



Communication & Advisory Committee

11/14/23 - Carlton County Transportation Building

Agenda for the day

Today: some time to connect with colleagues, some info, and a game

Housekeeping: Bathrooms, breaks, intros, and devices

Some topics covered today:

- Co-Op consultant roles
- SpEd Forms Updates
- NLSEC AT Lending Library
- Child Count and Due process updates
- Programming updates
- “The Bookends” – ECSE and Secondary Transition/WBL Updates
- Upcoming Events and Trainings
- Literacy for Low Incidence
- Restrictive Procedures
- Science of Reading



Introductions

What is CAC & Is your district covered?

What is CAC and how is this information shared?

~Right now, check in with your district reps here today. Is every building in your district covered? Every age range (ECSE, Elem, MS, HS)?

~Make a plan to get the information from today out to your entire team. Additionally, let us know and we'll help you recruit a new team member!

~Share how you Share . . .



ASD & Behavior Consultants



Mike Cohen
Cloquet, Cromwell, Esko,
Lake Superior, McGregor,
Wrenshall



Overview of Service Model

Jill Pring

Barnum, Carlton, Hermantown, Moose
Lake, NLA, Proctor, Willow River



Presence Learning

Wrenshall Provider – Nadyne Castoro –
nadyne.castoro@presencelearning.com

Moose Lake Provider – Jason Smith –
jason.smith@presencelearning.com

Proctor Provider – Nadyne Castoro –
nadyne.castoro@presencelearning.com

Lake Superior Providers – Steven Frazier –
Steven.frazier@prsencelearning.com

Clare St. Catherine –
clare.stcatherine@presencelearning.com

Barnum Providers – Rachel Holleran,
rachel.holleran@presencelearning.com

Jason Smith –
Jason.Smith@presencelearning.com

Willow River Provider – Amy Jones –
amyjones@presencelearning.com

Carlton Provider – Jason Smith –
Jason.Smith@presencelearning.com

Presence Learning Providers

CAN:

- Provide Evaluation Support (Assessments)
- Provide Direct Services (Speech)
- Meet with case manager/team for planning
- Can attend CST meetings if helpful to team (not required to attend)

CANNOT:

- Make programming or assessment recommendations without input from the team
- Not required to attend the full duration of evaluation meetings if assessment information has been provided and family is fine with departure
- Make individual calls to family to discuss results



SpEd Forms History Folders

NEW

- Option to organize the History into folders
- +Folder, pick a year and move pdf with 2 lines

SpEd Forms

Search

Login: 118 minutes

Donald Duck > History

Upload + Folder

File type	Form date	Date filed	Medical
PDF Notice of a Team Meeting	10/01/2023	11/02/2023	<input type="checkbox"/>
PDF Evaluation/Reevaluation Plan Prior Written Notice	04/27/2023	10/10/2023	<input type="checkbox"/>
PDF Evaluation/Reevaluation Plan Prior Written Notice	04/27/2023	10/10/2023	<input type="checkbox"/>
PDF Evaluation/Reevaluation Plan Prior Written Notice	04/21/2023	08/21/2023	<input type="checkbox"/>
PDF Individualized Education Program (English)	03/16/2022	03/02/2023	<input type="checkbox"/>
PDF Record of a Team Meeting	10/15/2021	12/06/2022	<input type="checkbox"/>
PDF Notice of a Team Meeting	10/01/2021	12/10/2021	<input type="checkbox"/>

Note: history folders don't transfer in or outside of our Coop



SpEd Forms New ER Template

- Pick a new Evaluation Report Template (IEP Managers only)
- Check if previous ER is finalized in History
- Local Templates - NLSEC templates



SpEd Forms

Search

Login: 119 minutes

Donald Duck > SpEd Forms > Evaluation Report

Save Print Finalize

Student: Donald Duck Date: 11/02/2020

School: Cloquet Area Alternative Education Programs Grade: 11 Birth date: 08/24/2007

Referral source: Staff referral

Initial evaluation Reevaluation

Order	Section	
1	Reason for Evaluation	- Delete
2	Background Information/Information Reported by Parents	- Delete
3	Educationally Relevant Medical Findings	- Delete
4	Special Considerations	- Delete
6	Intellectual Functioning	- Delete

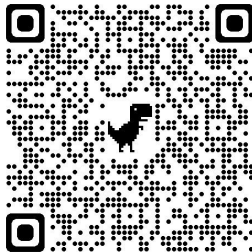
New evaluation template

+ Section



NLSEC AT Lending Library

- The NLSEC Assistive Technology (AT) Lending Library has a new look! [View Here](#)
- Scroll through items and check out with a member of the [NLSEC AT Team](#) for 6 weeks.






