

NLSEC Communications Committee Meeting

October 13, 2021 12-3pm

Carlton Co. Transportation Bldg./Google Meet

Topics We'll Cover Today

- Secondary Transition Information
- SpEd Forms Updates
- New law/regulations reminders
- MDE Special Ed. Program Monitoring Updates
- December 1 Child Count
- Evaluation Planning Meetings
- Skipped Evaluations
- Conflicts in Special Education
- When New Students Move In to Your Caseload
- Parent Requests for Special Education Evaluations
- MDE Due Process Training Highlights
- When to consider getting CPI trained
- Special Education Recovery Services and Supports
- Upcoming Trainings
- Tips About Coop Support

**The “Most
Commonly Asked
Questions”**



What's your
Teacher
Number?



Transition Planning Checklist

- Encourages a collaborative effort in preparing the student for life after high school
 - Family engagement
 - Multi-agency partnership
- Editable digital version!

The image shows the front cover of a booklet titled "Secondary Transition - planning checklist". The title is in a large, blue, serif font. Below it, in a smaller, orange, sans-serif font, is the text "by: Northern Lights Special Education Cooperative and the Interagency Coordinating Council of Duluth". The cover is divided into several colored rectangular sections: a light blue section at the top, a light orange section in the middle, and a light blue section at the bottom. On the right side, there is a logo for "Northern Lights" with a sunburst graphic. Below the logo, it says "Northern Lights Special Education Cooperative" and "Quality education through cooperation and partnership". Further down, it lists the contact information for "Duluth Public Schools" and the "Interagency Coordinating Council of Duluth (ICCOD)". At the bottom right, there is a small orange box with the word "Secondary" in white.

Secondary Transition
- planning checklist

by: Northern Lights Special Education Cooperative
and the Interagency Coordinating Council of Duluth

Student Name: _____

School Name: _____

Introduction

The Secondary Transition planning process should take into account all of the necessary components that will help facilitate the student's transition to adulthood.

Northern Lights
Northern Lights
Special Education Cooperative

Quality education through
cooperation and partnership

ISD 709
Duluth
Public Schools

16 East Hwy 61
Esko, MN 55733
P.O. Box 40
p: 218-655-5018
f: 218-451-4511
nlsec.org

Interagency Coordinating
Council of Duluth (ICCOD)

Collaborates to ensure coordinated
services for individuals with disabilities,
birth to 21 years, and their families

215 North 1st Avenue East
Duluth, MN 55802
p: 218-336-8700
f: 218-336-8770

Secondary



Sec. Transition Agenda and Guided Template



NLSEC Secondary Transition IEP Meeting Agenda

Student:

Date:

Employment	Postsecondary Education & Training
Student Vision for after high school:	Student Vision for after high school:
Personal Strengths & Assets -current observable skills/abilities related to employment vision that student demonstrates (acad, funct...):	Personal Strengths & Assets -current observable skills/abilities related to postsecondary education/training vision that student demonstrates (acad, funct...):
Skills to build on (current and future goals/objectives/needs):	Skills to build on (current and future goals/objectives/needs):
Who/What will help the student? How? -Programming/Supports (courses, specialized instruction, WBL, outside agency involvement, important people in their life and community, family, friends, acquaintances...):	Who/What will help the student? How? -Programming/Supports (courses, specialized instruction, WBL, outside agency involvement, important people in their life and community, family, friends, acquaintances...):



NLSEC Guided Secondary Transition IEP Meeting Agenda

Student:

Date:

Employment	Postsecondary Education & Training
<p>Student Vision for after high school:</p> <p><i><u>This is part of the student's measurable postsecondary goals (trans. Serv. pg 1) Where do they see themselves after high school or parents vision?</u></i> <i>This could be paid (competitive, supported, sheltered work), unpaid, Job Corps, Peace Corps, volunteering, OJT, military, etc. Make sure to have the student describe the position they want vs. the store or company they want to work at. Ex. Will work as a daycare assistant vs. will work at a daycare.</i></p>	<p>Student Vision for after high school:</p> <p><i><u>This is part of the student's measurable postsecondary goals (trans. Serv. pg 1) Where do they see themselves after high school or parents vision?</u></i> <i>This does not just mean college, think "training." What training will the student need in order to meet their employment goal? This could include a 4 year or 2 year college, 9+ month certificate programs (tech. school, apprenticeships, military, Job Corps, OJT, etc.</i></p>
<p>Personal Strengths & Assets -current observable skills/abilities related to employment vision that student demonstrates (acad, funct...):</p> <p><i><u>This is considered the present levels of performance in the IEP.</u></i></p>	<p>Personal Strengths & Assets -current observable skills/abilities related to postsecondary education/training vision that student demonstrates (acad, funct...):</p> <p><i><u>This is considered the present levels of performance in the IEP.</u></i></p>
<p>Skills to build on (current and future goals/objectives/needs):</p> <p><i><u>This is considered the present levels of performance in the IEP.</u></i> <i>Discuss student progress on annual goals that relate to the area of "employment" (basically all goals relate to employment). Ask parents/student if they have worked, volunteered, or demonstrate skills they have observed that relate to employment. If a student participates in WBL, discuss progress, explain job. Where is the student functioning when compared to soft skills (leadership, teamwork, communication, problem solving, work ethic, flexibility, interpersonal)? <u>The needs are identified in the PLAAFP. These can make up the students annual goals and objectives, transitional activities (trans. Serv. pg 2), accommodations, modifications.</u> These should assist in answering what the student needs to do or acquire in order to meet his/her measurable postsecondary goals.</i></p>	<p>Skills to build on (current and future goals/objectives/needs):</p> <p><i><u>This is considered the present levels of performance in the IEP.</u></i> <i>Discuss student progress on annual goals that relate to this area. Topics to discuss if appropriate, academics (reading, writing, math), organization, intellectual abilities, time on task, level of independence, behavior, etc. <u>The needs are identified in the PLAAFP. These can make up the students annual goals and objectives, and transitional activities (trans. Serv. pg 2), accommodations, modifications.</u> These should assist in answering what the student needs to do or acquire in order to meet his/her measurable postsecondary goals.</i></p>

Online/Virtual/Visual Format

My Vault

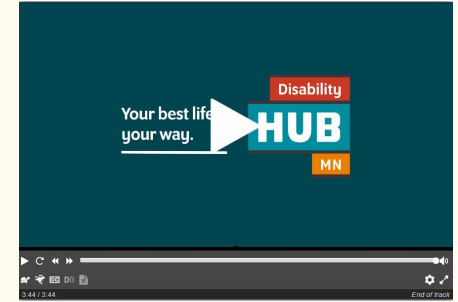
Benefit to Participants

Youth with disabilities and Families

- Safe access to their own information and plans electronically after graduation
- Have access to activities and tools to help plan and prepare for work and life
- Identify who is on their team, who can help with what and quick access to their contact information
- Easily and securely share information and files

Support professionals, including school staff, waiver case managers, VRS/SSB counsellors, and employment service providers

- Have contact information for the rest of the team members
- Have a way to clearly document steps taken for student to reach an informed choice about employment
- Easily securely share files and information
- Have access to planning tools and activities to use with students they support
- Being on the forefront of the systems change and new expectations that are coming
- Being able to inform the process and development of how My Vault is used in supporting students to achieve better employment outcomes



Possible Team Members:

- School Work-Based Learning Coordinators
- School Case Managers
- Waiver Case Managers
- VRS/SSB Counselors and other staff
- Waiver and VRS/SSB employment service providers
- Youth with disabilities in school or transition program
- Families of youth with disabilities

Vocational Rehabilitation Services

Counselors-

Cassie Erickson -Barnum, Willow River,
Wrenshall, Carlton, Moose Lake
Cindy Matheson-Cromwell-Wright, Esko,
Lake Superior, McGregor, Proctor
Josephine Grabowski-Cloquet
Andy Larson-Hermantown
Renae Hampton-Pre-ETS
(pre-employment transition services)

VRS Student Career Services:

..... Two Levels of Support

Introductory Career Services "Pre-ETS Only"	Vocational Rehabilitation (VR) Career Services "Pre-ETS Plus"
Which VRS Staff Coordinates These Services? Your school's Pre-ETS Representative is:	Which VRS Staff Coordinates These Services? Your school's VR Counselor is:
Which Students Should be Referred? <ul style="list-style-type: none">★ Students with IEPs, 504 plans, or other medical/mental health documentation★ Students ages 14-21 can apply to either program at any time	
<ul style="list-style-type: none">➤ Typical starting point for students in 9th, 10th, or 11th grade➤ Serves as a "first step" for students who may only need Introductory Career Services	<ul style="list-style-type: none">➤ Typical starting point for students in 11th and 12th grade or 18-21 transition programming➤ May serve as a "next step" for students requiring supports beyond Introductory Career Services
What are the Services? May include any of the 5 Pre-Employment Transition Services (Pre-ETS) as needed: <ul style="list-style-type: none">➤ Job Exploration➤ Work-Readiness Training➤ Work Experiences➤ Self-Advocacy Training➤ Training and College Exploration	What are the Services? May include any of the 5 Pre-Employment Transition Services (Pre-ETS) plus extra services and supports as needed (i.e. coaching to support a work experience). Plus supports after high school graduation to help with: <ul style="list-style-type: none">➤ Postsecondary education or training➤ Finding a job➤ Keeping a job
How Long Can a Student Receive Services? Services available ONLY while enrolled in school.	How Long Can a Student Receive Services?



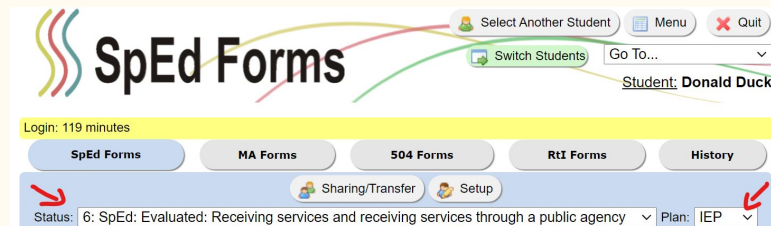
Mentoring Day Update

Large event will be postponed for the 2021-22 school year.

NLIC is looking at other options to share information and resources with students, families and teachers.

SpEd Forms

- July 1, 2022 IIIP will be removed from SpEd Forms
 - Select status 6, change plan to IEP
 - County folks still need view access to students



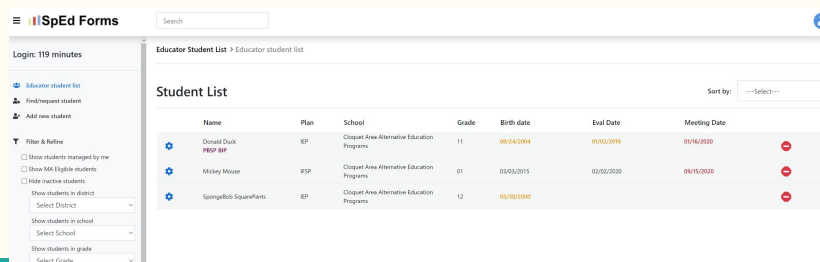
- Edit Parent Address in the Student Setup - Case Managers only

Parent/Guardians			
Name:	Mr. Donald Duck Senior	Phone(home):	222-333-4454
Relationship to child	Parent	Phone (work):	333-222-4444
Address:	Disney Drive downtown	Phone (cell):	777-666-8889
City/State/Zip:	Orlando, FL 48487	Email:	mouse@cat.org
Name:	Mrs. Daisy Duck	Phone(home):	444-666-1352
Relationship to child	Parent	Phone (work):	543-666-2222
Address:	Orlando circle	Phone (cell):	555-666-7777
City/State/Zip:	Orlando, FL 55499	Email:	cat@mouse.org

[Edit parents](#)

- SpEd Forms removed "standards-based need" link on Goal page in the October update
 - Poll: How many people used this link for state standards?

- SpEd Forms 2.0
 - [Video](#) on how to switch



MDE Program Monitoring **Assistance and Compliance** (NOT Compliance and Assistance)

- New A&C Director at MDE + Pandemic=new changes
- 7 files pulled last year across NLSEC
 - 1 Hermantown
 - 2 Esko
 - 2 Barnum
 - 1 Cloquet
 - 1 Proctor
- 2021-22 will be similar, only monitoring a few files for federal indicators
- Developing new process for monitoring Progress Reporting and Policy starting 2022-23

December 1 Child Count is Coming!

- What is it and why?
- COVID-related
- Questions about this process?



