



**Welcome!**

**New Special Education Staff  
Training**

**August 23rd, 2023**

## Housekeeping

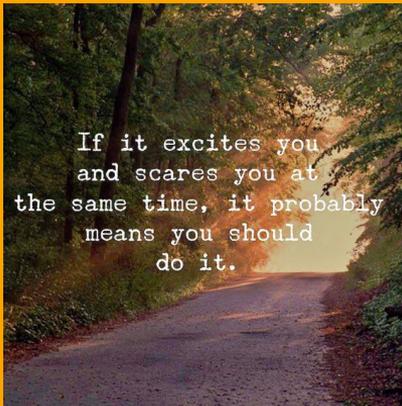
- Internet
- Restrooms/Water/Snacks
- Agenda for of the day
- Links embedded
- Lunch (11:30-12:30) on own
- Sign in Sheet
- Names for prizes

WELCOME!

CONGRATULATIONS! YOU GOT THE JOB!  
WE ARE SO EXCITED THAT YOU ARE HERE!

Being a special education teacher ... is awesome!

You are new here? But guess what????



You apply  
for a job



You get an  
interview



You get  
the job



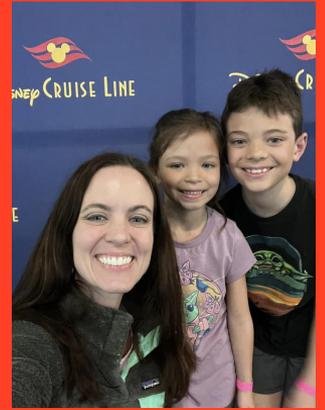
You enjoy it



You like your  
colleagues



\*I am new here too!\*

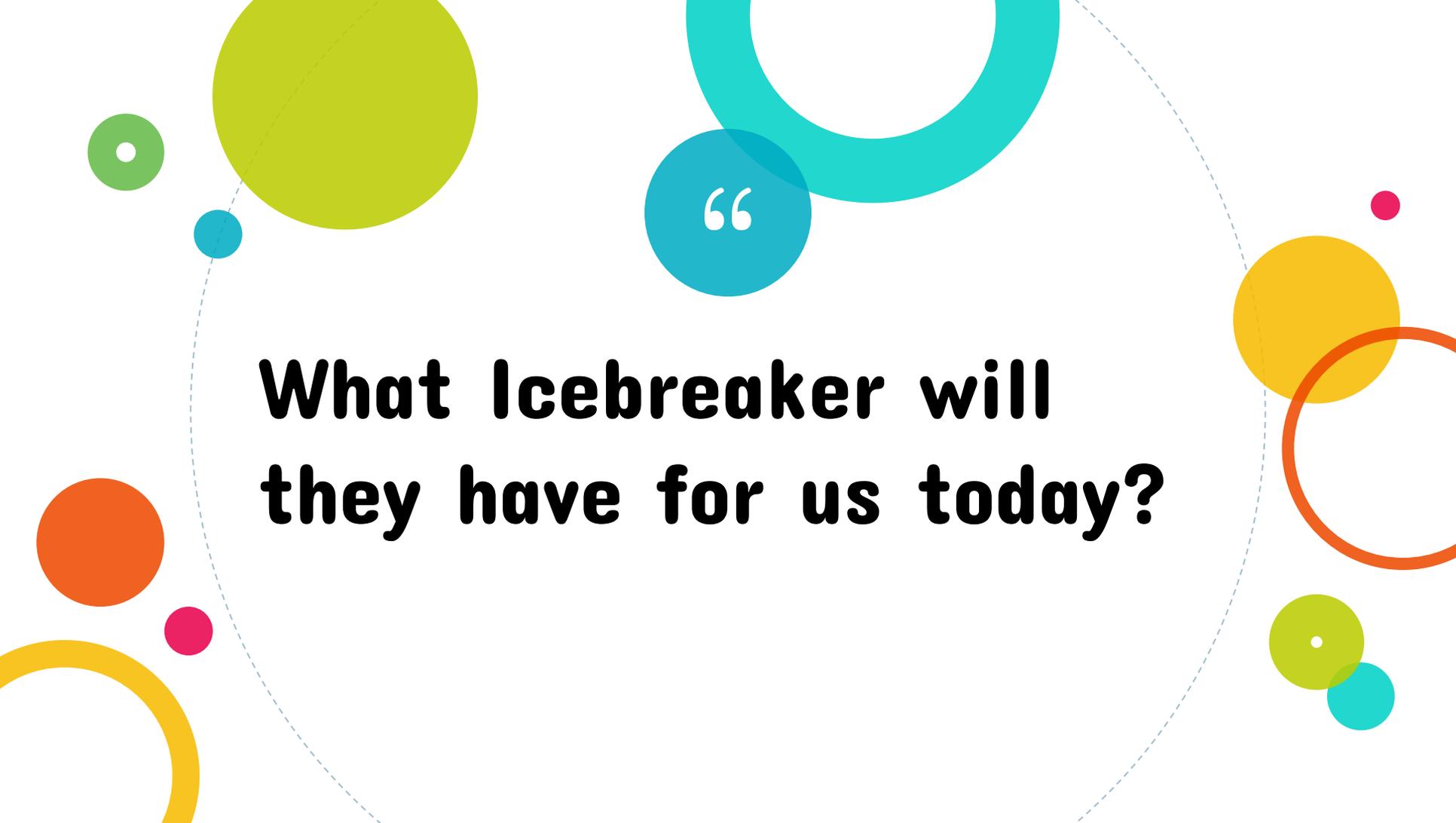


# Hello!

**My name is Jessa Cook  
I am the Director of Special Education for  
the Northern Lights SpEd Coop  
You can find me at [jcook@nlsec.org](mailto:jcook@nlsec.org)**

**My path...**

- **Special Education Teacher - 16 years (K-transition)**
- **Assistant Principal THHS**
- **Principal - Stowe Elementary (Duluth)**
- **Director - NLSEC**

A decorative background featuring a large, light blue dashed circle. Inside and outside this circle are various colorful shapes: a large lime green circle at the top left, a large cyan ring at the top center, a large yellow circle at the top right, a large orange circle at the bottom left, and a large orange ring at the bottom right. Smaller circles in green, blue, pink, and cyan are scattered throughout. A blue circle containing the white text "“" is positioned above the main text.

“

**What Icebreaker will  
they have for us today?**

## On your cards ... be thinking ...

Write two unremarkable /forgettable facts to share with the group. The more routine and basic - the better! Haha.

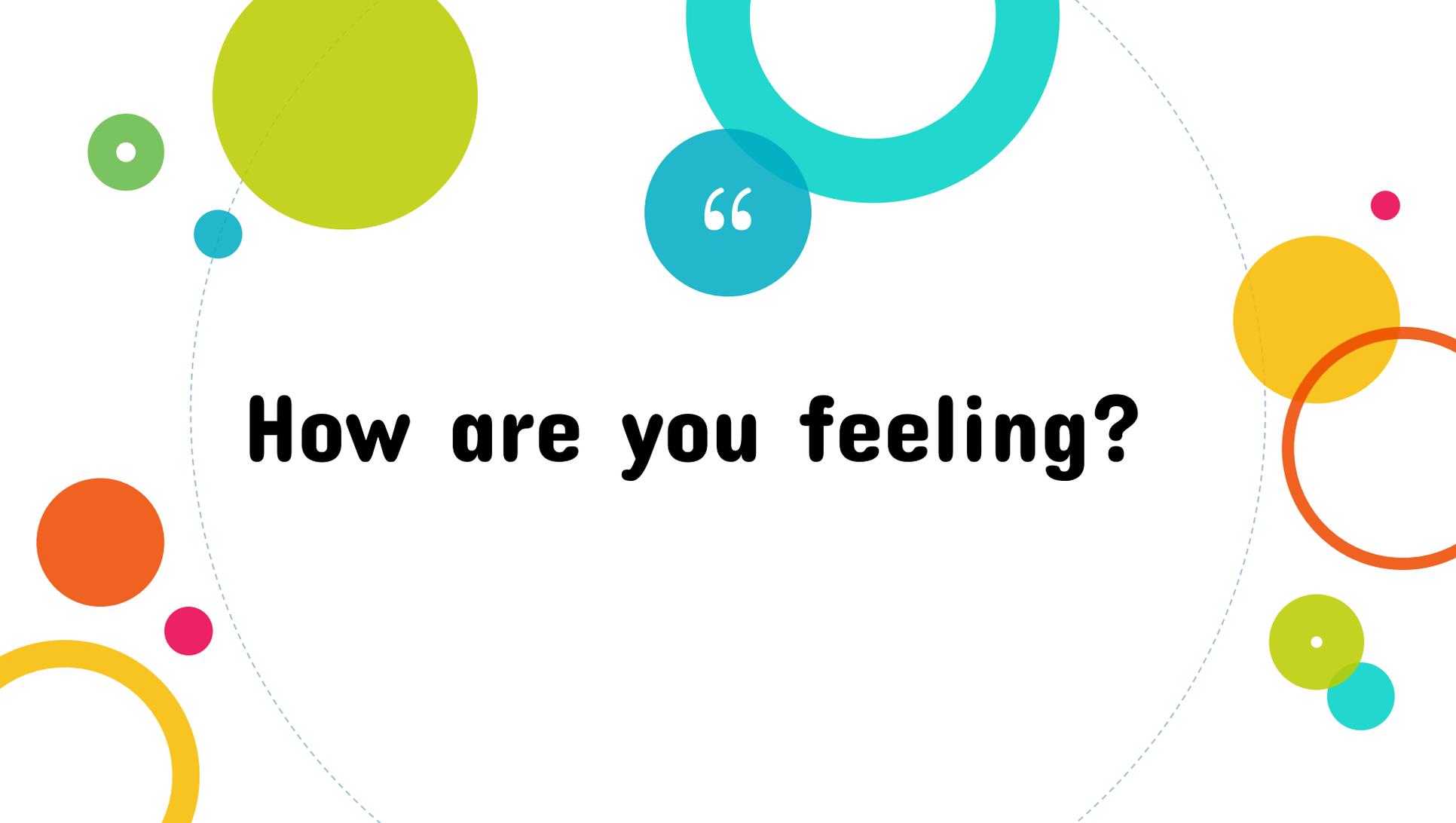
This will not be a “one up” contest with your new colleagues.