Northern Lights Special Education Cooperative AT Lending Library

- 1) Review this AT inventory to determine items you'd like to trial.
- 2) Contact a member of the [NLSEC AT Team](#) to check out an item for 6 weeks.

AT Category ▾

Availability ▾

To clear filters, use the Reset button in the upper right corner

Item ▾	Image	Description	Quantity Available
Ablenet Control Unit		Old version of PowerLink (3 of these available)	Quantity Available: 1
Ablenet Wireless Receiver		Use with Jelly Beamer Transmitter	Quantity Available: 1
Adjustable Pencil Weights Kit		Handwriting Aid, Metal Pencil Weights, Weighted Pencil Grips (Green, Red, Yellow, Blue)	Quantity Available: 1



December 1 Child Count

11/7/23 Memo

Reminder to Connect

Please take time to compare your students' IEP data with your district or building MARSS coordinator or due process secretary.

Resident District:

For students identified as needing special education, unless parental rights are legally terminated in court, the resident district is the district where the student's biological parent or legal guardian resides.

Currency

Students with expired IEPs or Evaluations, or those that are not receiving special education services on **December 1st** will not be counted.

Start/End Date

Services **start date** is 14 days after the date on the Prior Written Notice.

End Date is the date of graduation, move from district, or dismissal from special education.

Enrollment Option

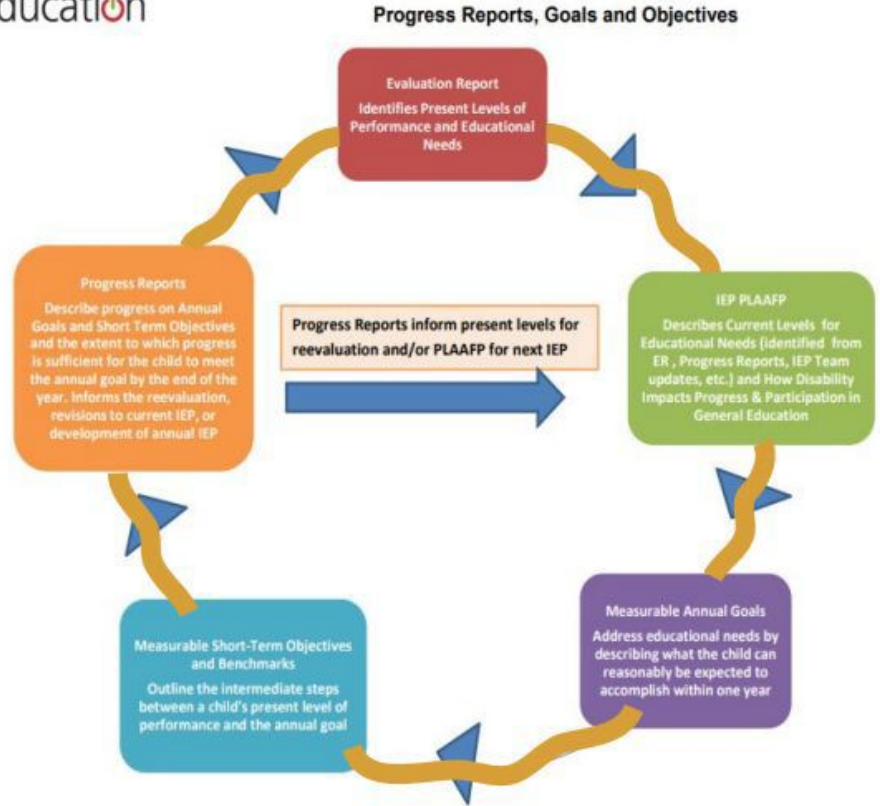
SAC code (01) is used only if parents choose to send their child to the serving district and have completed the open enrollment paperwork. IEP teams can place a student in another district which results in a different SAC code (19)

Setting

The amount of time a student receives special education services from certified providers, physically outside of the general education setting (in a resource or special education room or other).

The Golden Thread

The Golden Thread is the logical progression through the cycle of the IEP connecting the data to tell a student's complete educational story.

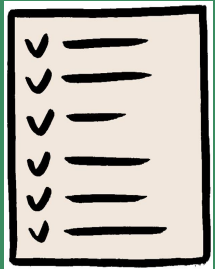




Evaluations should be **COMPREHENSIVE**

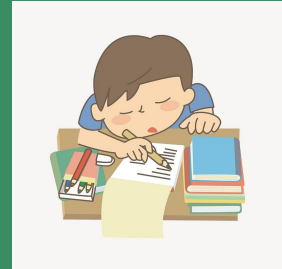
What

- Comprehensive eval helps identify strengths, weaknesses, and unique learning needs
- Includes assessing academic, cognitive, social, emotional, and functional abilities
- Information gathered should be used to create goals and strategies specific to the student



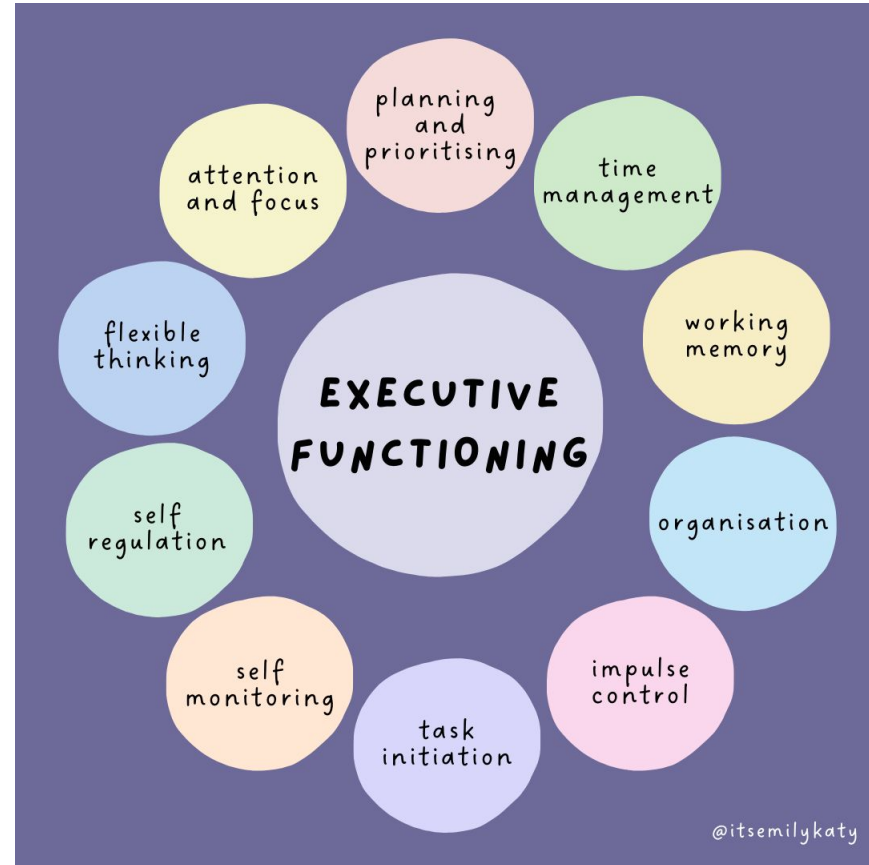
Why

- Legal compliance: Federal and state laws require IEP be based on evaluation results. Failing to conduct a comprehensive assessment can put you at risk of non-compliance.
- The information from the process informs parents, educators, and other professionals about the student's needs and suitable services and supports. It allows team to make informed decisions.
- Includes consideration of DAPE and AT



Psychological Processes Inform Classroom Instruction

- Auditory Processing
- Executive Functioning
- Long Term Retrieval
- Processing Speed
- Working Memory
- Fluid Reasoning





“Waived Evaluations”

NLSEC Re-evaluation Decision Making Memo and Flowchart

- Important updates coming for this process. Discussion with school psychologist team will be on 11/21/23.
 - Language change to “waived” instead of “skipped”
 - Scope of how often this is being used and how often it should be used (there are times when this could be appropriate – those should be few exceptions)
 - Due Process for students and important information from evals for programming
 - Plan moving forward 23–24 and 24–25
 - Review current process with teams
 - NLSEC will provide data for goal setting to reduce
 - New process in place after feedback from teams ...

Corrective Actions from File reviews 22-23

The Individuals with Disabilities Education Act (IDEA) requires each state to develop a state performance plan and provide an annual performance report (APR). The APR evaluates each state's efforts to implement the requirements and purposes of the IDEA.

During the 22-23 school year the focus for review was Indicator B-13 – measuring the percent of students with IEPs that include appropriate measurable postsecondary goals annually updated and based upon age appropriate transition assessments; transition services, including courses of study that will reasonably enable the student to meet postsecondary goals; and annual IEP goals related to the student's transition needs. There also must be evidence the student was invited to the IEP.

We had five districts with corrections – we have one year to complete, but they need to be done during the school year at the annual meetings. Some involve completing an additional evaluation in order to add information that was missing. Be sure to check all of these items as you move through Due Process!

File Reviews 23-24

During the 23-24 school year the MDE compliance focus for file reviews will be on **Progress Reporting**.

As a reminder - progress reports should be completed at the same intervals for students on IEPs as for general education peers.

(So - this can look different for different grade levels/districts/etc.)

Progress reports must provide a snapshot of student proficiency toward IEP goals - data include rather than simply "making progress."

Release of Information

When completing a Release of Information form, be sure to use specific dates to request the information you are seeking!

Using the Release of Information form located on the business website may help speed up the process.



[Essentia Information
Essentia Form](#)

[St. Luke's Information
St. Luke's Form](#)

Latest Legal Insights:



Common Themes:

- Removal/exclusion of students
- Affording rights and documenting due process
- Omitting/considering key pieces of IEP:
 - ESY, Extra-curricular, AT, etc.....
- Records Retention Schedules
 - Desk Drawer Rule (only those who need to know or are providing direct services)
 - Permanent records = 7 years past graduation or aging out ... saving records until age 29.
 - Remember that health records/evaluations should be stored in the nurse's office.

BREAK IN THE ACTION

IT'S OKAY
TO TAKE
A BREAK 

~Take a phone / email / bathroom break

~RETURN - move seats! Sit with your district reps.



Title I and SpEd

Q: Can a student on an IEP receive Title I services?

A: Title I is available to all learners with an identified need. Title I services cannot *supplant* SpEd, but it can *supplement* it.

How about ADSIS?

Q: Can a student on an IEP receive ADSIS support?

A: It depends. If a student receives specialized instruction in math, they cannot receive ADSIS math support, but they *could* receive ADSIS reading support, as long as it *does not* result in increased costs for the program.

CPI updates

CPI (Crisis Prevention Institute) Updates

- NLSEC has had staffing changes!
 - We currently have 3 staff trained as trainers
 - Proctor, Lake Superior, NLSEC
 - December training and another for February
 - Refresher is 2 full days – so is initial
 - Version 2.0 current is now 3.0
 - Changes to some holds and more verbal de escalation
 - Team updates – MDE guidelines
 - Once a person has been trained – they are trained (there is not a statutory requirement for refresher training)
 - Everyone on the team does not need to be CPI trained. Be sure those on your TSES Building Oversight Committee have training
 - NLSEC will start record keeping for districts for certification cycles
 - Will work on a 24-25 schedule well in advance for PD days

Restrictive Procedures

“**Restrictive procedures**” means the use of physical holding or seclusion of children with disabilities **in an emergency** in Minnesota schools. “**Emergency**” means a situation where immediate intervention is needed to protect a child or other individual from physical injury. Restrictive procedures must not be used to punish or otherwise discipline a child. [Minnesota Statutes, section 125A.0941](#) and section [125A.0942](#), govern the use of restrictive procedures.

[MDE Restrictive Procedures – Guidelines](#)

Restrictive Procedures ...

Remember that Restrictive Procedures or physical holds are completed only as a last resort for emergency situations.