HA-HA!

Emergency Teacher Kits

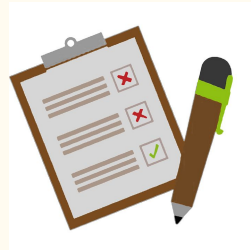
Reminders of New Law and Interpretation since 2020

- Stand Alone FBA Allowance
- “Skipped” Evaluation Allowance
- Open Enrollment and Special Transportation Change
- COVID Recovery Services and Supports



Evaluation Planning Meetings

- **STRONGLY, HIGHLY** recommended. Why? It just prevents so many “after the fact” issues
 - Parents might have outside info and important info to share that school staff wasn't aware of
 - A good place to check on hearing and vision status
 - Itinerant team members get missed
 - Present levels of performance discussions make for a more comprehensive eval



“Skipped” Evaluations (NLSEC term, not MDE)

- Remember the basics
 - It’s allowed in some cases, but consider this only with parent, and needs parent consent
- What not to do
 - Determine to skip without parent
 - Skip more than 1
- When not to do it-some examples
 - student aging out of Developmental Delay
 - considering changing primary disability
 - considering that the student may be discontinuing from special education
 - student in grades 7, 8, or 9 and transition has not yet been evaluated
 - more than 5 years since a comprehensive evaluation has been completed

“Skipped” Evaluations cont’d

- More examples of when not to skip:
 - additional areas of need since the last comprehensive evaluation
 - concerns about the student’s lack of progress given the child’s developmental and cognitive level
 - Senior example-NO!
 - Low Incidence Primary Disability-NO!

Timeline: Ensure that a date is recorded somewhere that it was determined within the 3-year re-evaluation period. We recommend doing this on the **NOTICE OF AGREEMENT THAT A 3-YEAR RE-EVALUATION IS NOT NEEDED** form, in the **DATE SENT** box

SpEd Forms

MA Forms

504 Forms

RtI Forms

History



Sharing/Transfer



Setup

Status: 4: SpEd: Evaluated: Receiving special education services



Plan: IEP



Phil McCup is a resident of 0094. Please ensure a copy of due process forms are sent to 0094.

☒ REFERRAL AND EVALUATION

ECSE Referral for Screening/Evaluation	ECSE Child Outcomes Summary form
Referral Review and Assessment Determination	Review of Existing Data
Notice of a Team Meeting	Record of a Team Meeting
Eval./Reval. Plan Prior Written Notice	Notice of Agreement that a 3 Year Reevaluation is Not Needed
Notice of Proposed Screening: IDEA Part B – ECSE	Stand-alone Functional Behavioral Assessment (FBA)
Evaluation Report	Procedural Safeguards
Team Overview	Medical documentation: AD/HD

Principal Check-Ins Re: **Special Education Recovery Services and Supports**

- Recommended special education building team meetings to discuss your school's/district's system
- Several case managers have sent letters or communicated with families in some way already, regarding the impact of COVID-19
 - Questions?
 - Feedback?
- Student data review should be happening now and through the fall, to help determine need
 - Benchmarks, other assessment data, progress reports

Principal Check-Ins Re: Special Education Recovery Services

- The meetings:
 - Annual IEP meetings OR
 - Special meetings in response to request to discuss recovery
 - Bring data to the meetings, to combine with parent and team input, to determine need as a group
- The 4 “buckets” of service to consider
 - General Education Recovery Services
 - IEP Revision
 - ESY
 - Compensatory Education
- The who and the when

Parent Request for Evaluation

If a parent requests a special education evaluation for their child, either verbally or in writing, *the district must respond by:*

- developing an evaluation plan within a reasonable time, or
- sending a prior written notice (PWN) explaining why the district is refusing to conduct an evaluation, within 14 days of the date the request was made.

Conflicts in Special Education

- Balance between Power Struggles and Parent “wins”
- Rejection of Proposal/Refusal in PWN-parent has 2 options
- Conciliation Conference (notify coordinator)
- Mediation with MDE (Dena leads)
- Facilitated IEP Meetings (Coordinator or Dena leads)
- Due Process Hearings (Dena)





“We’re
Toast!”