Examples for Jessa:

- I have eaten the exact same breakfast for the last 10 years (an english muffin with cheese)
- I love to powerwash my deck
- I obsessively track my steps and sometimes walk in circles in my living room to get the final count



Cheers to a  
Great Year!

A decorative graphic featuring a large, light blue dashed circle that frames the central text. Various colorful circles and shapes are scattered around the page: a large lime green circle at the top left, a teal circle with a white double quote inside at the top center, a yellow circle at the top right, an orange circle at the bottom left, and a yellow circle at the bottom right. Smaller circles in green, blue, orange, and pink are also present.

“

**How are you feeling?**

# How do you feel today?

Circle or point to a couple of emojis that best sum up your feelings today



Very happy



Worried



Shocked



Bored



Scared



Confused



Excited



Nervous



Tired



Angry



Embarrassed



Grumpy



Happy



Quiet



Sad



Sick

On a scale of buddy the elf, how do you feel today?





**Thank you for working  
in special education!  
(WE LOVE THIS  
WORK!)**



THINK ABOUT THIS!!!!

Can AI write an IEP?

- THE ANSWER IS NO WAY!!!!

YOU are the most important aspect of programming for students!

YOU are an advocate for the student and their learning

YOU are the liaison between the school and the family

YOU are a resource for general education teachers and staff

YOU help your building administrator know more about the special education process to make sure that students are receiving FAPE and fully participating at school

You have found your people! We are here to support you!

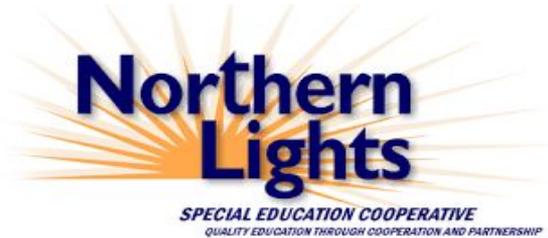


# Information in your Top 10 Booklet

[NLSEC Summary Info](#)

[NLSEC Shared Special Education  
Services](#)

What is the CO-OP  
they keep talking about?  
What is the NLSEC?



# NLSEC FOCUS AREAS for SUPPORTING DISTRICTS

## How Do the NLSEC Special Education Coordinators Support Member Districts?

### CSTs

- Attending some, but not all, for a variety of reasons
- Assisting teams in student sped assessment decisions
- Supporting the overall structure/process, if needed or requested
- Problem-solving
- Feedback to admin/teams re: legal compliance
- Communicating regularly with teams
- Supporting/modeling/facilitating (short-term, at the request of admin)

### Training

- CPI
- Standardized and Other Assessments
- Disability-specific
- Speech/Language

### Due Process

- Supporting upon request, unless compliance review
- Reviewing upon admin request
- Providing criteria support
- Writing Prior Written Notice (in some cases)
- Reviewing new/existing
- Completing student IEP paperwork (in some cases)
- Support for determining ESY Eligibility
- Attending IEP meetings, when requested
- Support for Parent evaluation requests
- Organizing SpEd files, upon request
- Fulfilling requests to review paperwork prior to sending out
- Giving legal updates
- Supporting student transitions
  - part C/B, PreK-K, 18+

### Reporting

- Resident district
- MARSS troubleshooting
- MA Billing troubleshooting
- Restrictive Procedures



### Dispute

- PWN rejection
- Conciliation
- Leading contentious IEP meetings

### Transportation

- Figuring obligation of district
- Running SpEd Forms reports
- Troubleshooting bus behavior with IEP manager

### Programming and Curriculum

- B-2 Summer Program Support for Districts

### NLA

- IEP manager point person for new referrals
- Supporting/facilitating student transition to/from
- Problem solving for current students
- License area support
- Attending student update meetings
- Liaisoning to resident district
- Participating in student re-evaluations upon request

### Interagency Coordination

- Facilitating connections of team members
- Release of info support
- Medical record support

