS work based coordinator will walk case manager through the transition process.

Restrictive procedure Policy and forms:

Seclusion and physical restrain are restrictive procedures. They can only be used as a last resort. Always ensure the IEP, PBSP, and BIP are followed. Use the forms in the CPI documentation folder. Document any incident CPI is called on "CPI team notes". When incident escalates to the point that Seclusion or physical restrain are used, use "Seclusion Form" or "Physical Restraint Form". Contact the parents the same day. Use documentation sheets to complete form on Spedforms: "Use of Restrictive Procedures: Physical Holding" or "Use of Restrictive Procedures: Seclusion". Finalize form. Have meeting to debrief and complete "Staff Debriefing Meeting" form on Spedforms. Print forms and mail to parents and E-mail to Special Education Administration within 2 days.

PBSP (Positive Behavior Support Plan) vs. BIP
For questions see Angie Hanson, Consortium Behavior Specialist.
ahanson@isd500.k12.mn.us

Spedforms:

<u>Browser Set up:</u>
Case Managers are required to do the browser set up 2 times per year. The first is within the first week of school. The second is within the first week after returning from Christmas break. You will find the link to this on the log-in page of spedforms.

<u>Maintenance</u>

Case Managers will be required to keep the "new referral" section of spedforms up to date. This means if you are the one to request that a new referral be added, you need be the one to e-mail the Administrative Assistant to inactivate the student if they did not qualify or to have her transfer the student to a case manager if they do qualify.

Spedforms will be kept up-to-date and accurate at all times.

Ex: If a student moves in or out of district, address or phone number changes or any changes made on the IEP such as: federal setting, disability, serving district ect… <u>it needs to be changed in Spedforms</u>.

<u>Communication Log:</u>

Staff will be required to use the Spedforms communication log for the upcoming year. Any phone conversations that you would like documented for a progress report needs to be recorded in this format. At the end of the year, the Special Education Department requires a minimum of three contacts listed for each student.

<u>Calendar:</u>

Spedforms calendar will be the major source of information for the cooperative; testing information, workshop days, training opportunities and submission deadlines for paperwork will be posted here. All sped staff has access to the calendar and will be responsible for knowing the information posted on it. Bring your iPad/laptop to CST meetings to update the calendar while being discussed at the meeting.

Case managers will *give access to all service providers* when parent consent for an evaluation and when permission to begin an initial IEP has been received.   ***The case manager is the contact person for giving access on a student.*** Please do not contact the Administrative Assistant for this.

Student Files:

All student files must be kept in the office at all times. The only exception will be when Case Managers have something that needs to be added. If the file is removed, it will have to be signed out and the Case Managers need to have it back in the office by the end of the same day. If the Case Managers are not done with it, you will need to sign it out again the next day. There have been times when Administration has gone to check something in a student file for a parent and the file was not in there. In following this procedure this will eliminate this problem.

If a file needs to be taken to another district for review or IEP meeting, you must get prior approval from the Director of Special Education and the principal of the district that houses the file. Please give 3 day notice.

All files will be updated quarterly with progress reports! No later than one week after the end of the quarter, this date will be on the spedforms calendar. Administration will be checking files randomly throughout the year. All finalized student information needs to be placed in student's file within 2 weeks of the time the information is received. Paras are a good resource to filing information or scanning signature pages to your email. This will guarantee that the file is always up-to-date and accurate.

Order of Student Files
- IEP/Team Sign in Sheet
- PWN/Notice of Team Meeting
- Progress Report
- Misc./Communication Log/Medical Documentation/Notes/Etc.
- Evaluation Plan
- Evaluation

See your leadership team member for files and labels when creating new file.

Curriculum List:

SMEC has a curriculum warehouse housed in the Southland high school building. For a complete list of curriculum, go to the SMEC web page, under the "resources" tab. To check out curriculum please email SMEC'S Administrative Assistant at tlewison@smec.k12.mn.us.

Materials & Supports requests:

All curriculum and testing materials are stored in the consortium office. There is a list of all curriculum & software on the website. You will be required to check all materials out with the SMEC office. If you need any materials please e-mail the Administrative Assistant, Director of Special Education Director, Special Education Coordinator, or the school psychologists will bring it to your district.

All software will be kept in the SMEC Office and the Case Manager will be required to check it out.

Laptop and Ipad checkouts:

The SMEC Office has all equipment labeled and numbered. Any equipment such as laptops, iPads, etc. will be checked out under the Case Manager.

