

## MEMORANDUM

January 12, 2017

TO: MV Staff

FROM: Carla Cumblad and your Lovely Coordinators

RE: Paperwork updates and reminders

We have had several discussions at the leadership team and with the administrative liaisons and thought it would be good to put together a little list of reminders before we head into the second semester!

1. Decision Re: A Request for Evaluation

This form does not need to be completed for routine reevaluations. You would only complete it if the parent (or district) has made a special request for an evaluation.

2. Conference Summary Report

We are finding the following errors:

- Annual review and reevaluation date not updated. Please make sure that you have the correct information on the Student Record Page and click on Refresh Student Data before completing the rest of the paperwork. And then, remember to refresh/save student data on the Conference Summary page.
- "Extended school year" is not checked. Remember to include related services (if appropriate) in these boxes as well.
- "Placement is in home school" not checked (should be yes or no on the Conference Summary page)
- Procedural Safeguard not initialed

If you cannot make these changes due to SIS overrides, please contact your supervisor, who will contact the district.

3. Behavior Policy

At the end of each meeting, parents should be offered the behavior policies from their host district. Each coordinator will have copies. They should be offered at every meeting, even if there are no behavior issues.

4. Educational Services and Placement

Most Mid-Valley students should be funding code A, but there are a few that are Orphanage (foster or residential care). If you know that one of these students is in these circumstances, please mark the student on the Add/Drop/Change Form to alert the Administrative Assistant for Business who enters this information into the state system for reimbursement.

Two placement pages should be created, even if the services will be the same into the upcoming school year. One page should indicate services from the meeting date until the date right before school starts in the fall. The other page should indicate services to start at the beginning of the school year until the next annual review date.

5. Transportation as a related service

We DO NOT need to list transportation as a related service. But, it should be marked “Yes” in the transportation area on the Placement and Services Page. (Both pages, see #4.)

6. Indicator 13 not completed

Indicator 13 should automatically be generated from the transition plans. All students who are 14.5 at the time of the meeting or will turn 14.5 during the annual review year must have a written transition plan.

7. Printed FACTS form

This year, PowerIEP changed the system so that the FACTS form does not print when you “print all”. You need to go to the menu and print the FACTS form separately. It must be included in all reevaluations, annual reviews and amendments. There is no need to make a copy of the FACTS form for the district representative (who should receive the original meeting paperwork).

8. Health services

In order to claim Medicaid services, it would be good to add the sentence, “Student receives services from the school nurse or designee for (medication management).” This sentence can be written on the Present Levels page or in the Additional Notes.

9. Medical Services Form

Individual Health Care Plans are to be updated annually and it makes sense for them to be thoroughly reviewed at the AR date. These forms are now being updated in PowerIEP under Medical Services Plan.

In the fall, the school nurse will review the registration information to see if there are any updates and will make any necessary changes to the Individual Health Care/Medical Services Plan, if there are any. (If you hear of any changes from the parent, please inform the MV nurse.) Otherwise, formal updates will be made during the annual review conversations.

10. Adding Related Services

A reevaluation is conducted tri-annually on a regular basis. You may also open a reevaluation if you are considering a different label for the student or considering additional needs. In the case of adding related services, this would be consideration of additional needs. Teams should conduct an INA and plan using either current information, additional information or both for whatever domain is being considered. The meeting date should be planned. If it is within the 3-year date, the meeting date should not change the original 3-year evaluation date. If the meeting would be close (within a year) of the reevaluation, it would make sense to include this new domain in a complete reevaluation.

## 11. Notification of Conference Recommendations

Should I be checking this box if the student has a BIP? YES

At the conference it was determined that your child:

- Is eligible or continues to be eligible for special education and related services under the category of:

- Is not eligible for special education and related services.
- Will receive the special educational and related services as listed in the IEP.
- Requires and will receive the post-secondary goals and transition services (beginning at age 14 ½) as listed in the IEP.
- Requires and will receive a functional behavioral assessment and behavioral intervention plan.**
- Was determined that the disciplinary code violation(s) was related to your child's disability.
- Was determined that the disciplinary code violation(s) was not related to your child's disability.
- Is recommended for graduation.
- Other (e.g.

## 12. Educational Accommodations and Supports

### Consideration of Special Factors

Yes  No

Communication needs including students who are deaf/hard of hearing. If yes, complete linguistic and cultural accommodations section below.

Does the above question refer to students who use a communication device due to their lack of verbal abilities because of their autism? If yes, then I should be checking the box below as yes? No, that is checked the statement above this one on the paperwork *Assistive Technology Devices and Services*. This section is for deaf/hard of hearing (think ASL) or those who speak a language other than English.

Yes  No

The student requires accommodations for the IEP to meet her/his linguistic and cultural needs. This includes students who are deaf/hard of hearing. If yes, specify any needed accommodations:

Yes  No

Special education and related services will be provided in a language or mode of communication other than or in addition to English. This includes services provided to student who are deaf/hard of hearing. If yes, specify a needed accommodations:

And then I need to check the highlighted box and complete the two sections underneath, correct? It's the "and others" that's throwing me. **YES. The "and others" refers to your students whom you checked the box for *Assistive Technology Devices and Services*.**

For students who are deaf/hard of hearing and others, as applicable:

- Identify the language and communication need(s):  ASL  Auditory/oral  Cued Speech  Speech Generated Device  
 Tactile  Signed English  Other (please describe): \_\_\_\_\_

- List the opportunities for direct communication/interaction with peers and professional personnel in the child's language and communication mode:

- List the identified mode of communication accessible in academic instruction, school services, and extracurricular activities that the student will receive: