

[Communication Committee Meeting Feb 4, 2020](#) (slide show)

1. **SpEd Forms:** PWN page 2 “Return this form to” field no longer auto populating, use the person icon for quick fill in - [Directions for setting up person template here](#). PWN page 1 date sent box moved down and page two the 14 days for consideration and start date is automatically calculated. Reminder that PWN Parent Consent/Objection (page 2) boxes updated in November 2019. Student Evaluated, but did not qualify, select Status “2: SpEd Shared-Time K-12 Evaluation, EC-Evaluated”. [SpEd Forms MARSS questions answered webpage](#).
2. **Resource Booklets:** [Secondary Transition Resource Booklet](#) & [Parent Resource Booklet](#) for preschool and school age children.
3. **Procedural Safeguards:** Given to parents annually and is this also MA billing consent; MA billing only has to sign one time if a student stays in the same district. [MDE Information when to give Procedural Safeguards](#).
4. **Parent Complaints:** If a parent goes to Director, she takes notes and discusses with the district. If a parent goes to MDE, MDE calls the Director. If a parent goes to Advocate, an outside agency may contact the Director or district.
5. **ESY:** If more data needed selected, re-visit IEP and decide Yes or No. Student will have to qualify based on one of these categories – Regression/recoupment, Self-sufficiency or Unique Need (not necessarily just benefit from ESY). [Decision Flowchart handout](#). Each district has an ESY Coordinator; send by April 30th. Documenting Need for a Para detailed in this [ESY handout](#). Finalize ESY worksheets in SpEd Forms and complete [ESY Coop Data Form](#).
6. **IEP Checkboxes:** Transportation, ESY and AT. If a student has a need for the service, check yes and explain in the box. Tell the story.
7. **Sensory Strategies:** If the student has a need for sensory strategies, think in terms proactive rather than reactive. Having sensory strategies in place helps with keeping student regulated. Counterproductive to take away sensory strategy for discipline.
8. **Secondary Transition - Graduation/Exiting Protocol:** Move up IEP Feb/March for students graduating. Goal is to have students graduate with the same age peers. Due Process Requirements: team meeting notice include statement “discuss graduation date of...”, invite outside agencies, PWN completed, SOP completed. Conduct an exit meeting to provide student with a final copy of IEP, Eval, PWN, Progress Report and Summary of Performance. [Secondary Transition Website](#).
9. **Day Treatment Settings:** Northwoods provides day treatment services and Duluth School District provides education services. For example, Merritt Creek Academy has a Setting 1. Transition back to our Coop may be a Setting 3 or Setting 4 NLA. Explain in PWN.
10. **License Checks:** If a case manager is not licensed in a child's primary disability, another special education teacher within building or district that is licensed must be invited to IEP and provide indirect services. Make sure service provider numbers are updated as Coordinators use them for licensure checks.
11. **Upcoming Trainings:** More information on the [Calendar](#) section on the NLSEC website.
 - a. 2/7 - Bayley 4 Webinar, 9-12 or 1-4, PACC
 - b. 2/11 - Speech/Language Pathologists, 12:30-3:30, NLSEC
 - c. 2/14 - MDE EC Part B & Part C Due Process Training, 9-2:30, Carlt. Trans. Bldg.
 - d. 2/24 - Sexuality for All Abilities, 12-3:30, Cloquet Forestry Center
 - e. 2/28 - Enhanced CPI Full Day Training, 8:00-3:30, Garfield
 - f. 3/10 - Secondary Transition Workshop, 8:30-11:30, NLSEC
12. **Minnesota Test of Academic Skills:** [MTAS Skills Flow Chart](#) for Eligibility. Typically, for students with significant cognitive disability that meet all 5 requirements: 1) Ability to access the MCA with or without accommodations 2) IEP team review the student’s instructional program to ensure it is linked to gen ed curriculum 3) The student’s cognitive function is significantly below age expectations 4) The student needs explicit and intensive instruction in multiple settings 5) The IEP team documented in the IEP the reasons the MCA would not be appropriate.
13. **2020-21 MDE Monitoring:** 6 year rotation – 1st year self review, 2nd year self review correction, 3rd year MDE monitoring, 4th year MDE correction, 2 years off. We are currently in Self-Review Correction. Next year 2020-21 MDE Monitoring with file reviews, interviews, site visits. Get ready by following [Timelines](#). Follow the [Golden Thread](#).

14. **File Beautification/File Format:** Possible formats – [Special ed file contents](#), [What to include in a due process file](#), [Special ed file sign-in and table of contents](#).