

2021-2022
Back to School
Special Education Training

Topics for Today

- 1. Theme for the Year**
- 2. New and Returning Faces at the Coop**
- 3. Tips on New Referrals Due to Covid**
- 4. Review of Skipped Evaluations**
- 5. SpEd Forms Info & Updates**
- 6. High Leverage Practices in Special Education**
- 7. Transition Requirements and Cool New Stuff**
- 8. Due Process Quick Reminders**
- 9. Recovery Services and Supports**
- 10. Planning for Quarantine**
- 11. Home visits**
- 12. NLSEC Professional Development Opportunities**
- 13. Miscellaneous Tidbits**

**2021-2022
Theme
“Fold in the
Cheese. Just
fold it in.”**



New Faces at the NLSEC



Kristin Miller
Admin. Assistant



Joselyn Rhein
**Occupational
Therapy**
Lake Superior, NLA



Haley Chopp
B/VI Teacher



Ashley Omar
Occupational Therapy
**Willow River, Moose Lake,
Barnum**

Who is your K-12 Special Education Coordinator?



Michelle Foshay

**Cromwell-Wright
Esko
McGregor
Proctor**



Allison Dillon

**Carlton
Cloquet
Northern Lights
Wrenshall**



Heidi Halker

**Barnum
Hermantown
Lake Superior
Moose Lake**



Bambi Neumann

Willow River

Who is your NLSEC All-District Coordinator?



Jessica Brown

**Early Childhood
Special Education
Coordinator**



Jessica Knutsen

**Secondary Transition
Coordinator**



Shannon Proulx

**Technology
Coordinator**

New Referrals: Will there be more??

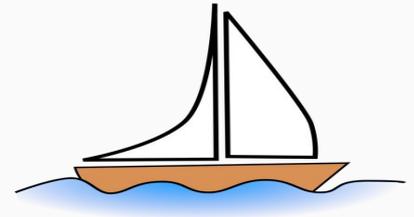
In general:



Legitimate referrals will arise! Use team meetings to discuss students that are struggling.

As a school, start the year with a plan to provide interventions and track academic progress. Make sure it's documented (including any summer school or additional programming).

Work with the school psychologist to identify students and families to connect with and remember, we can't control the wind, but we can adjust our sails.





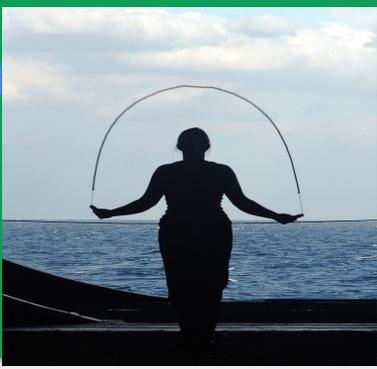
Skipped Evaluations

What does this mean?

In certain situations and with **parent input and permission** an IEP team may decide to “skip” a 3-year evaluation and report if there is enough existing data for the IEP PLAAFP.

The **3-year evaluation timeline date** would be the **date of the PWN sent to the parent** proposing a “skipped” evaluation.

MDE Q&A: Re-evaluations under Part B of IDEA



Skipped Evaluations

When would this be appropriate?

Use this [flowchart](#) as a team to guide decisions. Consult with school psychologists!

Last year there were 35 skipped evaluations. Many of these were high school seniors, students with a developmental delay, and a few other cases where teams felt an evaluation was not necessary.

Sped Forms 2.0

- Optional, turn on/off at any time in your set-up #1. Profile
- Here is a [2 minute video](#) Duluth made on how to switch from 1.0 to 2.0
- Why? MA Activity Log improved interface, better viewability on mobile devices
- No deadline at this time to switch to 2.0.

The screenshot displays the SpEd Forms 2.0 web application interface. At the top left, there is a hamburger menu icon and the text "SpEd Forms". A search bar is located at the top center. On the top right, there is a user profile icon. The left sidebar contains navigation options: "Login: 119 minutes", "Educator student list", "Find/request student", "Add new student", and "Filter & Refine". The "Filter & Refine" section includes checkboxes for "Show students managed by me", "Show MA Eligible students", and "Hide inactive students", along with dropdown menus for "Select District" and "Select School". The main content area is titled "Student List" and features a "Sort by:" dropdown menu. Below the title is a table with columns for Name, Plan, School, Grade, Birth date, Eval Date, and Meeting Date. Each row includes a gear icon on the left and a red minus sign icon on the right.

Name	Plan	School	Grade	Birth date	Eval Date	Meeting Date	
Donald Duck BIP	IEP	Cloquet Area Alternative Education Programs	10	08/24/2004	01/02/2019	01/16/2019	
Mickey Mouse	IEP	Cloquet Area Alternative Education Programs	HK	03/03/2015	02/01/2015	09/15/2020	
SpongeBob SquarePants	504	Cloquet Area Alternative Education Programs	11	05/30/2000			

Finalizing Documents in Sped Forms

Individualized Education Program (IEP)
IEP Meeting Date: 1/16/2020 Finalized on: 9/29/2020

IEP IIIP ISP

Validate Print IEP Amendment

1. Student information EN 2. Present levels EN

What documents need to be finalized...

- 1) Annual and Initial IEPs
- 2) All Evaluations and the PWNs for Evaluation
- 3) All PWNs and Parental Consent Forms
- 4) Restrictive Procedures and Debriefing Form
- 5) Summary of Performance
- 6) Progress Notes
- 7) Progress Notes
- 8) Revocation of Consent
- 9) Meeting Notes
- 10) Notice of Transfer of Parent Rights
- 11) Team Override
- 12) Manifestation Determinations
- 13) Positive Behavior Support Plans
- 14) IEP Amendments
- 15) Authorizations to Release Medical information.
- 16) Extended School Year Forms

Finalizing Documents in SpEd Forms

SpEd Forms

Save Menu Quit

Switch Students Go To... Student: Donald Duck

Login: 119 minutes

SpEd Forms MA Forms 504 Forms RTI Forms History Calendar

Upload file

	File Type	Date Filed	MA Record	Filed By	
View	Progress Report 01/16/2019	11/20/2020	<input type="checkbox"/>	Dena Hagen	Delete
View	Contingency Learning Plan	09/29/2020	<input type="checkbox"/>	Shannon Proulx	Delete
View	IEP Snapshot 09/29/2020 From Amended IEP	09/29/2020	<input type="checkbox"/>	Shannon Proulx	Delete
	Individualized Education Program	09/29/2020	<input type="checkbox"/>	Shannon Proulx	Delete

Once a form is finalized, it automatically goes into history. History is important, as it houses all of the pertinent paperwork that has been completed for that student (much like a permanent record). All other paperwork should also be filed in the child's Due Process File.

Uploading Documents into Sped Forms

The screenshot displays the SpEd Forms web application interface. At the top left is the SpEd Forms logo, consisting of three vertical wavy lines in green, yellow, and red, followed by the text "SpEd Forms". To the right of the logo are several navigation buttons: "Save" (with a floppy disk icon), "Menu" (with a grid icon), and "Quit" (with a red X icon). Below these is a "Switch Students" button (with a person icon) and a "Go To..." dropdown menu. The current student is identified as "Student: Daisy Duke", with a link below it that says "? Show more on working with student history". A yellow bar at the top left indicates "Login: 115 minutes". Below this bar is a horizontal menu with five buttons: "SpEd Forms", "MA Forms", "504 Forms", "RTI Forms", and "History". The "History" button is highlighted with a yellow star. At the bottom of the interface, there is a blue bar with an "Upload file" button (with a document icon) circled in yellow.

It can be very helpful to upload important documents into the History so that there can be an electronic record of forms not typically in SpEd Forms or copies of SpEd Forms documents with parents signatures, etc.



Go with
Gut!

Special Education Recovery Services and Supports

- [Recovery Process Document Fall 2021](#)
- [Recovery Notification Letter to Families Fall 2021](#)
- Other ways to talk with families and meet the requirement
 - Contact all by phone call or during open house and welcome them back to a new year and explain the requirement. More personal than a letter.
- How to add RECOVERY SERVICES to IEP/IFSP
- Templates for Documentation-THESE ARE COMING!

