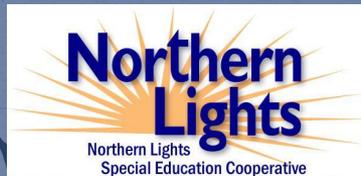


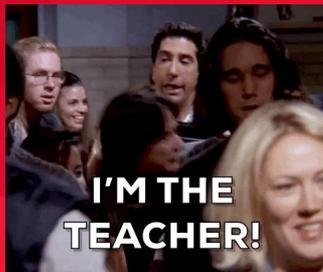
COMMUNICATION AND ADVISORY COMMITTEE

FEBRUARY 8, 2022





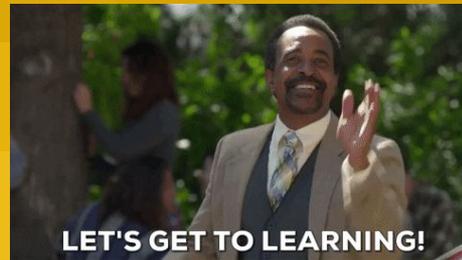
1



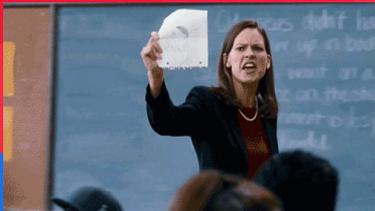
2



3



4



5



6



8



7



10



11



12



13



9

AGENDA

- ✘ SpEd Forms updates and helpful hints
- ✘ Sample IEP Team Meeting Agendas
- ✘ Parent Resource Booklets
- ✘ MTAS Reminders
- ✘ Supporting Students on IEP utilizing Person Centered Planning Approaches
- ✘ Progress Reports, IEP agendas, & instructional models
- ✘ Programming & sel curriculum
- ✘ MDE Assistance & Compliance Updates
- ✘ Special Education Recovery Supports and Services Update
- ✘ Time and Effort Reminders
- ✘ Upcoming trainings
- ✘ CPI Training Info
- ✘ Input on future PD
- ✘ General Q&A



AND NOW, A COMMENTARY ON MODERN TIMES



SPED FORMS

✘ IIP will be removed July 1, 2022

Verify IIP finalized, change to status 6, change to IEP/IFSP

✘ Standards-based needs have been reinstated in the goal area

Language arts not updated, yet

✘ Report - View Student History →

Faster way to print/view forms

✘ Stand Alone Progress Report option available in 2.0 only →

✘ Thursday's at Three topic suggestions?

Student history report
Login: 119 minutes

999999990000	Duck, Donald			
	History Type	Created By	Date	
	Evaluation Report	Sharon Pross	06/03/2019 08:50 AM	View
7236782368263	Mouse, Mickey			
	History Type	Created By	Date	
	Evaluation Report	Dana Hagen	09/30/2021 07:17 AM	View
	Evaluation Report	Dana Hagen	09/30/2021 07:18 AM	View

7236782368263_E_.pdf 7236782368263_E_.pdf 999999990000_E_.pdf Show all

Don... > SpEd Forms > Individualized Education Program (IEP) > Stand-alone progress report list > Stand-alone progress report

[Save](#) [Print](#) [Finalize](#)

Progress report date: 01/11/2022 [Add](#)

Goal 1: [Delete](#)

Date: mm/dd/yyyy

The extent to which that progress is sufficient to enable the pupil to achieve the goals by the end of the year.

Insufficient progress Adequate progress Goal met

SPED FORMS

- X Accomodations
- X Complete list of accommodations in SpEd Forms
- X Suggestions for additional statements?
- X Added statements will appear at the top of the list

Program Modifications, Supports and Adaptations in General and Special Education

The IEP Team has determined that no Modifications, Supports and Adaptations are necessary for CHLD to participate in General and Special Education.

ASSIGNMENTS

CHLD will be required to complete ____% of assigned assignments/homework, as identified by the classroom teacher, in the following classes:

Upon request, CHLD will be allowed to orally present classroom/homework assignment in lieu of a written paper.

Classroom instructors, in consultation with the IEP Manager, will break apart large or multi-step assignments and tasks into a series of smaller and more manageable tasks.

CHLD will be provided additional time to complete classroom and homework assignments in the following classes:

CHLD will be provided a duplicate set of school textbooks to keep at home in order to complete homework assignments for the following classes:

CHLD will be allowed to complete all classroom assignments and tests using printing rather than cursive writing.

CHLD will be allowed to use graph paper in completing math assignments.

CHLD will be allowed to use a calculator when completing math assignments.

The classroom teacher will provide CHLD with a list of discussion questions before reading assignment material.

BEHAVIOR MANAGEMENT

School staff will positively reinforce CHLD for on-task behavior.

School staff will implement the attached individualized Behavioral Intervention Plan (BIP).

Staff will provide verbal prompts, stated in a positive manner including the desired behavior, to redirect CHLD's behavior.

CHLD will be allowed to return to the special education classroom when upset or needing to calm down.

School staff will visually signal CHLD as a reminder to

CHLD will be offered choices in order to minimize arguments and defiance. (Do you want to do your math or social studies first?)

CHLD will be provided sensory breaks and opportunities for movement on a regularly scheduled basis and when CHLD exhibits dysregulation to help with self-regulation and attending issues.