Our NLSEC team can help provide guidance for individual circumstances/student needs. Reach out to your district coordinator and behavior consultant with questions.

Documenting Restrictive Procedures (SpEd forms)

- Incidents for RP need to be documented in SpEd forms
- Parent notification same day
- Complete BOTH
 - Use of RP
 - Staff debrief
- This information is needed for state reporting and quarterly review with teams
 - Physical Holding
 - Seclusion

RESTRICTIVE PROCEDURES

- Use of Restrictive Procedures: Physical Holding
- Use of Restrictive Procedures: Seclusion
- Staff Debriefing Meeting: Physical Holding
- Staff Debriefing Meeting: Seclusion

Donald Duck > SpEd Forms > Use of Restrictive Procedures: Physical Holding

Programs

Birth date	Gender
08/24/2007	Male

Federal setting
03: K and Ages 6-21: Separate classroom more than 60%

Primary disability
07: 07-Specific Learning Disabilities

Race/ethnicity

A. Is the student Hispanic/Latino?

Yes No

B. What is the student's race?

<input type="checkbox"/> American Indian or Alaska Native	<input type="checkbox"/> Asian	<input type="checkbox"/> Black or African American
<input type="checkbox"/> Native Hawaiian or Other Pacific Islander	<input checked="" type="checkbox"/> White	

C. Federal race

Staff must complete this form when an incident occurs that includes the use of one or more physical holds.

Staff involved

First name	Last name	Role in incident	Current in restrictive procedure training	
Para	Last Name	Observer	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	

Person completing this form

Name	Position	Phone
IEP Manager Name	Special Education Teacher	218-444-5555

Physical holding

Procedure	Start time	End time	Total time
Hold	08:01:01 AM	08:12:57 AM	11 minutes 56 seconds

TSES (Total Special Education System) Manual

[TSES Manuals](#) provides overview of district procedures for RP. It is required to be posted on all district websites. Updates for 23-24 teams ASAP. Info went to principals today.

Questions for Quarterly Restrictive Procedures/Physical Holds Reporting:

- Was hold result of an emergency?
- Does the team notice a pattern of behavior?
 - If yes – has the team worked to address this?
- What is the plan to minimize possible need for physical holds in the future for this student? (FBA/BIP/PBIS/Etc.)

NED (Non-Exclusionary Discipline)

"No school shall dismiss any pupil without attempting to use nonexclusionary disciplinary policies and practices before dismissal proceedings or pupil withdrawal agreements, except where it appears that the pupil will create an immediate and substantial danger to self or to surrounding persons or property." Minnesota Statutes 2022, section 121A.45, subdivision 1

"policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services." Minnesota Statutes 2022, section 121A.41

Updates for 23-24

- No dismissal for students in K-3
 - Does not apply for dismissal for less than one school day, except for students receiving special education services
- Required collaboration with family to create return plan
- No Recess Detention unless ...
 - Student is likely to cause serious physical harm to self or others
 - Specifically listed in IEP and consent from parent/guardian

Disproportionality

Minnesota districts identified with disproportionate data for indicators 4, 9 and/or 10 complete a self-review of policies and procedures to identify noncompliance. This review will examine the district's policies, procedures, and practices and their potential impact on representation of various ethnic groups as reflected by indicators.

Indicator 4 measures disproportionate rates of suspension/expulsion for children with IEPs.

Indicators 9 and 10 measure disproportionate representation of racial or ethnic groups identified as needing special education services as well as their representation in specific disability categories.

(This review takes place with administrator and director for state reporting).



ECSE MARSS CHANGES



- NO MORE HK (as of July 1, 2023)
- Membership/Attendance NO LONGER needs to be collected for kindergarten students!
- Contact Jenny Bouchie with questions – jbouchie@nlsec.org

COS Process

ECSE Teams are in the process of submitting data for the COS (Child Outcome Summaries) for students at key points in the ECSE process

- Collection time period is: 7/1/22-6/30/23
- Data collected at:
 - Entrance to Part C
 - Exit from Part C
 - Entrance to Part B
 - Exit from ECSE

They may reach out to you for information, access or assistance if you are currently working with a student who fell into one of these categories during this time period.



