

# CIMP & DUE PROCESS POINTERS

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2013-2014

# It' that time again...

- Anoka-Hennepin participates in the Continuous Improvement Monitoring Process supported by the MDE.
- The cycle is comprised of 5 stages over a 5 year period.
- The MDE groups districts throughout the state in 5 groups, A-E. Anoka-Hennepin is in group A.

# 5 Year CIMP Cycle

- Year 1 (13-14): Self-Review Monitoring
- Year 2 (14-15): Correction and Submission
- Year 3 (15-16): MDE On-site Review
- Year 4 (16-17): Correction and Submission
- Year 5 (17-18): OFF

# What is Involved in Self-Review??

- In November, the District will receive a list of approximately 150-175 student names/ID numbers ranging from B-21.
- District SPED will then communicate with all buildings the names of the student files that have been identified for review.
- Those files will be collected and brought to the ESC for review.

# Continued...

- Student information is entered into the MDE's web-based system for all files indicating if all items indicate compliance OR if there are components of the file that need to be corrected.
- When all files have been reviewed and entered into the system, case managers of the student files pulled will receive both an email and hard copy indicating what, if anything, in the file needs to be corrected for submission.
- Once the identified items have been corrected and sent to the parents with a PWN citing the correction (when applicable), the case manager will submit the document to District SPED for final review and submission to the MDE.

# When correction has been submitted..

- The MDE reviews the document(s) and either releases the citation OR communicates with the district that the document(s) submitted is not sufficient for correction.
- Case managers will receive confirmation from District SPED once the citation is released OR if there is a need for further correction.

# Due Process Reminders

- Below are areas that were cited at a higher rate than others in our previous review cycles:
  - Time lines
  - Goals and Objectives
  - LRE
  - PWN
  - Transition
  - Accommodations & Modifications

# Time Lines

- The student's annual IEP meeting needs to take place on or before the date of the previous annual IEP meeting date.
  - Ex. If the IEP meeting was held on October 1, 2012 the meeting needs to take place on or before October 1, 2013.
  - If a student required more than one meeting date for the IEP meeting, it is the date of the first meeting that is used in determining time lines.
  - This is particularly important to keep in mind for families that are difficult to reach or get in for meetings.
  - If you are having difficulty reaching the parent, contact your sped supervisor.

# Goals & Objectives

- Goals need to have a clearly stated baseline
  - Use a # or % when possible
  - Do NOT use language such as “inconsistent to consistent”
- By and large, the district does a nice job on ensuring that each goal has a minimum of two objectives and that they contain the required components.

# LRE

- The requirement for the Least Restrictive Environment section is to identify...
  - The explanation of why and to what extent full participation with non-disabled students in the regular classroom and other activities is not possible &
  - What the student is missing when they are participating in the regular classroom
    - This needs to be identified for all services listed: Speech, Social Skills, DAPE, etc.

# Prior Written Notice

- Changes that have been made in DPRS have addressed many of the citations previously received.
- When completing this document make sure to complete and fill in all date fields that are applicable.
- Clearly identified for question #4 what other options were discussed and rejected in the meeting.

# Transition

- Desired Post-Secondary Outcomes
  - An outcome for all students, beginning in grade 9 and beyond, must be completed for Post Secondary Education & Training and Employment
  - The outcome must be written with the “will” language: After graduation, Joey will attend a community college.
  - This should not be longer than a sentence and does not require a progress report to be written for it.

# Transition Cont...

- Anticipated Courses of Study
  - Must be completed for the year the IEP reflects and one year beyond at a minimum.
  - Should be updated at the annual IEP to reflect any changes necessary from the year prior.
- Other Transition Services or Activities
  - There is not a requirement to have either a service or activity in every area rather in the areas that are appropriate and applicable.

# Accommodations & Modifications

- Use the language “will” rather than “may” when identifying the accommodations and modifications necessary.
- When possible, identify accommodations and modifications by subject matter or environment whenever possible.

# Due Process Lab Nights and Classes

- District SPED will be offering at least one due process lab night each month during the 13-14 school year. Sign up will be in My Learning Plan for both the lab and the class offered.
- The due process lab nights are scheduled for:
- 10/9, 10/29, 11/20, 12/5, 1/30, 2/20, 3/20, 4/30, 5/7, 5/27
- Staff will be allowed to access up to 18 hours throughout the school year. If additional time is needed, staff will need to communicate with their administrator and sped supervisor.

# Questions