Para Request:
Any parent requesting a 1:1 paraprofessional requires SMEC administration approval. Please forward those requests to the SMEC administration.

End of Year Check Out:
In addition to your school district checkout the SPED department also requires Case Managers to check out with Special Education Administration.

Some of the things that Case Manager need to provide:

- End of year service hours (speech, OT, PT, PCA, EC, HK)
- All computers and IPads will be checked back in with the Administrative Assistant. Case Managers will get them back at the start of the next year. (only the ones the consortium has purchased)
- List of students on your caseload at the end of the year and their projected curriculum placement for the following year
- All student sped files are to be up to date with all current and finalized information and placed in the office.
- An inventory of your curriculum teacher's manuals and hardcover text books and any supplies that you checked out with the Administrative Assistant.
- Spedforms are updated with graduated students exited and inactive students are exited. Please do not change the grade level of students to the next grade. The Administrative Assistant will do that after she is done with the MARSS reporting for the year. Also, please do not change a student to a different district or case manager. E-mail the Administrative Assistant a list of students on your caseload that will be in different school next year. She will complete this after her MARSS reports are due and caseloads are worked on.
- Any students that you have that require van transportation to school need to have a "transportation request form" filled in and turned in at the checkout. The Case Manager needs to fill in ALL of the top information except for pick up and drop off addresses. The parent should fill those in and the emergency information. There is a new transportation form in your Binder, please throw out your old form.

Conference Budgets:

SMEC cooperative will pay for conferences that the Director of Special Education required you to attend. This means we will not be paying for mileage to and from, food or hotel costs for the conferences that your district has chosen to send you to or that you choose to go to on your own.

Plan ahead each year and communicate upcoming conferences at your "end of the year" checkouts for best possibility of attending a conference.

MARSS Deadlines:

In order to make MARSS submissions the most accurate the MARSS Coordinator requires that the Case Manager's sped forms "Special Education Data Sheets" are kept up to date by the 1st of every month. The Case Manager needs to check data sheets for accuracy within the first week of school. In addition, Case Managers need to have the "Special Education Data Sheet" up to date by the submission deadlines. All sections must be completed for it to be considered complete with the exception of the economic indicator. "Status end" also will be left blank **_unless_** a student moves or is discontinued from services.

*** E-mail the MARSS Coordinator when there are any changes throughout the year especially, federal setting, transportation, and exiting students. The data sheets will be printed out with every PWN, please review and make changes. The MARSS Coordinator has a Special Education Data Sheet with the areas highlighted that need to be completed on the website.

Please email the MARSS Coordinator with any questions.

Third-Party Billing:

To bill the MARRS Coordinator needs to make sure that the parent has received the Procedural Safeguards. In order to document that this has been done, the Team meeting sign in sheet is new. Case Managers will **NOT** use the form on spedforms.

Completing the Team Sign in Page
Team meeting sign in pages will need to be uploaded to the student's history the following day after the IEP meeting. Upload both sides of sign in sheet.

PCA Documentation
Student service activity logs (speech, EC, PT, OT) need to be turned in to the MARSS Coordinator by the 10th of every month.

PCA daily logs need to be turned in on a weekly basis. It is the case manager's responsibility to do this or assign a para to put these in a manila envelope in the district SMEC mailbox.

Testing Assessments
The MARSS Coordinator will be billing for assessments given by the School Psychologist, OT, PT and Speech. She will check for eligibility on the student after the IEP has been signed by the parents. Please fill the form out completely and email it to Amy as soon as you are done testing a student. This can be audited by DHS at any time so please keep this in mind while you are filling it out. Please email Amy if you have any questions.

Personal Accountability Report PARS:

Personal Accountability Reports will be complete by all sped staff. If you are funded by two or more funding sources you will complete a monthly PARS report, located on the SMEC website.

If your position is funded out of a single source you will complete semi-annual PARS reports that is located on the SMEC website.   These are due in December and June, email to MARSS Coordinator.

Human Resources:

Mileage, Reimbursement, and Timecards:
Mileage, reimbursement, and timecard forms must be completed at the beginning of the following month. We pay mileage calculated from map quest. Mileage, reimbursement, and time cards must be emailed to payroll@smec.k12.mn by the 5th of each month so you can get paid after the school board meetings each month.

Orders:
When requesting orders use the appropriate state or federal funding order forms from the website and email them to orders@smec.k12.mn.us.

SMEC Employees:

PTO:
To submit for paid time off complete the leave of absence form from the SMEC website and email to PTO@smec.k12.mn.us