Secondary Transition Reminders

Requirements:

- Starting in 9th grade, secondary transition needs to be addressed.
 - Eval
 - IEP components

Evaluation:

- 2 transition assessments
- Informal is okay
- [Resource Tool](#)

IEP:

- PLAAFP addresses all 5 areas
- Annual goals relate to student reaching postsecondary goals
- Transition services assist student in reaching postsecondary goals
- Courses of study
 - ~~“Electives”~~
- Outside agencies
- Student invited

WBL & VRS (pics are linked)



Why Choose WBL?

WBL bridges the gap between school and careers. Through structured employer engagement, WBL helps students build on their classroom-based instruction by developing and strengthening technical skills and employability skills in preparation for future careers.

VRS Student Career Services:

..... Two Levels of Support

Introductory Career Services “Pre-ETS Only”

Which VRS Staff Coordinates These Services?

Your school's **Pre-ETS Representative** is:

- ★ Students with IEPs, 504 plans, or other medical/mental health documentation
- ★ Students ages 14-21 can apply to either program at any time

- Typical starting point for students in 9th, 10th, or 11th grade
- Serves as a “first step” for students who

Vocational Rehabilitation (VR) Career Services “Pre-ETS Plus”

Which VRS Staff Coordinates These Services?

Your school's **VR Counselor** is:

- Typical starting point for students in 11th and 12th grade or 18-21 transition programming
- May serve as a “next step” for students

Options for Work Based Learning Programming

Pathways for Students to Participate in WBL

Work-based learning is a **structured** program which provides students with instruction at school and the work-site. WBL experiences help students gain work skills in preparation for the workforce.

PROCESS

NLSEC WBL Coordinators, along with other agencies, such as, VRS or JET can support students with work experiences. **HOWEVER**, NLSEC WBL Coordinators must be the first person contacted for any work experience (even if VRS or JET is proposed or already on board).

All 3 of these programs can run simultaneously together to support a student.



NLSEC

- Voluntary Referral/Application Process
- Strictly students with disabilities, ages 16+
- May earn academic credit for their work experience
- Can include: job shadows, pre-employment skill building, career exploration, internships, field trips, leadership/service learning, paid and un-paid work experience



VOC. REHAB. SERV. (VRS)

- Voluntary Referral/Application Process
- Ages 14+
- Strictly works with individuals with disabilities.
- 9th/10th Grade -Career Services (Pre-ETS)
 - job exploration counseling, post-secondary education counseling, workplace readiness training, self-advocacy instruction, paid work based experiences.
- 11th/12th Grade -Gen./Adult Services
 - Job coaching, Job placement, post secondary support options



NEMN OFFICE OF JOB TRAINING (JET)

- Voluntary Referral/Application Process
- Works with homelessness, low income, teen parent, or disabled... ages 14-24.
- career exploration/guidance, job shadows, occupational skills training, apprenticeships, post-secondary training/exploration, drop-out prevention, leadership opportunities, mentoring, financial assistance, financial literacy, etc
- paid and unpaid work experiences



BRIDGE TO SUCCESS:

What students need for the future.

- Basic skills
- Role models
- Initiative
- Discovery
- Goal setting
- Experiences



OUR SERVICES FOR TEENS:

- **JOB EXPLORATION COUNSELLING**
 - Interest surveys
 - Occupation statistics
 - Informational interviews
- **WORK-BASED LEARNING EXPERIENCES**
 - Mentoring
 - Job-shadowing
 - Internships and work experiences
- **LEARNING ABOUT POST-**

- **WORKPLACE READINESS TRAINING**
 - Communication and interpersonal skills
 - Job-seeking skills
 - Employer expectations
- **INSTRUCTION IN SELF-ADVOCACY**
 - Understanding Rights and Responsibilities
 - Requesting accommodations

MN Inclusive Higher Education Consortium & Lake Superior College



Promoting and Supporting High-Quality Inclusive Postsecondary Education

College for students with an intellectual disability

INSTITUTE on COMMUNITY INTEGRATION | UNIVERSITY OF MINNESOTA

Minnesota Inclusive Higher Education Consortium's (MIHEC) vision is to build, enhance, and sustain initiatives that deliver inclusive higher education for Minnesotans with an intellectual disability (ID), including attending college classes, gaining work experience, earning meaningful credentials, and becoming a genuine member of the campus community. MIHEC is striving for initiatives across the state that are accessible and affordable for Minnesotans with ID from diverse backgrounds.