When New Students on Your Caseload Move In:

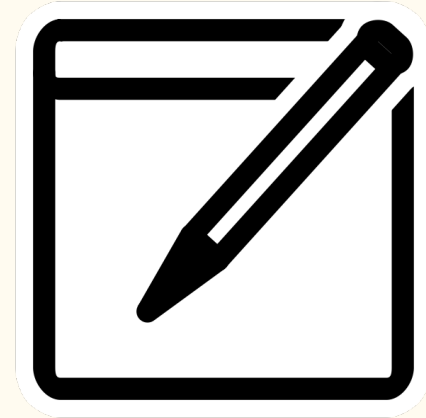
- Complete a Coop Data Form
 - 1 gets auto-sent to NLSEC for tuition billing
 - 1 gets auto-sent to MARSS for accurate data
- For the above, keep alert if student doesn't live in district or there is question of residency (where parents live in most cases, but not all)
- Look at records received-both SpEd forms and cumulative
- Call the previous school if needed, don't wait for records in a way that would delay services
- Look carefully at services/providers and notify team of new student
- Hold a team meeting to acclimate family and new team to each other

Non-Public Students (homeschool or private school)

- Resident district is responsible for **providing** FAPE for these students
- Please have a process for tracking and following due process requirements of these students that you know about.
 - Family has indicated that they are moving to non-public
 - Propose FAPE through an ISP
- A parent may revoke all services in this case
- Accredited Online Schools are responsible for Special Education if students enroll there

Excusal Forms For IEP Meetings

- Who needs excusal forms?
- Who are the core members?
- How often, how many and when?



We're Asking For Some Grace.

Love, your Special Education Coordinators

Last year, most support was virtual, this year they can't fit in as much

Please follow the chain and ask questions of your coordinator if your fellow building staff can't answer

The coop leadership team works really hard to find your answers (the correct ones) and then we're moving on to the next. Some teams ask over and over..please don't

Triage vs. bigger projects you've asked for. Could a question or situation be worked through at the building level with support staff (psychs, SW, other teachers)

Please allow a reasonable amount of time for a response. With 12 districts, it's almost impossible to answer right away or even that day.

All of this will help us serve you faster for the things you need us for most!

Upcoming Trainings

- **Communication Committee** (invite only for representatives) - October 13, 2021 12-3 Carlton Co. Transportation Bldg.
- **New Special Education Staff** - Monthly Check-ins Virtual 2nd Thursday of each month starting October 14, 2021 3-4, via virtual platform
- **Part C Webinar**, October 15th, NLSEC conference room, 12:00-2:30
- **MN Region 3 Deaf/Hard of Hearing Webinar** - October 28, 2021 10:00-1:30PM Virtual
- **Viewing of Woodcock-Johnson Webinar by Dr. Dehn** - November 2, 2021 8:30-3:30 NLSEC Conference Room
- **BDI-3 Webinar**, November 5th, PAC 10:30-3:00
- **Strategies and Support to Use with Students with DCD** - November 10, 2021 8:30-3:30 Cloquet Schools Admin Bldg. Garfield Board room
- **Healthy Sexuality and Relationships Training and Support** put on as needed by ARC Northland
- **Strategies and Support to Use with Students with SLD** - December 8, 2021 8:30-3:30 Cloquet Schools Admin Bldg. Garfield Board room
- **Help! I'm A Secondary Transition Teacher. Now What?!** - December 14, 2021 8:30-2:30 NLSEC Conference Room
- **Annual Paraprofessional Training** - January 17, 2022 8:30-2:30 Esko HS MLK Day Training
- **Strategies and Support to Use with Students with ASD series offered by NLA staff** - January 25, 2022, February 8, February 22, March 8 3:30-4:30 Virtual
- **Assistive Technology Training** - February 2, 2022 Time TBD Carlton County Transportation Building
- **Communication Committee** February 8, 2022 8:30-11:30 via virtual platform
- **Strategies and Support to Use with Students with EBD** - February 9, 2022 8:30-3:30 Cloquet Schools Admin Bldg. Garfield Board room

Parent Advisory and Family Support Committee

- Pamphlets for parents/families seeking support and connections with agencies that provide assistance to families.
- Yellow posters where visible by parents (meeting rooms, office, etc).



THANK YOU FOR SHARING
THIS INFO OUT WITH
YOUR BUILDING TEAM!