Special Education Recovery Services and Supports

Planning for Instances of Quarantine

How to document in IEPs for 2021-2022: Templates coming

No CLPs this year

Home visiting

- Districts can plan to conduct home visits
- Families can opt for virtual, at school site/community site
- Follow [MDH guidelines](#) for home visits
- Health check with family using the questions on MDH guidance, requirement to report positive cases

Technology and SpEd Forms

- NLSEC website (www.nlsec.org)
- NLSEC YouTube Channel
- SpEd Forms YouTube Channel and Thursday at Three schedule
- Follow NLSEC on social media



They're
back!

High-Leverage Practices in Special Education

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COLLABORATION

1. Collaborate with professionals to increase student success.
2. Organize and facilitate effective meetings with professionals and families.
3. Collaborate with families to support student learning and secure needed services.

7. Establish a consistent, organized, and respectful learning environment.
8. Provide positive and constructive feedback to guide students' learning and behavior.
9. Teach social behaviors.
10. Conduct functional behavioral assessments to develop individual student behavior support plans.

SOCIAL/EMOTIONAL/ BEHAVIORAL PRACTICES



ASSESSMENT

4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

11. Identify and prioritize long- and short-term learning goals.
12. Systematically design instruction toward a specific learning goal.
13. Adapt curriculum tasks and materials for specific learning goals.
14. Teach cognitive and metacognitive strategies to support learning and independence.
15. Provide scaffolded supports.
16. Use explicit instruction.
17. Use flexible grouping.
18. Use strategies to promote active student engagement.
19. Use assistive and instructional technologies.
20. Provide intensive instruction.
21. Teach students to maintain and generalize new learning across time and settings.
22. Provide positive and constructive feedback to guide students' learning and behavior.



INSTRUCTION

Click this Pic!

HIGH-LEVERAGE
PRACTICES



High-Leverage Practices



Developed by the Council for Exceptional Children and
the CEEDAR Center, High-Leverage Practices are 22
evidence-based instructional practices that are
essential for all students to learn and thrive. These
practices are based on the science of learning and
are designed to be used in a variety of settings.

For more information, visit
<https://www.ceedarcenter.org/High-Leverage-Practices>

Click this Pic!

High-Leverage Practices and Instruction/Programming

What does your *specialized instruction* look like? Can you articulate it?

- What about thinking about your instruction as interventions?
- What about scheduling students in cycles and keeping them in their general education classes? (ie, reinvent or eliminate the concept of the resource room?)
- What if you left content to general education and focused on lagging skills, transition skills, specialized instruction?
- List of top influences on student achievement from Visible Learning

High-Leverage Practices and Programming

Basic Psychological Processes

- **Memory**
 - short and long term
 - encoding
 - storage
 - retrieval
- **Auditory Perception**
 - recognize differences between sounds
 - ability to make a complete word by blending the individual sounds
 - identify words and sounds that have been presented in incomplete form
 - ability to relate ideas, find relationships, make associations, and categorize information
- **Visual Perception**
 - identify dominant features in different objects and discriminate among a variety of objects
 - recall the dominant features of a stimulus that is no longer present
- **Sequencing**
- **Attention**
 - Time on task
 - Focus
 - Distractibility
 - Selective attention
- **Organization**
- **Social perception**



EXECUTIVE FUNCTIONING



www.addvantagelarningcenter.com

Telling is not teaching - Clay Cooke

B. Courses of Study

School Year	Grade Level	Courses	Remove
<input type="text" value="---Select Option---"/>	<input type="text" value="---Select Option---"/>	<input type="text" value="---Select Option---"/> <input type="text"/>	(Add)
<input type="text" value="---Select Option---"/>	<input type="text" value="---Select Option---"/>	<input type="text" value="---Select Option---"/> <input type="text"/>	(Add)
<input type="text" value="---Select Option---"/>	<input type="text" value="---Select Option---"/>	<input type="text" value="---Select Option---"/> <input type="text"/>	(Add)
<input type="text" value="---Select Option---"/>	<input type="text" value="---Select Option---"/>	<input type="text" value="---Select Option---"/> <input type="text"/>	(Add)

Comments: Additional information, substitutions, and exemptions related to courses of study and graduation requirements.