# NLSEC office STAFF!

**Tisha Warbalow**



**Administrative  
Assistant**

**Dawn Hultgren**



**Business  
Manager**

**Tamie Woodward**



**Office Assistant,  
Receptionist**

# Your NLSEC SPECIAL EDUCATION Coordinators!

**Michelle Foshay**



**Proctor,  
Cromwell-Wright,  
Carlton, Wrenshall**

**Emily Martin Thompson**



**McGregor,  
Hermantown,  
Esko**

**Mary Margaret  
Mathers**



**Cloquet**

**Laura Wieck**



**Lake Superior,  
Moose Lake,  
Barnum**

**Bambi Neumann**



**Willow River**

# Your All-District Coordinators!

**Jenny Bouchie**



**Early Childhood Special  
Education (ECSE)  
Coordinator**

**Jessica Knutsen**



**Secondary Transition  
Coordinator**

**Shannon Proulx**



**Technology  
Coordinator**

# Your Work-Based Learning Coordinators!

**Dee LeBlanc**



**Lake Superior, Proctor,  
Esko, Cromwell,  
McGregor, Moose Lake**

**Laura Birman**



**Carlton, Wrenshall, Willow  
River, Barnum, Cloquet**

**Jessica Knutsen**



**Hermantown**

# Your Autism and Behavior Consultants!

**Jill Pring**



**Barnum, Hermantown,  
McGregor, Moose Lake,  
Proctor, Willow River,  
NLA**

**Mike Cohen**



**Cloquet, Carlton, Wrenshall,  
Esko, Lake Superior,  
Cromwell**





**The Northern Lights Academy (NLA) mission is to support children and youth with significant emotional and behavioral needs, as well as those with low incidence disabilities. We provide academic, social and functional skill development, and mental health services to students from the member school districts of The Northern Lights Special Education Cooperative. Our goal is to foster learning, promote independence, cultivate social and behavior skills, work in partnerships with families, and support students to become successful learners in their least restrictive environment, as well as active, productive members of our communities.**

**[Referral Process](#)** (There is typically a waitlist for students)



# **We're Glad You're Here!**

## **PLEASE INTRODUCE YOURSELF**

- **Name**
- **District**
- **Teaching assignment for the year?**
- **What are you most looking forward to this year?**
- **What is a concern you have for the upcoming year?**



# For Fun ... and keeping it real

It is going to be a great day!

(If you laughed ... you are in the right place!)

Don't worry! I have it all figured out!

(Keeping trying - mistakes are part of learning!)



Finish and turn in your icebreaker activity cards ...

what are other  
words for  
unremarkable?



everyday, routine,  
unexceptional, ordinary,  
mediocre, undistinguished,  
workaday, common, average



 Thesaurus.plus

Raise your hand when we read your less than exciting news to share! 😄 😊



# Top 10 in Special Education

According to us!

# A continuum of services for every student!



# #1

## Use the IEP as a guide

- a. What is it and what is it made of?
- b. Remember the Continuum of Services (FAPE)
- c. Make (or print) yourself an IEP Snapshot
- d. Assistive Technology
  - i. NLSEC AT Consideration and Trial Process

# #1 A - Bonus

#1 Ultimate Strategy / Secret to being successful with this work ...

- ASK ALL OF THE QUESTIONS! DO NOT BE AFRAID TO ASK!

#2 Ultimate Strategy / Secret to being successful with this work ...

- Your attitude will drive everything you do. Find your people and become inspired to work and learn with them!

The way that you view things ...

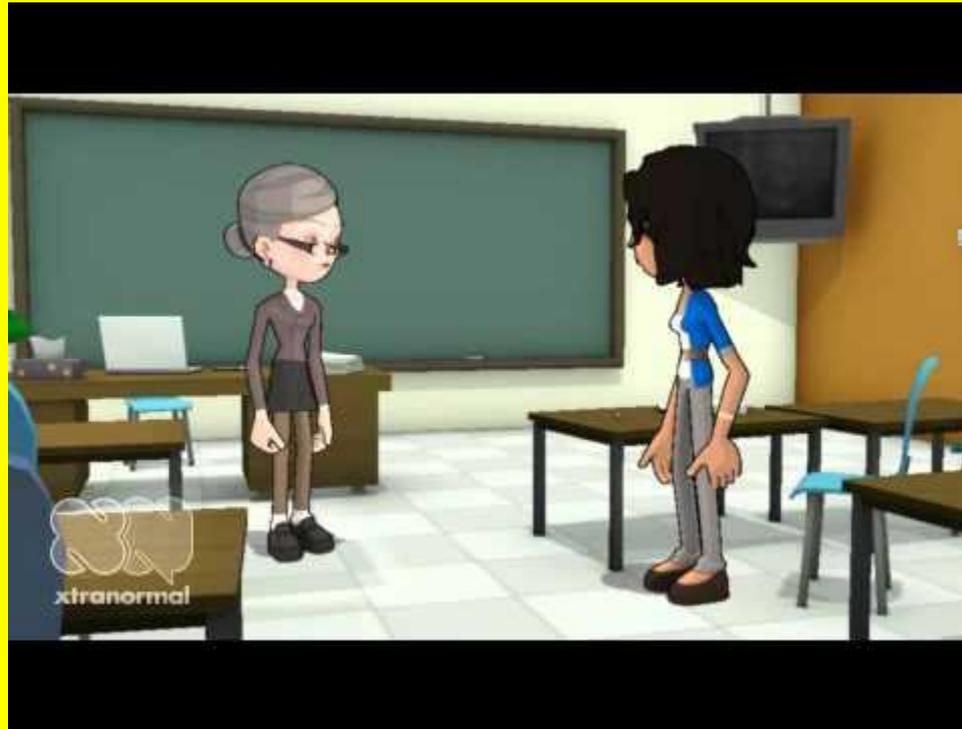
- Burnout is real - take the steps to prevent it ...