To help with self-regulation and attending, CHLD will be provided sensory breaks and opportunities for movement on a regularly scheduled basis and when _____

CHLD will be directed to return to the special education classroom when CHLD's behavior significantly disrupts the learning of others within the mainstream classroom, as determined by the classroom teacher.

CHLD will be provided 'fidget' manipulatives to use when _____

ENVIRONMENTAL/PHYSICAL ACCOMMODATIONS

CHLD will be provided preferential seating within the following classes:

CHLD will be seated in close proximity to the teacher in the following classrooms:

Following classroom instruction, CHLD will be permitted to work at a study carrel or other area where visual and verbal distractions are minimized.

CHLD will be permitted to use the elevator to access classes on different floors of the school building.

CHLD will be dismissed from classes 5 minutes early in order to travel hallways safely and arrive at classes on time.

CHLD will be provided opportunities for movement within the classroom.

Upon request, CHLD will be allowed opportunities for movement (e.g. get a drink of water, go to the restroom, etc.).

GRADING

CHLD will be graded on a pass/fail basis in the following classes:

CHLD will be graded, in part, based upon effort and class participation, in the following classes:

CHLD will be graded based upon progress in meeting IEP goals in the following areas:

CHLD's schoolwork will be graded based only on the number of problems or questions completed.

CHLD's grades will not be penalized for misspellings on classroom assignments, homework and tests.

CHLD's grades will not be penalized for penmanship on classroom assignments, homework and tests.

HEALTH/MEDICATION

CHLD will go to the health office daily at ____ in order to

CHLD will carry an epi-pen while at school.

CHLD's blood sugar level will be monitored daily by the school nurse.

SAMPLE IEP TEAM MEETING AGENDAS

*Courtesy of Region 10 AT CoP

Paragraph format

- ✗ [PDF](#)
- ✗ [Google](#)

Student Name, Date of IEP Meeting: _____ Time: ____

I have received a copy of my Notice of Procedural Safeguards.

Parent/Guardian Signature: _____

*Signature indicates attendance at the meeting.

_____ Parent (Required)

_____ Parent

_____ Student (Required for 9+)

_____ Special Ed Teacher (Required)

_____ Admin Designee (Required)

_____ Home School Representative

_____ Service Provider

_____ Service Provider

Agreement Regarding IEP Team Member Attendance (Required team members cannot be excused)

I understand that _____ is/are not able to be in attendance at the team meeting. I agree to waive the meeting without them.

_____ Content area of Excused member will not be discussed or modified at the IEP meeting.

The District and Parent voluntarily agree that team member _____ does not need to attend the IEP meeting held on _____ because he/she has provided or will provide the IEP team (including the Parent) with written input into the IEP before the meeting OR verbal input into the IEP during the meeting and before being excused.

OR

_____ Content area of excused member will be discussed or modified at the IEP meeting.

The District and Parent voluntarily agree that team member _____ does not need to attend the IEP meeting held on _____ because he/she has provided or will provide the IEP team (including the Parent) with written input into the IEP before the meeting OR verbal input into the IEP during the meeting and before being excused.

Table format

- ✗ [PDF](#)
- ✗ [Google](#)

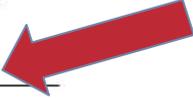
Student:	Case Manager:	Date:
Introductions	Attendees: <ul style="list-style-type: none"> • Parent • Student • Special Education Teacher/Case Manager • General Education Teacher • District Representative 	
Review Procedural Safeguards	Key points to review: <ul style="list-style-type: none"> • Free and Appropriate Public Education (FAPE) • Least Restrictive Environment (LRE) • Participation - Parent/guardian is critical team member. • Prior Written Notice & Consent/Objection • Dispute Resolution Process • Access to School Records & Confidentiality 	
	Copy of safeguards taken? <input type="checkbox"/> Yes <input type="checkbox"/> No Questions?:	
Purpose of the Meeting	School-based purpose: Parental items for discussion:	
Student Information	Updates to first page of IEP?: Other services provided by public agencies (e.g., county case management, VRS, public health)?	
Classroom Performance	Student strengths: Grade-level expectations: Academic engagement & grades: Concerns / student needs:	
	<p style="background-color: yellow;">[Information is typically not added to this section prior to the meeting. However, one notable example of when input may be summarized in advance is in secondary buildings when input is gathered from multiple teachers who will not be in attendance at the meeting.]</p>	
Annual Goals & Service Plan		

RELEASE OF INFORMATION REMINDER

8. I understand that:

- By signing this form, I am requesting the information identified in Section 5 will be exchanged between the school and the organization identified in Section 4;
- I may stop this consent at any time by writing the district, school or person identified in Section 3;
- When the information specified in Section 5 is exchanged between the school and the third party identified in Section 4, the information could be redisclosed by the party that receives it and may no longer be protected by federal or state privacy laws;
- If the organization in Section 4 is a health care provider, they will not condition treatment, payment, enrollment or eligibility for benefits on whether I sign this consent form; and
- By signing this form, I authorize release of information gathered up to the date and for 1 year after I signed this form, or until the date or event specified here:

on , or or specific event: _____

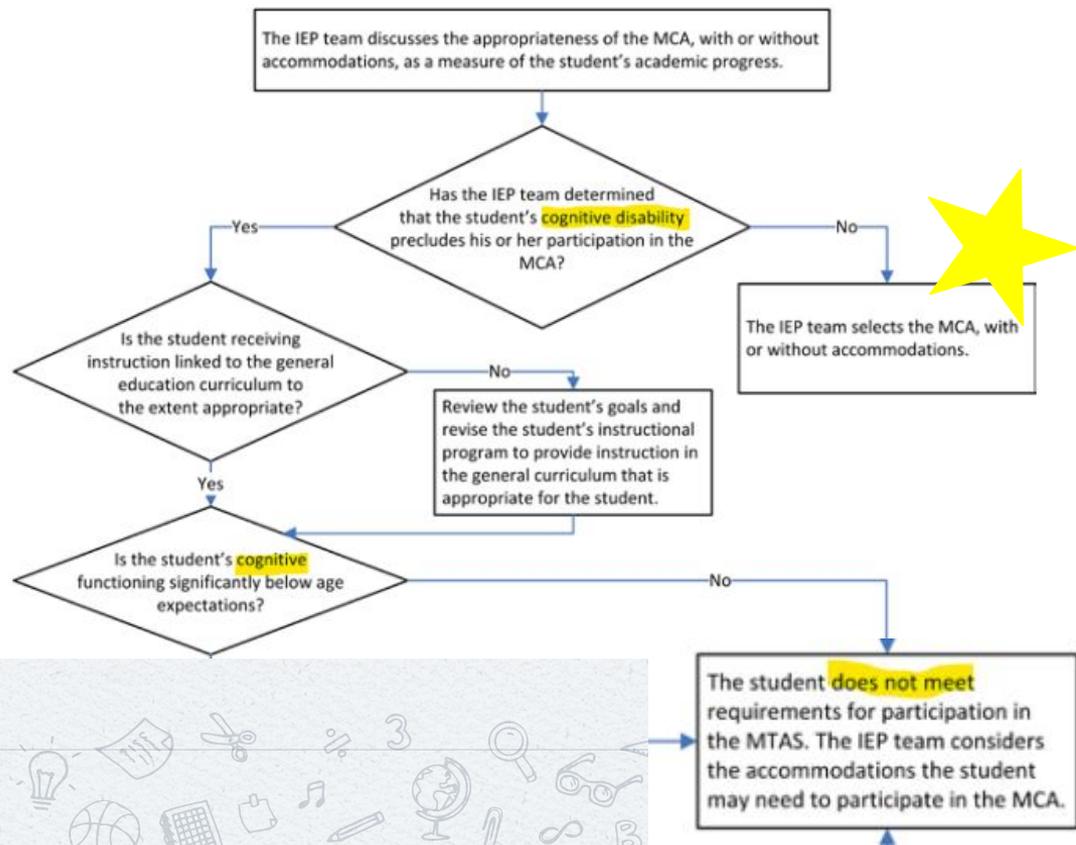


You can put anticipated graduation date of student once in high school and you are needing to complete for VRS or County services.

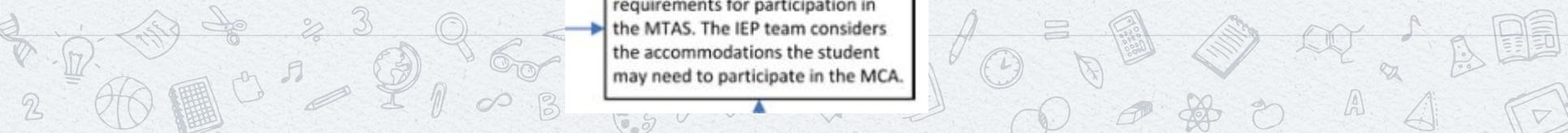


MTAS....

Decision-Making Process for the MTAS



MCA and MTAS Resources





Break Examples: June 15-August 30:
Student does or does not recoup by Thanksgiving.