MIHEC part of the Institute on Community Integration, also to other universities provide

[Subscribe to Updates](#)

Lake Superior College Fully Inclusive Initiative for Students with Intellectual Disabilities

- Full participation in the campus community
- Access to typical academic coursework and classes
 - Classes audited or earn credit
 - Liberal Arts emphasis
 - Allied Health Fields
- Obtainment of competitive integrated employment experience through internships
- Earning credentials

March 11, 2024

Fond du Lac Tribal & Community College



Welcome to Mentoring Day!

Teach, encourage, influence, guide, and inspire...

6

AUTOMATIC
CAUTION



Wood...WHAT? [Flyer](#)



NORTHERN LIGHTS SPECIAL
EDUCATION CO-OP AND
REGION 3 PRESENT:

WOODCOCK JOHNSON ASSESSMENT TRAINING

*Elevate your assessment skills,
expand your professional toolkit,
and positively impact the lives of
the students you serve. Don't miss
this opportunity to become a
proficient Woodcock-Johnson
Assessment practitioner.*

DECEMBER 1ST, 2023
**9AM-1PM WITH ADDITIONAL
PRACTICE/Q&A TIME**
**LOCATION: ST. LUKE'S SPORTS EVENT
CENTER**
704 KIRKUS ST, PROCTOR, MN 55810



[SIGN UP HERE](#)





The [NLSEC calendar](#) and Trainings at a Glance is a great spot to look for upcoming trainings and professional development opportunities. Resources too!

Trainings at a Glance - hosted by NLSEC

Communication & Advisory Committee Meeting - Nov 14, 12:30-3:30pm Carlton County Tran. Bldg.
OAE Training for ECSE Teachers and SLP's - Nov 28, 2023 12:30-2:30 NLSEC Conference Room
Secondary Transition & DCD Programming - Nov 29, 2023 8-12:30 NLSEC Conference Room [flyer](#)
NLSEC Work Night to create visual supports - Nov 30, 2023 4-6pm NLSEC Conference Room [register](#)
Woodcock Johnson Assessment Training - December 1, 2023 9-1pm St. Lukes Event Center, Proctor [flyer](#)
Northern Lights Interagency Council/ICCOD Meeting - December 13, 2023 8:30-11am Virtual
New NLSEC Teachers and Service Providers Training - January 29, 2024 3:15-3:45 Virtual - The Art of Case Management
Northern Lights Interagency Council/ICCOD Meeting - February 14, 2024 8:30-11am Virtual
Northern Lights Interagency Council/ICCOD Meeting - April 10, 2024 8:30-11am PACC

Literacy for Low Incidence Populations

No one is too anything to learn to read and write—not too intellectually, emotionally, neurologically, or physically challenged to learn to read and write; to become literate (Yoder, 2001).