Psychological Safety at Work ...

# #2

## Avoid Power Struggles and Be Kind

- a. Parents want what's best for their child
- b. The Art of Case Management



**Parents want what's best for their child!**

# #3

## Students with continuing behavior...need a plan

- a. Functional Behavioral Assessment (FBA) !!
- b. Behavior goal
- c. Plan written out in IEP
- d. PBSP - Positive Behavior Support Plan



**Does this work?!?!**

# #4

If students don't know how to behave...WE  
TEACH! Kids do well if they can

a. What's your mindset?

# Kids Do Well if They Can!



[www.livesinthebalance.org](http://www.livesinthebalance.org)

TIME FOR A  
BREAK



# #5

## Follow Due Process Timelines

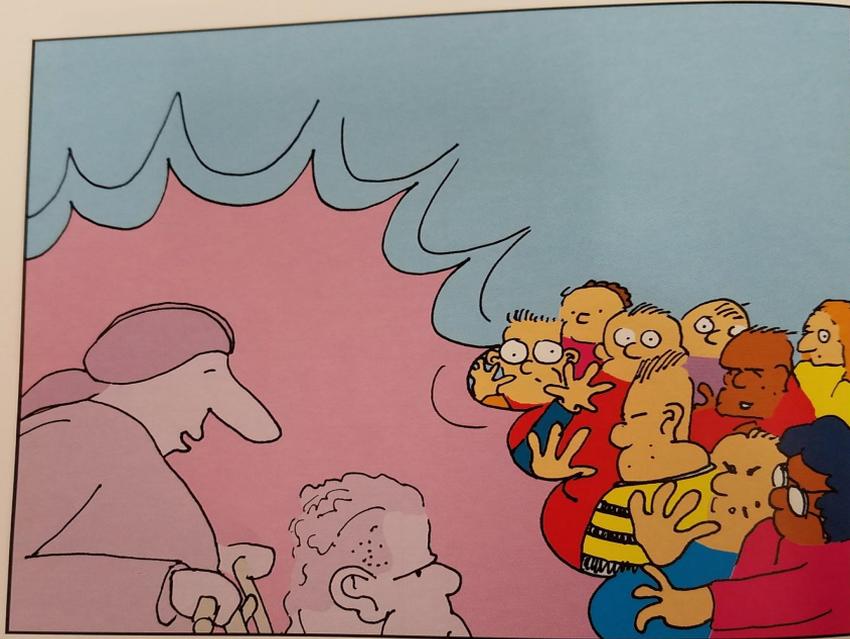
- a. Basic Due Process Checklist
- b. Important Timelines Quick Reference at a Glance

## Don't forget everyone on the team

#6

- a. Parents
- b. Paraprofessionals
  - i. Roles & Responsibilities
  - ii. Training, MLK Day Workshop
  - iii. Communication
  - iv. Phasing Out
  - v. Resources
- c. Related, \*Itinerant, NLSEC Service Providers\*
  - i. IEP team members MDE Q&A
  - ii. Primary Disability & Licensed Staff (3 scenarios) INVITE TO MTG
- d. Transition Services
  - i. IEP Meetings
  - ii. Outside Agencies

**FOOD**  
FOR  
*Thought*



JOEY NOTICED A MYSTERIOUS FORCE FIELD  
AROUND HIS ASSISTANT THAT CHILDREN  
COULD NOT BREAK THROUGH.

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# Secondary Transition Focus

## Where Am I Now?

*Identify strengths, needs, interests, and preferences through assessment*



## Where Do I Want To Go?

*Postsecondary expectations*



## How Do I Get There?



*Annual goals*



*Course of study, activities*



*Supports, services, linkages*

Coordinate Services with Adult Agencies

State Services for the Blind

County Services

Vocational Rehabilitation Services

Minnesota State Colleges and Universities

Independent Living Centers

Others

Drives the IEP! →

### A. Measurable Postsecondary Goals

#### Postsecondary Education & Training:

Following high school graduation, Bob will enroll in the ironworker's apprenticeship program.

#### Employment:

Following high school graduation, Bob will work full-time as a welder within the Ironworker's Union.

#### Independent Living:

(where appropriate, and may include recreation and leisure, community participation and home living.)

Following high school graduation, Bob will live independently in an apartment in Duluth.