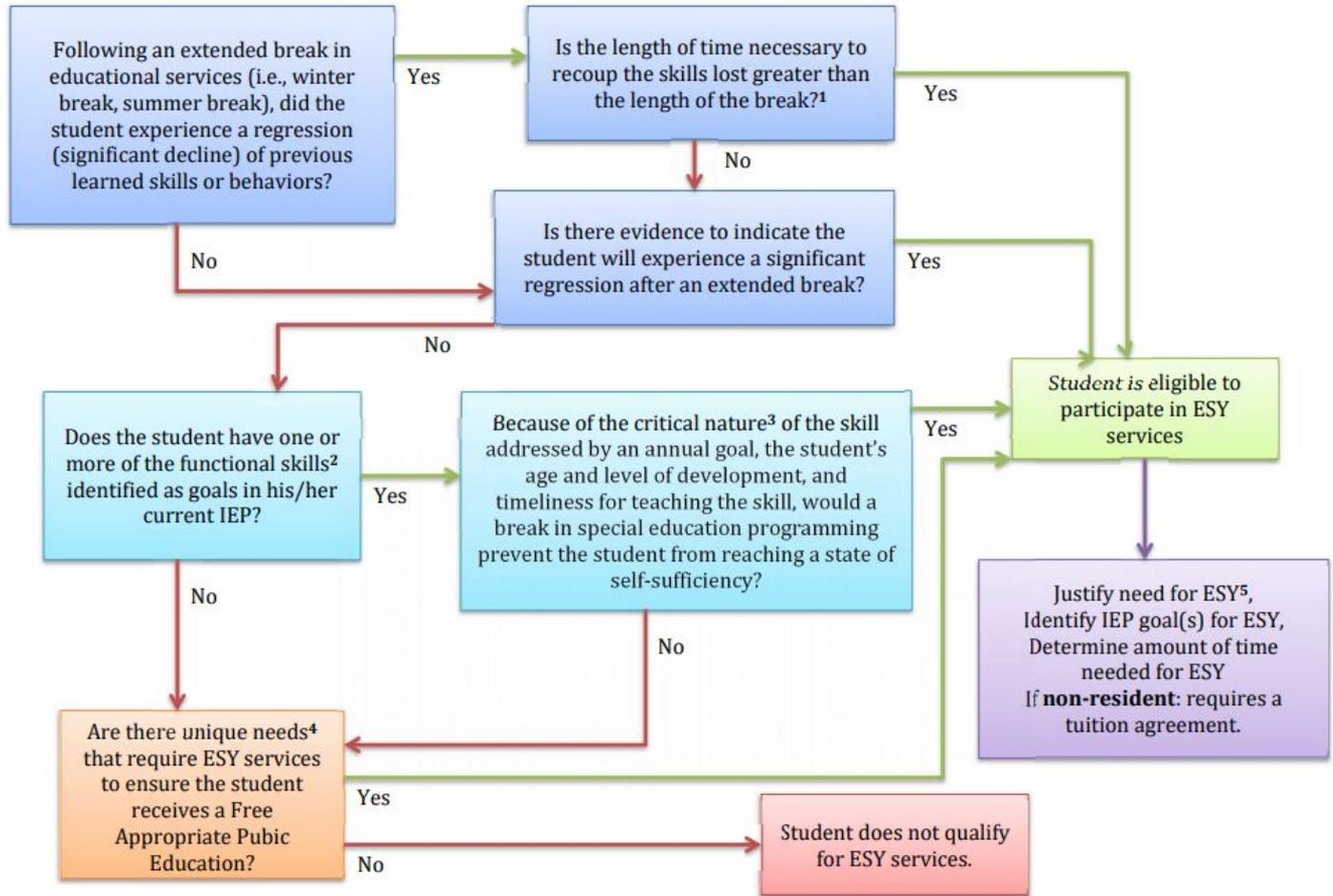
December 21-Jan 2:
Student does or does not recoup by January 17

Who can receive ESY?

Not every student with a disability will be entitled to receive ESY services. The student's IEP team determines his/her eligibility for ESY annually by documenting student need in at least one of three conditions:

- **Regression/Recoupment** – “there will be significant regression of a skill or acquired knowledge from the pupil’s level of performance on an annual goal that requires **more than the length of the break** in instruction to recoup unless the IEP team determines a shorter time for recoupment is more appropriate;”
- **Self-sufficiency** – “services are necessary for the pupil to attain and maintain self-sufficiency because of the critical nature of the skill addressed by an annual goal, the pupil’s age and level of development, and the timeliness for teaching the skill; or”
- **Unique Need** – “the IEP team otherwise determines, given the pupil’s unique needs, that ESY services are necessary to ensure the pupil receives a free appropriate public education.”

Decision Flowchart: Extended School Year



Last day of school be like



Here's the Nuts 'n Bolts that staff will hear about in an email from us:

- ❑ “More Data Needed” needs to be changed to “yes” or “no” (This requires a PWN)
- ❑ Three ways to qualify - determination based on data - primarily from progress reports and data collected before and after breaks. **Students need to qualify....not just benefit from ESY.....not just regression.....**
- ❑ SpEd Forms Worksheets due to your ESY admin **April 30thish.....**
- ❑ Procedure for documenting ESY - handout describes.
- ❑ Consider variety of program options (home program packets, etc), should not be more than services during the school year, etc
- ❑ **Finalize** ESY worksheets and complete **ESY coop data** form



ITINERANT AND RELATED
SERVICE STAFF



IEPS & PROGRESS
REPORTS

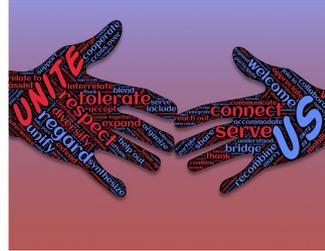
WORK FOR YOUR DISTRICT
AND ARE YOUR DISTRICT'S
STAFF OF RECORD

PI, VI, WBL,
D/HH, PT, OT

EVAL PLANNING AND
MEETINGS

Parent Resource Booklet

For parents/guardians of preschool and
school-age children



Northern Lights Interagency Council (NLIC)

January 2021

Electronic version of this booklet can be found at Northern Lights Special Education Cooperative:
www.nlsec.org

PARENT RESOURCE BOOKLETS

More booklets needed?

LIFE TRAJECTORY

- ✗ Share and take ownership and pride in their personal views, hopes and dreams.
- ✗ Timeline of past, current and future experiences
- ✗ Empowers open dialogue
- ✗ Focus on creating a pathway and sets high expectations

Life Trajectory Worksheet

Past Life Experiences

Chores; boy scouts;
School inclusion/circle of friends;
Birthday parties;
Riding bike;
Family vacations;
Church youth group;
Debit card;
Football manager;
Homecoming king;
Volunteering
High School diploma

LIST past life experiences that pushed the arrow toward things you don't want.