Anticipated month and year of graduation

High-Leverage Practices and Collaboration

- How do you think IEP meetings go for your general education teachers?
- Is general education doing all they can to educate and include students, and if not, what supports would be helpful to make that happen?
- What is the vision for collaboration between special education and general education?
- Sample Tool from *The Special Educator*

8	
SAMPLE TOOL	
THE SPECIAL EDUCATOR®	
Checklist for general educator's involvement in the IEP process	
Under the IDEA, a general education teacher is a mandatory member of a student's IEP team if the child is or may be participating in the general education environment. 34 CFR 300.321(a). The general education teacher can provide insight into the general education curriculum to fellow team members. The teacher can also help pinpoint appropriate accommodations and modifications for the student. Use this checklist to prepare for and participate in the IEP process.	
Before the meeting	
<input type="checkbox"/> Gather information for the present levels of academic achievement and functional performance statement.	Review your data on the student's progress in the general education curriculum and share your insights on the student's strengths and needs with the student's case manager.
<input type="checkbox"/> Prepare your recommendations.	Think about your classroom's pace, dynamics, and population as a whole. Share your recommendations for goals, short-term objectives (when necessary), accommodations, and modifications with the case manager.
<input type="checkbox"/> Demystify terminology.	Ask for clarification on any special education terms that come up in your interaction with the case manager before the IEP meeting.
During the meeting	
<input type="checkbox"/> Share your insights.	Weigh in when appropriate on the student's strengths and needs when it comes to academics, behavior, and nonacademic and extracurricular activities in general education. Share your recommendations for goals, accommodations, and modifications with the rest of the team based on data you have with you.
<input type="checkbox"/> Communicate directly.	Use eye contact and communicate with the parents (and student, if present) directly when you are conveying information to them. Don't grade papers or use mobile devices that may lead them to think you are distracted and not paying attention to the content of the meeting when others are speaking.
<input type="checkbox"/> Ask questions.	If any terms or services come up during the meeting that you don't recognize, ask for clarification because the parents and student also may not know them and benefit from hearing the definitions.
<input type="checkbox"/> Use person-first language.	Remember when talking in the meeting to put the student before her disability. For example, don't say, "Autistic student." Say, "Student with autism." Check any biases you may have about the student or her parents based on past dealings at the door.
After the meeting	
<input type="checkbox"/> Review a summary of the IEP.	If you are not given a summary of the IEP that relates to your responsibilities, seek one from the case manager. Review the annual goals, accommodations, and modifications that are relevant to your teaching. If you don't understand any terms or expectations, ask the case manager to break them down.
<input type="checkbox"/> Develop instruction.	When you write your lesson plans, keep in mind the student's goals, accommodations, and modifications and how you will integrate them into your instruction.
<input type="checkbox"/> Monitor progress.	Decide whether reviewing completed classroom assignments and assessments will be sufficient to determine if the student makes progress or if you will need an additional method for tracking the student's growth. Discuss options with the case manager.
	If you think an accommodation or modification is not effective or is no longer needed, or if you don't think the student is making progress, contact

Secondary Transition Requirements

During 9th grade, or younger if determined appropriate by the team, the IEP must include:

- measurable postsecondary goals related to student's interests, preferences, and abilities pulled from assessments.
- Transition services need to assist student in reaching measurable postsecondary goals. Outside agency involvement.
- Courses of Study project one year out, include course substitutions
- **Discuss "anticipated graduation date" on a yearly basis!**
- "Transfer of Parental Rights" with student and parents during the 10th grade year and review each year thereafter.
- PLAAFP
 - All 5 areas of transition need to be discussed.
 - transition needs must be addressed to prepare the student for living, learning, and working in the community as an adult.

Outside Agency Support

- ❑ For students with disabilities that will affect their ability to retain employment, housing, or meet individual needs without support. *(These are just a few...)*
- ❑ County Social Services
- ❑ Vocational Rehabilitation Services **NEW Counselor Changes & Literature**
 - ❑ Cindy Matheson (Lake Superior, Hermantown, Proctor, Cromwell-Wright, McGregor, Esko)
 - ❑ Cassie Erickson (Moose Lake, Barnum, Willow River)
 - ❑ Josephine Grabowski (Cloquet, Carlton, Wrenshall)
 - ❑ Renae Hampton (all Pre-ETS)

Cool Tools for Transition!!