Pathway →

### B. Courses of Study

School Year	Grade Level	Courses	Remove
2019-2020	Grade 9	---Select Option--- Algebra, Civics, Physical Science, Welding 1, Resource English, Physical Education	<input type="checkbox"/>
2020-2021	Grade 10	---Select Option--- Geometry, American History, Welding 2 (subst. for 1 cr. of Biology), Resource English, Health, Art	<input type="checkbox"/>
2021-2022	Grade 11	---Select Option--- Algebra 2, World History, Construction 1 (subst. for 1 credit of Science Elective), Resource English, Life Skills, Work Experience	<input type="checkbox"/>

Timeline Plan →

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

---Select Option---

Anticipated month and year of graduation | Month | Year

# Tools & supports

- Leading meaningfully focused IEP meetings at the secondary level.
  - [Agenda](#) and [guided agenda](#)
  - Trainings, facilitation assistance
- Secondary Transition Planning [Checklist](#)
- Secondary Transition [Resource Booklet](#)
- AWESOME ACTIVITY for all your students!!!
  - [What's Important to Me](#)

# #7

## Data drives decisions!

- a. Data Reporting Guidelines (tear out of book)
- b. Data Sheets
- c. MARSS Reference Guide
- d. Progress Reporting and cheat sheets

**#8**

Follow the Golden Thread

## File Review / Progress Reports / Golden Thread Connection ...

Progress reports will not look the same for all districts or sometimes for teams within your own district!

Here is why:

[MN Statute on IEP Progress Reports - Subpart 1 \(A\)\(9\)](#)

Here is what you need to know:

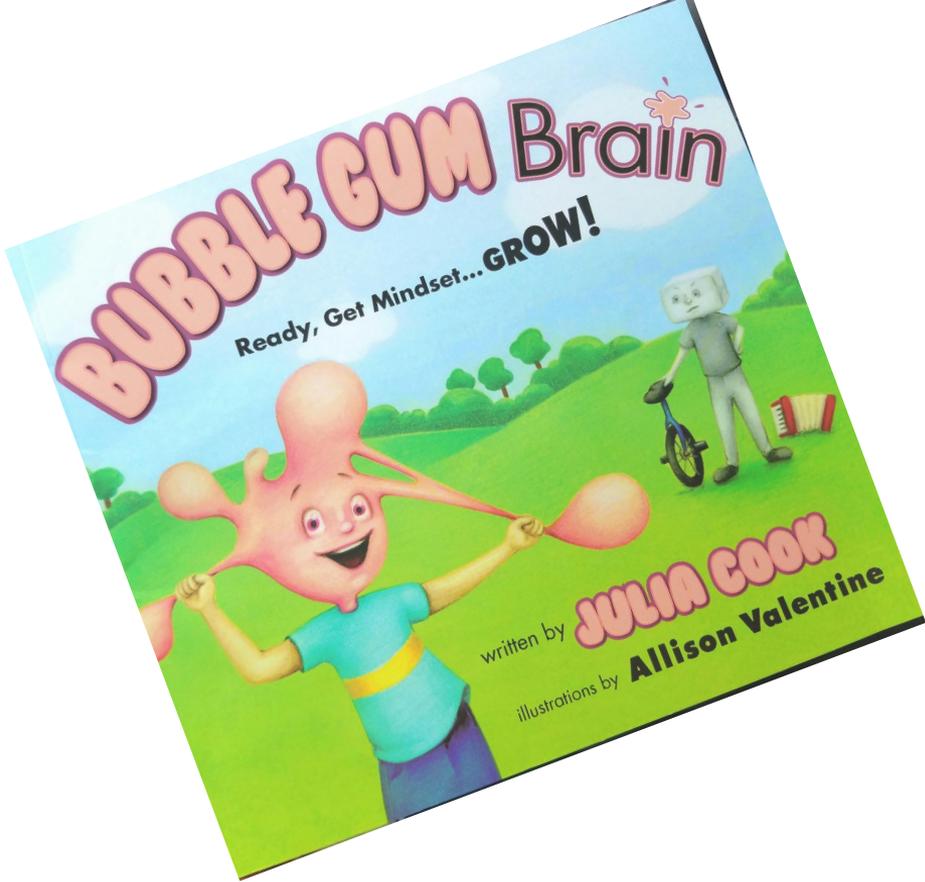
- 2023-20204 is a state file review year!
- Need to include data and not only a narrative
  - Example: \_\_\_ has increased their reading fluency from 30 words per minute to 50 words per minute (data is specific and measurable) rather than \_\_\_\_ is making expected progress toward their IEP goals (too general).
- When it is time for report cards - need to complete - the same as when gen ed students receive information about progress/grades.

**GOLDEN THREAD - Progress Reports ultimately support our data driven decision making!**

# #9 CYB w/ your BFF, your PWN!!

## Tell the story in the Prior Written Notice

- a. Prior Written Notice  
Sample Language



**#10**

Use your Bubble Gum Brain

---

# LUNCH BREAK

**Before you leave for lunch, if you don't know your SpEd forms login, see Shannon Proulx.**



[www.nlsec.org](http://www.nlsec.org)



## Sections to check out:

- Communications
- Trainings at a Glance
- SpEd Forms link
- Due Process Guides

## 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



[HOME](#) [ABOUT US](#) [SERVICES](#) [RESOURCES](#) [INTERAGENCY](#) [PARENTS](#) [MEMBER DISTRICTS](#) [CALENDAR](#) [COMMUNICATIONS](#)