Special education low expectations;
Para glued to Ben's side;
Pressure to segregate;
Medication side effects;
Scoliosis;
Seizures;
Physical barriers;



Write current age here
25

Future Life Experiences

LIST current/ future life experiences that continue supporting your good life vision.

Volunteer at fire station;
Find more volunteer ops;
Workout regularly;
Keep in touch w/ friends;
Increase alone time;
Go out with friends;
Spend daytime hours out of the house;
Explore micro enterprise;

LIST life experiences to avoid because they push you toward things you don't want.

Sitting at home watching TV all day;
Rely on paid supports;
Gain weight;
Eat unhealthy foods or drink too much Pepsi (caffeine);

VISION for a GOOD LIFE

LIST what you want your "good life" to look like ...

- Family and friends
- Girlfriend
- Vacations
- Concerts; WWE; Nascar
- Tattoos
- Money; job or my own business
- Volunteer at fire station
- Being Tiger football manager
- Church
- Healthy & fit
- Good food; Pepsi
- Basketball
- Royals baseball
- Staying active

What I DON'T Want

- Poor health, heart disease, diabetes;
- Poverty/no money;
- Guardianship; institution/group home;
- Segregation/isolation; being lonely
- Being treated differently;



DISABILITY HUB

- ✗ Tool to support individuals and their families with solving problems, navigating the system and planning for their future.
 - ✗ Health
 - ✗ Benefits
 - ✗ Work
 - ✗ Housing
- ✗ **Objective:** Share with families on a yearly basis -add to transition services page. “Student/Family will learn about services offered through Disability Hub.



MY VAULT

Secure, personal account used by people with disabilities and those who support them to explore and plan, store and share files, create contact lists, and clearly document activities that lead to an informed choice.

- [Disability Hub MN - Vault](#)
- Four-minute [Welcome to My Vault](#) video
- Create your own account
- Help students/families create their own accounts
- Help students do activities
- Use My Vault to improve communication and collaborate
- Share activities, documents, and information using My Vault



REGISTER AN ACCOUNT

My Vault Instructions



How to create a My Vault account



My Vault is a secure, personal account you can use to explore your options around work, benefits and housing; store and share files; and save favorite articles and tools. Your account is yours to use for all the planning in your life, no matter what agency or organization you are working with.



www.disabilityhubmn.org

Sign in to My Vault

Email:

Password:

[Forgot password?](#)

[New to My Vault? Create an account](#)

What is My Vault?

My Vault is a secure, personal account you can use to explore planning paths and activities, access your saved Estimator sessions, store and share files, and find the links you've saved to your favorite articles and tools.

My Vault is a shared service of Disability Hub MN, DB101, and HB101. You can access My Vault from each of these sites.

Your best life, your way. 

Disability Benefits 101
Your home. Your choice.

Housing Benefits 101
Your home. Your choice.

Instructions for adding contacts, sharing files.