(hyperlinks galore!!)

- [NEW Agenda and Guide](#)
- [Secondary Transition Planning Checklist \(fillable\)](#)
- [Transition Resource Booklet](#)
- [My Vault](#)
- [Increasing Student Participation in IEP Meetings](#)

Due Process Quick Reminders

LRE and Continuum of Service

FAPE

Progress Reports

Data Collection

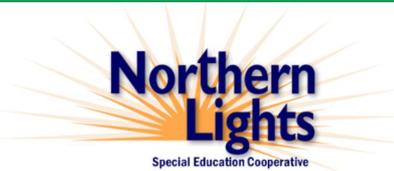
Related Services

PBSP vs. BIP

NORTHERN LIGHTS SPECIAL EDUCATION COOPERATIVE

QUALITY EDUCATION THROUGH COOPERATION AND PARTNERSHIP

16 East Hwy 61, Esko, MN 55733
P.O. Box 40
Phone 218-655-5018 | Fax 218-451-4511



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Our New Name, New Look and Expanded Mission!



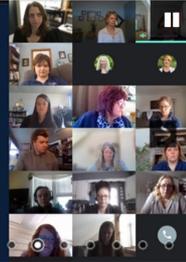
Helping people challenged by disabilities, vision loss or aging live vital lives.

Fall 2019

- Expanded our Mission
- Hired Sheri Cooke, ATP
- Provided services across all disability areas

November 2020

- Officially adopted our new expanded mission
- Changed our name and logo



Welcome to the Northern Lights Special Education Cooperative!

The purpose of the Northern Lights Special Education Cooperative is to provide, by cooperative efforts, comprehensive special education services within member districts for children and youth having significant learning needs due to disability or developmental delay.

Trainings at a Glance - hosted by NLSEC

CPI Training Refresher - August 9, 2021 8:30-12 Carlton County Transportation Bldg.
CPI Training Initial - August 16, 2021 8:00-3:30 Carlton County Transportation Bldg.
Principal Academy - August 18, 2021 8:30-11:30 Proctor Area Community Center
New Special Education Staff Training - August 25, 2021 8:30-3:30 Proctor Area Community Center
New Special Education Staff - Monthly Check-ins Virtual 2nd Thursday of each month starting October 14, 2021 3-4, via virtual platform
Supervising the Work of Paraprofessionals series offered by NLA staff: September 23, October 5 & 19, November 9, 2021 3:30-4:30 Location or Virtual TBD.
Strategies and Support to Use with Students with ASD series offered by NLA staff: Sept. 28, Oct. 12 & 26, November 16, 2021, 3:30-4:30 Virtual

NLSEC PD Offerings

Other Plugs!

LETRS - MDE pilot project based on bridging the research to practice gap surrounding the science of reading*. Can you name the 5 pillars of reading? 2nd NLSEC Cohort forming 21-22. “Being a teacher that knows and grows their understanding in the science of reading means you will never again stand in front of a student feeling at a loss for what to do next.”

[LETRS Video Intro](#)

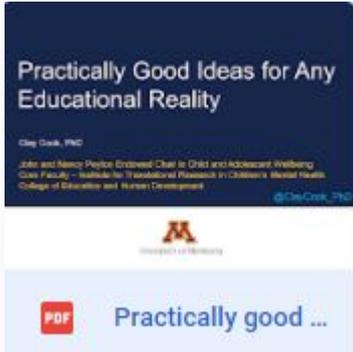
Grow Your Own School Psychologist - Could this be you?

Notify a special education coordinator when:

- A parent refuses to sign the IEP
- A parent checks “no” on the PWN sign page and requests conciliation
- There is other agency involvement in the form of a legal advocate
- You'd like assistance with meeting facilitation

FYI: What we do when a parent calls us

Misc Resources



Great ideas on feedback as an instructional tool.
Positive greetings as an intervention.



One stop shop for information on MN Special Education Criteria.



Videos series on High Leverage Practices



Hattie found that there were nine different strategies that schools could implement with no additional funding (generally) that would, if implemented correctly, dramatically accelerate student learning.

Burning Questions?

- Evaluation and CEU

Thank you SO MUCH for the work you do for kids, student and their families.

Have a great year!