### Quick Links

-  [CONTACT US](#)
-  [COOP DATA FORMS](#)
-  [DUE PROCESS GUIDES](#)
-  [EMPLOYMENT OPPORTUNITIES](#)
-  [HELP ME GROW](#)
-  [MA BILLING INFORMATION](#)
-  [MDE SPECIAL EDUCATION](#)
-  [SECONDARY TRANSITION](#)
-  [STAFF DIRECTORY](#)
-  [SpEd FORMS](#)

### 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

Principal Academy - August 16, 2023 8:30-11:30am Cloquet Public Library  
NLSEC New Teacher Training - August 23, 2023 8:30-3:30pm NLSEC Conference Room  
How to Lead a Secondary Transition IEP Meeting - September 20, 2023 8-noon NLSEC Conference Room

### What's Happening

# SPED FORMS TRAINING

## Calendar of Events provided by SpEd Forms

\*New teacher training in version 2.0 – September 19th, 2023  
from 1:30pm – 3:30pm [register here](#)

\*Contact Shannon for technical SpEd Forms questions (logins, caseloads, edit access, transferring students and issues in SpEd Forms, etc).

\*\*[sproulx@nlsec.org](mailto:sproulx@nlsec.org) – best way to contact

MA Forms Questions – contact Tisha Warbalow  
([twarbalow@nlsec.org](mailto:twarbalow@nlsec.org)) or Tamie Woodward ([twoodward@nlsec.org](mailto:twoodward@nlsec.org))



# SpEd Forms and Due Process

Sequence of Due Process with Timelines handout



Cheers to a  
Great Year!

# 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.



## 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.

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

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



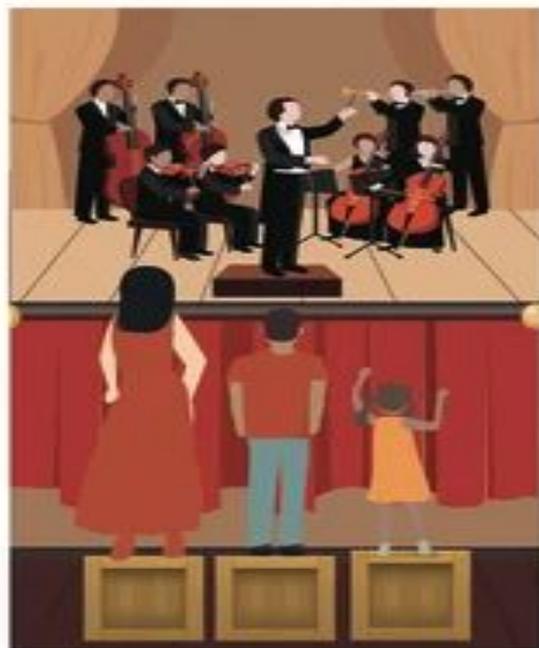
## ***MEET DJ***

1. How was DJ raised to handle conflict?
2. What did DJ see as the purpose of school?
3. What did Ms. P do to “access her brilliance” after DJ’s challenging comment?
4. What did DJ expect her to do and why?
5. Ultimately, what did Ms. P do that “threw him off”?

EVERY  
OPPORTUNITY

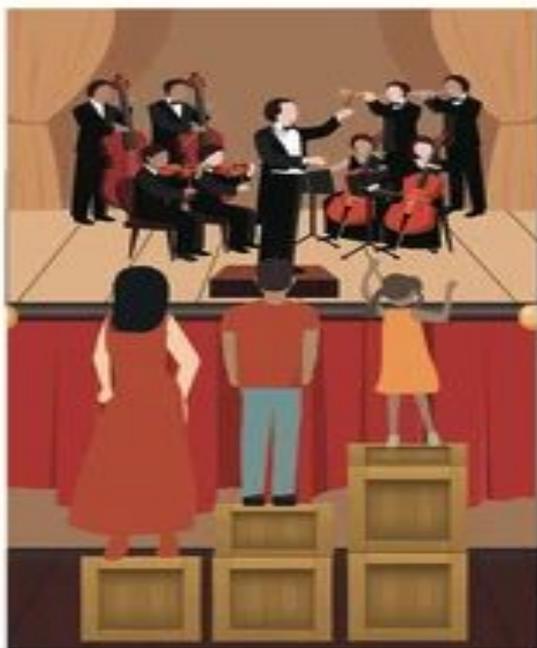


## EQUALITY



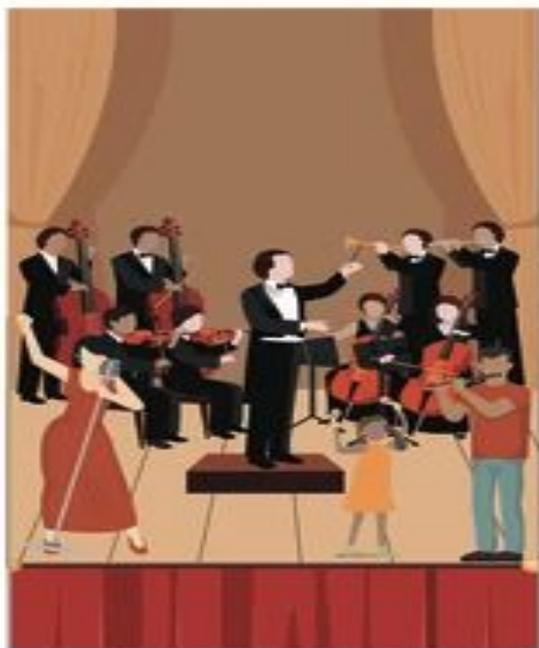
In the first image, it is assumed that everyone benefits from the same support. They are being treated equally.