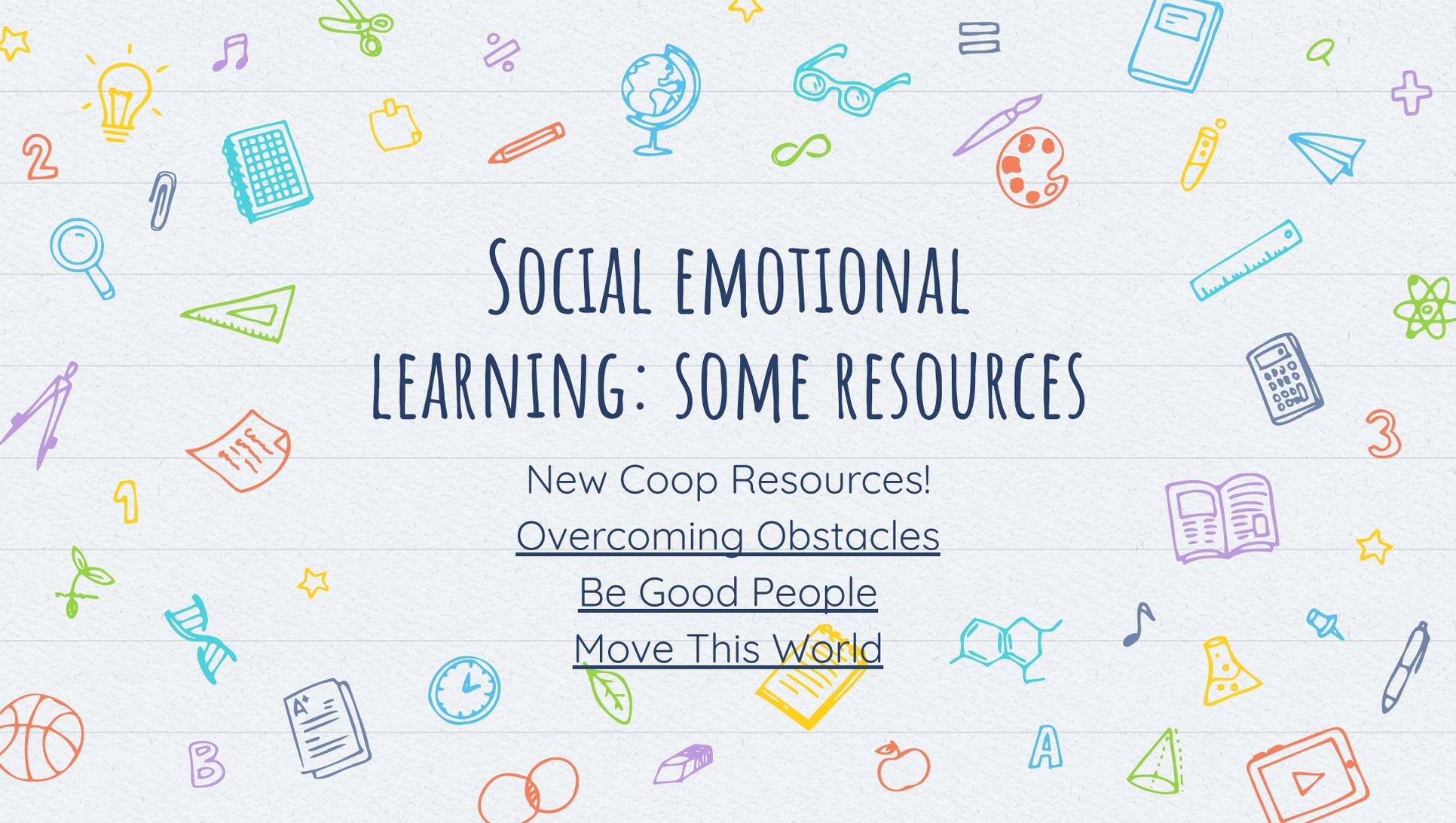


PROGRAMMING: THINK OUTSIDE THE BOX

Remember that the “I” in IEP stands for *individualized* and we must program for student need and not around school or bell schedules.

Examples of Creative Programming: Service times written by month, week, or sessions per quarter/semester.

Building a rotating schedule--Heidi's example.



SOCIAL EMOTIONAL LEARNING: SOME RESOURCES

New Coop Resources!
Overcoming Obstacles

Be Good People
Move This World



GOALS AND PROGRAMMING RELATED TO THE DISABILITY AND NEEDS

IN THE CASE OF A PUPIL WHOSE BEHAVIOR IMPEDES THE PUPIL'S LEARNING OR THAT OF OTHERS, CONSIDER, WHEN APPROPRIATE, STRATEGIES, INCLUDING POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS TO ADDRESS THAT BEHAVIOR; MINNR. 3525/2810, SUBP.2(B)

IT IS CRITICAL THAT BEHAVIORAL INTERVENTION PROGRAMS FOCUS ON SKILLS ACQUISITION RATHER THAN MERELY BEHAVIOR REDUCTION OR ELIMINATION. BEHAVIORAL INTERVENTION POLICIES, PROGRAMS, OR PROCEDURES MUST BE DESIGNED TO ENABLE A PUPIL TO BENEFIT FROM AN APPROPRIATE, INDIVIDUALIZED EDUCATIONAL PROGRAM AS WELL AS DEVELOP SKILLS TO ENABLE THEM TO FUNCTION AS INDEPENDENTLY AS POSSIBLE IN; MINN R 3525.0850

"POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS" MEANS INTERVENTIONS AND STRATEGIES TO IMPROVE THE SCHOOL ENVIRONMENT AND TEACH CHILDREN THE SKILLS TO BEHAVE APPROPRIATELY, MINN. STAT. 125A.0941(D)



MDE ASSISTANCE AND COMPLIANCE UPDATES..CONT'D

- x Policies and Procedures Review Checklist
 - x Indicator 4: Suspension, Expulsion
 - x Indicator 9: Disproportionate racial/ethnic groups needing SpEd
 - x Indicator 10: Disproportionate racial/ethnic groups needing SpEd in certain disability categories



SPECIAL EDUCATION RECOVERY SERVICES AND SUPPORTS

**MDE will be asking Dena for
data approx. in August:
Spreadsheet for Case Mangers**

TIME AND EFFORT REMINDERS

- ✘ All Special Ed. staff need to turn in time and effort, as a fiscal requirement.
- ✘ Lake Superior and Cloquet were monitored last year, at least 2 other districts will be chosen this year.
- ✘ For teachers and paras that have a regular schedule, semi-annual may be enough. If schedules change, monthly is needed.
- ✘ For nurses, SLP, social workers, etc., T&E needs to be monthly

IMPORTANT CRITERIA TO BE INCLUDED:

- ✗ Employee Name- Job Title
- ✗ Full time period being represented
- ✗ Days of the week and times
- ✗ Activity performed- student initials, if applicable
- ✗ Any non special education time is clearly marked
- ✗ Signed and dated after the END of the period
- ✗ Turned in to principal for review



SPECIAL EDUCATION TEACHER EXAMPLE 2

School Name

Employee Time Card

Employee Name, Special Education Teacher

Time cards are due in the school office on the 1st and 15th of each month. Lunch time is not included on time cards.