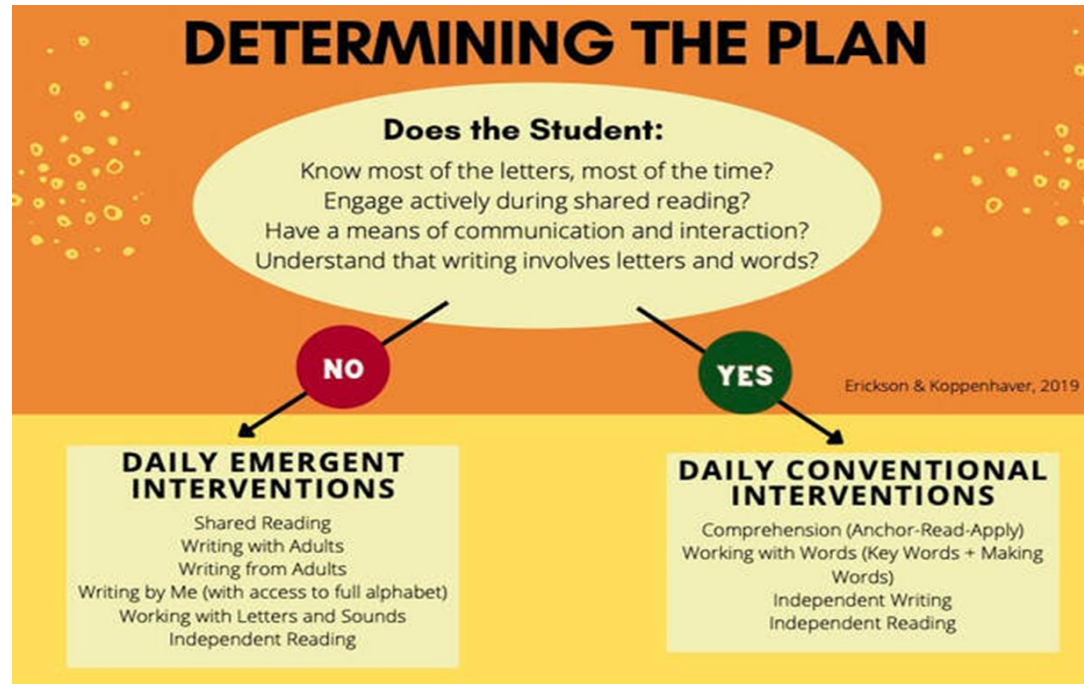


****** Adapted from a presentation by: Kayna Plaisted - Professional Development Specialist***

Ideas for Addressing Literacy

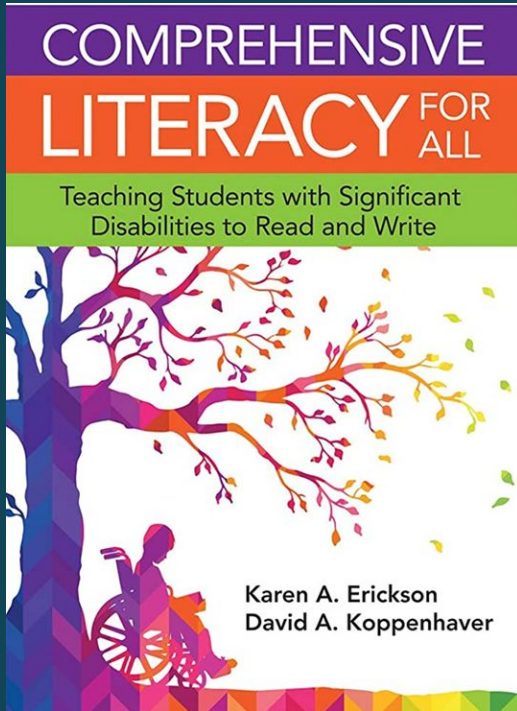
- Determine if students are emergent or conventional
- Look to the science of reading if students are conventional
- Look into early childhood literacy expectations if emergent
- Determine how to provide age respectful opportunities if students are emergent yet older in age
- Determine if the science behind any resource considers your students' current abilities

Emergent or Conventional?



Emergent?

- Early Childhood Indicators of Progress: [Learning Domains of the ECIPs](#)
- LETRS for Early Childhood
 - Unit 1: Early Literacy Foundations
 - Unit 2: Oral Language Connections
 - Unit 3: Phonological “PH” oundations
 - Unit 4: Print Knowledge
- Age Respectful Resources: A.I. Chatbot to create texts, Hi Lo Books, etc.



RESOURCES:

[Comprehensive Literacy For All](#)

[Science of Reading Defining Guide](#)

Literacy Low Incidence Statewide Mailing List:

- Information and Subscription Link:

<https://mailmanlists.us/mailman/listinfo/mn.literacy>

- Once subscribed, you can email a question or share a resource with all list members at:

mn.literacy@mailmanlists.us

Create 3 teams!
www.kahoot.it

**Enter Game Pin and a Creative
Team Name!**

Collaboration & Connection

-Find 2 people out of district
with your job!

Q1 - Each
Person:
Share 1 New
Learning from
today.

Q2 - Share with
your group your
plan or a system
for sharing the
information
presented today
with your
building.

Q3 - Share a
celebration /
something
going well for a
student, your
building, or
district.



Thank you!

Our next meeting will be 2/27/24 and it will be
VIRTUAL. Look for the invitation soon!