## EQUITY



Individuals are given different support to make it possible for them to have equal access to the orchestra. They are being treated equitably.

## INCLUSION



All three can see the orchestra and participate without any support because the cause of inequality was addressed. The systemic barrier has been removed.

# SYSTEMIC BARRIERS



INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



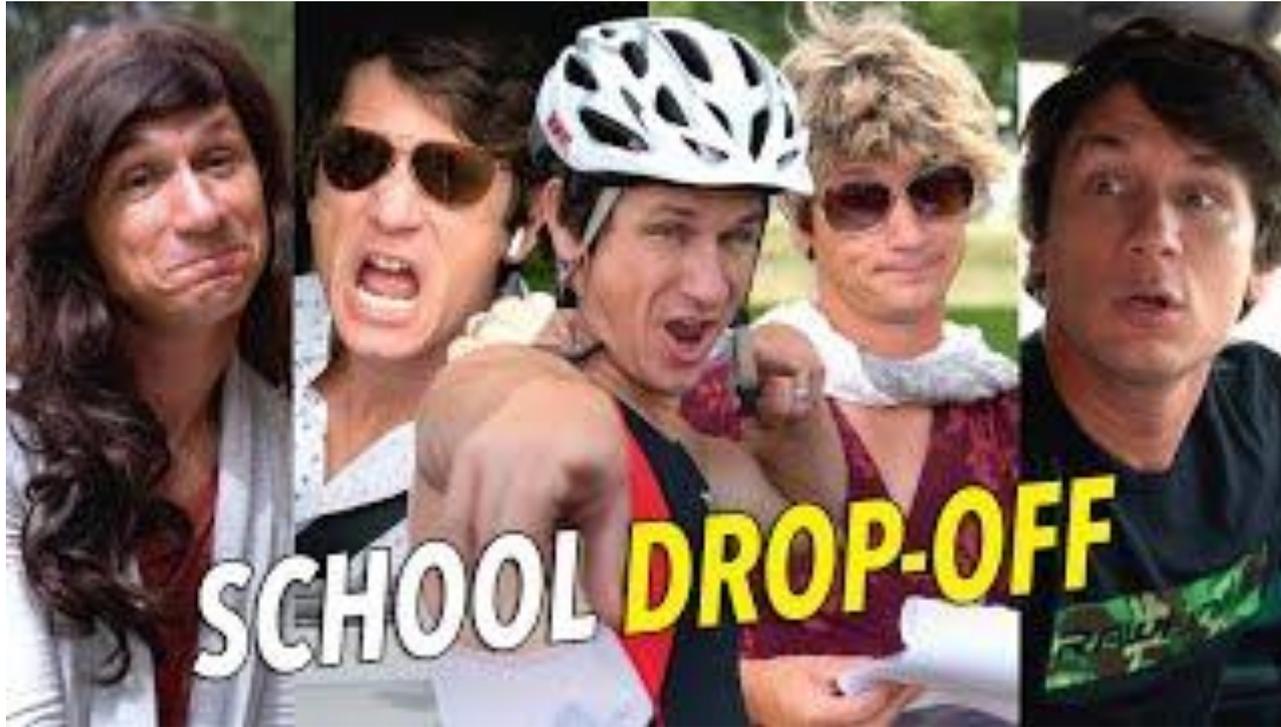
COULD YOU PLEASE SHOVEL THE RAMP?

ALL THESE OTHER KIDS ARE WAITING TO USE THE STAIRS. WHEN I GET THROUGH SHOVELING THEM OFF, THEN I WILL CLEAR THE RAMP FOR YOU.

BUT IF YOU SHOVEL THE RAMP, WE CAN ALL GET IN!

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**A final funny for you - enjoy these last days before they (the parents) arrive!**





Cheers to a  
Great Year!

# THANKS!

Remember to ask questions!

Call your coordinator

See our [directory](#)

Please complete: [Evaluation](#)



# Time with your Coordinators!

[Michelle's districts can join any other / w/Jess]

[Get contact information from colleagues here today as support]

**Michelle Foshay**



**Proctor,  
Cromwell-Wright,  
Carlton, Wrenshall**

**Emily Martin  
Thompson**



**McGregor,  
Hermantown,  
Esko**

**Mary Margaret  
Mathers**



**Cloquet**

**Laura Wieck**



**Lake Superior,  
Moose Lake,  
Barnum**

**Bambi Neumann**



**Willow River**

**Jenny  
Bouchie**



**ECSE**