Date	Time In	Time Out	Hours	Daily Total	Description of Hours
10/3/2016	7:45	1:45	6	6	Small group, collaboration, paperwork, phone calls
10/4/2016	7:45	12:30	4.75	7.25	Small group, paperwork, phone calls
	2:30	5:00	2.5		Evaluation planning meeting
10/5/2016	8:00	1:00	5	5	Small group, prep for sub, consult w/School Psych
10/10/2016	7:30	1:30	6	6	Small group, consult with OT
10/11/2016	7:45	12:00	4.25	5	Small group, paperwork
	12:30	1:15	0.75		
10/12/2016	7:30	12:00	4.5	5.5	Prep, small group, visit with consultant
	12:30	1:30	1		Q-Comp mtg
10/13/2016	7:45	12:00	4.25	4.25	Small group work/collaboration
10/14/2016	7:45	8:30	0.75	0.75	Prep/paperwork
			Total Hours	39.75	

All activities listed above in "Description of Hours" are exclusively related to delivering special education services.

I verify that this time card represents 100% of the hours worked for SCHOOL NAME on each of the dates listed above.

Employee Signature and Date:	
Supervisor Signature and Date:	

SPEECH THERAPIST EXAMPLE

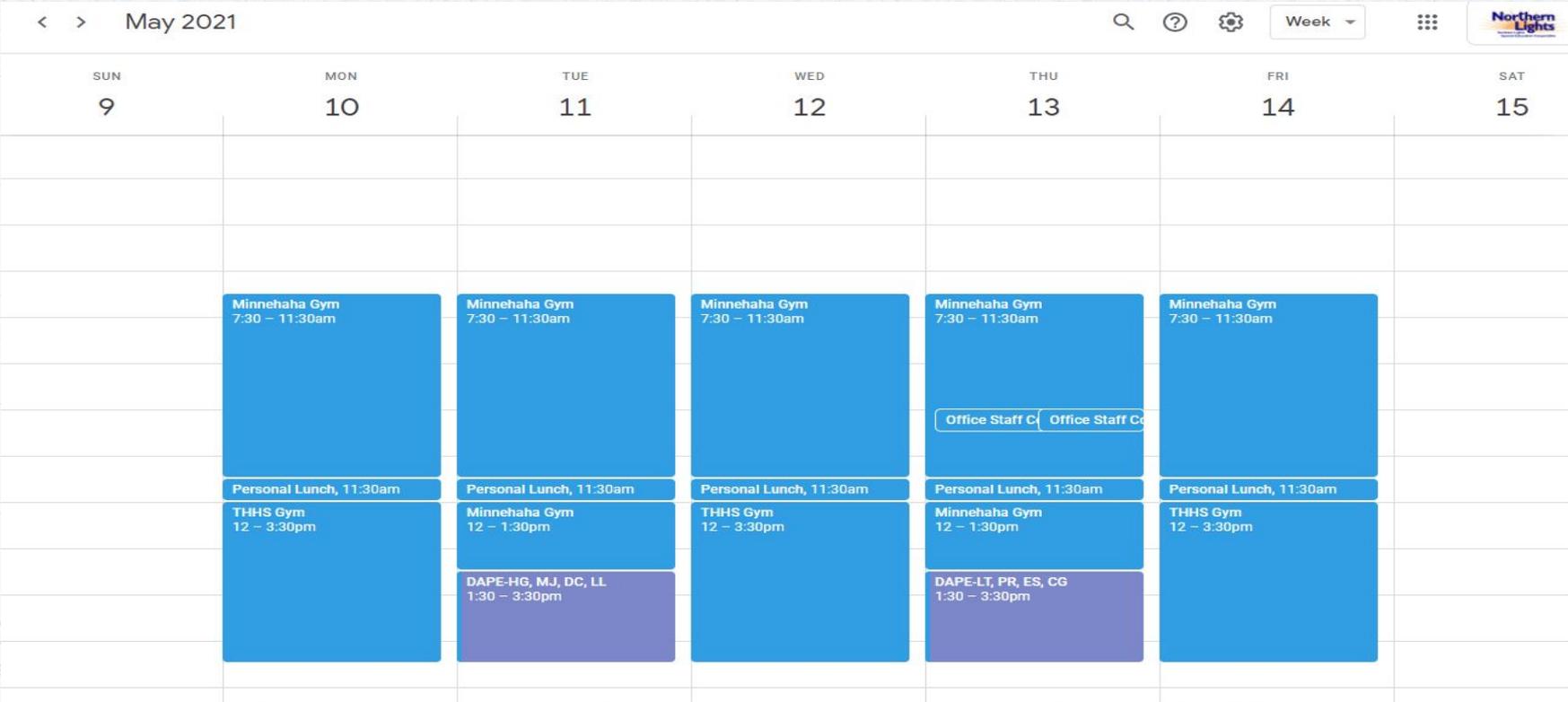
P. Hanson
Speech/Language Pathologist
Elementary School, Room 410

2016-2017 Schedule (4 day work week)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00	NO SCHOOL	Prep	Prep	Prep	Prep
8:00-8:25	NO SCHOOL	Hannah P.	Thomas R.	Hannah P.	Thomas R.
8:25-8:50	NO SCHOOL	Jaden B.	Avery L.	Jaden B.	Avery L.
8:50-9:15	NO SCHOOL	Ava T.	Ava T.	Ava T.	Ava T.
9:15-9:40	NO SCHOOL	Jacob N.	Jacob N.	Jacob N.	Jacob N.
9:40-10:05	NO SCHOOL	Samuel T.	Rosie R.	Samuel T.	Rosie R.
10:05-10:30	NO SCHOOL	Emma H.	Paul M.	Emma H.	Paul M.
10:30-10:55	NO SCHOOL	Olivia Y.	Mia P.	Olivia Y.	Mia P.
10:55-11:20	NO SCHOOL	Lucas W.	Liam B.	Lucas W.	Liam B.
11:20-12:00	NO SCHOOL	Noah P.	Isabella D.	Noah P.	Isabella D.
12:00-12:30	NO SCHOOL	My lunch	My lunch	My lunch	My lunch
12:35-1:00	NO SCHOOL	Testing/Prep	Testing/Prep	Testing/Prep	Testing/Prep
1:00-1:25	NO SCHOOL	Ethan S.	Sophia L.	Ethan S.	Sophia L.
1:25-1:55	NO SCHOOL	Riley G.	Mason P.	Riley G.	Mason P.
1:55-2:20	NO SCHOOL	Oliver H.	Oliver H.	Oliver H.	Oliver H.
2:20-2:45	NO SCHOOL	Amelia R.	Amelia R.	Amelia R.	Amelia R.
2:45-3:10	NO SCHOOL	Carter P.	Carter P.	Carter P.	Carter P.
3:10-3:45	NO SCHOOL	Prep	Prep	Prep	Prep

All students listed above have an IEP need for Speech/Language services.

TEACHER (DAPE) SPECIAL ED AND GEN ED TIME EXAMPLE



June 2015

June 2015							July 2015						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6			1	2	3	4	
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30					26	27	28	29	30	31	

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
May 31 - Jun 6	May 31	Jun 1 9:00am 5:30pm SPED Monitoring	2 9:00am 5:30pm SPED Monitoring	3 9:00am 4:30pm SPED Monitoring-Charters 9:30am Turn in PAR Support 4:30pm 5:30pm Vacation Request-L	4 9:00am 5:30pm SPED Monitoring 12:00pm 1:00pm Team Meeting (*MDE Conf Room CC-08 (12)) - Ramaley, Bridgette (5 9:00am 5:30pm SPED Monitoring	6
Jun 7 - 13	7	8 9:00am 3:30pm SPED Monitoring 3:30pm 5:30pm Charters-SPED Monitoring	9 9:00am 2:30pm SPED Monitoring 2:30pm 4:30pm HEADSTART REPORT 4:30pm 5:30pm SPED Monitoring	10 9:00am 5:30pm SPED Monitoring 10:00am 11:00am Team Meeting (*MDE Conf Room CC-08 (12)) - Ramaley	11 9:00am 2:30pm SPED Monitoring 2:30pm 5:30pm HEADSTART REPORT	12 Pay Day	13 9:00am 11:00am Charters-SPED Monitoring 11:00am 5:30pm SPED Monitoring
Jun 14 - 20	14	15 9:00am 5:30pm SPED Monitoring	16 9:00am 11:00am HEADSTART Report 11:00am 5:30pm SPED Monitoring	17 9:00am 5:30pm SPED Monitoring 9:30am Turn in PAR Support 11:30am 12:30pm SpEd Fiscal Team Meeting	18 9:00am 5:30pm SPED Monitoring 10:00am 12:00pm Compliance & Assistance Division Meeting (Central Par	19 9:00am 5:30pm SPED Monitoring	20
Jun 21 - 27	21	22 9:00am 5:30pm SPED Monitoring	23 9:00am 2:30pm SPED Monitoring 2:30pm 5:30pm Charters-SPED Monitoring	24 9:00am 5:30pm SPED Monitoring 10:00am 11:00am SpEd Fiscal Team Meeting (*MDE Conf Room C&A U-6) - Ramaley,	25 9:00am 1:00pm SPED Monitoring-Charters 11:00am 11:30am Charter discussion (B 1:00pm 5:30pm SPED Monitoring	26 Pay Day	27 9:00am 5:30pm SPED Monitoring
Jun 28 - Jul 4	28	29 9:00am 12:00pm SPED Monitoring 12:00pm 5:30pm Vacation request-Laura - Waldoch, Laura (MD)	30 9:00am 5:30pm SPED Monitoring	Jul 1	2	3	4

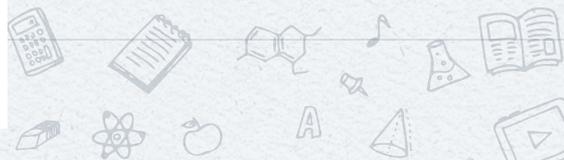
Accounts for all activities completed each day.

Non-SPED activities are listed separately since they are not eligible for payment with SPED funds.

Printed after the fact.

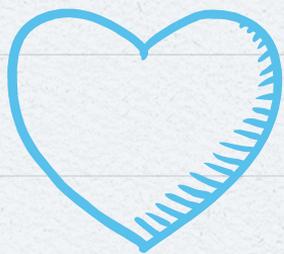
Employee Name

Another example....



NLSEC 2022-23 PD Input

Email Dena or your Coordinator with input



THANKS!

Any questions?

You know where to find us!