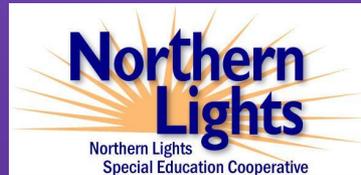




October 11th, 2022

# Communication and Advisory Committee



# Welcome and Housekeeping

- Sign in
- Notes sheet
- Restrooms
- Breaks
- CEU



# Our Purpose for Today

Thank you for being a representative of your building's special education team to hear our communication topics. These are topics we keep in a list as reminders of important legal and due process topics. Thank you for bringing back the information as a review to your team. When asked for feedback a few years ago, people appreciated this CAC time to get away and see other special education staff in other districts.



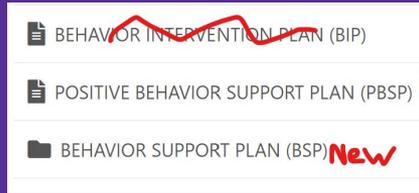
# A word about John Hancock's!

- Always get a real signature when doing anything with “Initials” ....
  - Initial Evaluation
  - Initial IEP
  - Switching from DD to Categorical is NOT an initial evaluation
    - repeat - it is NOT an initial evaluation
  - Be wary with Verbal or other means of providing permission



# SpEd Forms Updates

- CHLD abbreviation will pull preferred name or first name
- BIP end date July 1, 2023
  - PBSP and a new Behavior Support Plan available



- Evacuation Plan available - Other Forms
- Special Transportation has been renamed to “Transportation” - IEP Services page

**Transportation**  No  Yes, explain:

---Select Option--- v

Due to Donald's behavior and safety concerns, he will be seated on the special transportation bus or van near the driver to help minimize inappropriate behavioral interactions with other students.

Donald Duck > SpEd Forms > Evacuation plan list > Severe weather

Student		Date
Donald Duck		mm/dd/yyyy
School	Grade	Birth date
Cloquet Area Alternative Education Programs	11	08/24/2005
Preferred name	Age	Gender
Donita	17	M
Primary disability	Secondary disability	Tertiary disability
Autism Spectrum Disorder		
Student's home address		
Disney Drive downtown, Orlando, FL 48487		
Serving school	Serving school ID	
Cloquet Area Alternative Education Programs	103	
Resident district	Resident district ID	
BARNUM PUBLIC SCHOOL DISTRICT	0091	
Parent/Guardian information		
v		
v		
Emergency contact	Relationship	Phone
Physician name	Phone	
Transportation provided by		

- IEP Snapshot (and more) can be downloaded and printed in mass format
  - Educator Reports- View Student History

**Student history report**  
Login: 118 minutes

Search Criteria:

Student ID:  First Name:  Last Name:

Date: From: 07/01/22 To: 06/30/22

Serving District:  Select district School:  Select school

History Type:  IEP Snapshots Sort Order:  Student Name

**Student history report**  
Login: 119 minutes

399999990000	Duck, Donald			
	History Type	Created By	Date	
	IEP Snapshot	Shannon Proux	10/07/2022 09:48 AM	
	IEP Snapshot	Shannon Proux	09/29/2020 06:20 AM	
	IEP Snapshot	Shannon Proux	02/13/2020 11:53 AM	

# SpEd Forms 2.0

- IEP PWN/Consent page all together on one screen
  - Don't need to use “next page button” to “Return this form to...”

Donald Duck > SpEd Forms > **Prior written notice/Consent & Parental consent/Objection**

---

**Student**  
Donald Duck

School	Grade	Birth date
Cloquet Area Alternative Education Programs	11	08/24/2005

---

Date sent:   

Dear **Mr. Donald Duck Senior** and **Mrs. Daisy Duck**:

You are receiving this notice because the school district is proposing or refusing action(s) regarding your identification, evaluation, educational placement or free appropriate public education (FAPE).

1. Action(s) proposed or refused 

**Step 4: Sign, date, and return this form.**

---

Parent Signature	Date
------------------	------

This form is available in other formats. Contact the case manager for an alternate format.

Return this form to

<b>Name</b> 	<b>Position</b>	<b>Phone</b>	
<input type="text" value="Allison Dillon"/>	<input type="text" value="Special Education Coordinator"/>	<input type="text" value="218-655-5018 ext. 71"/>	
<b>Address</b>	<b>City</b>	<b>State</b>	<b>Zip</b>
<input type="text" value="16 S. Hwy 61"/>	<input type="text" value="Duluth"/>	<input type="text" value="MN"/>	<input type="text" value="55733"/>

---

Date Received:  

**July 1,  
2023  
moving  
to 2.0**



# Some Tweaks to NLSEC Reevaluation Flowchart

- Is the student aging out of Developmental Delay?
- Is the **team** considering changing primary disability?
- Is the **team** considering that the student may be discontinuing from special education?
- Is the student in grades 7, 8, or 9 and transition has not yet been evaluated?
- Has it been more than 5 years since a comprehensive evaluation has been completed?
- Does the student have additional areas of need since the last comprehensive evaluation?
  - Have student needs changed since the last comprehensive evaluation?*
- Are there concerns about the student's lack of progress given the child's developmental and cognitive level?
- For students who are graduating or aging out in the next 12 months, are there any concerns with transition needs?*
- Has student growth and developmental milestones been accurately assessed and reflected in the PLAAFP, supported with progress monitoring data?*



# If choosing to forgo an evaluation, do you have DATA?★

Using **ONLY EXISTING DATA**,

1. Can the **team** determine if the student continues to have a disability?
2. Can the **team** determine if the student continue to have a need for special education services?
3. ~~Can the **team** determine the student's present levels of academic achievement and functional performance (PLAAFP)?~~

*Can the team determine the student's present levels of academic achievement and functional performance with explicit data from progress monitoring, district benchmarks, class performance/grades, etc?*

4. Can the **team** determine additions and modifications needed to the student's programming?



# Progress Reporting

34 C.F.R. § 300.320(a)(3)(i)

The IEP includes a description of how the child's progress toward meeting the annual goals will be measured.

34 C.F.R. § 300.320(a)(3)(ii)

The IEP includes a statement of when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.

Minn. R. 3525.2810, subp. 1(A)(9)

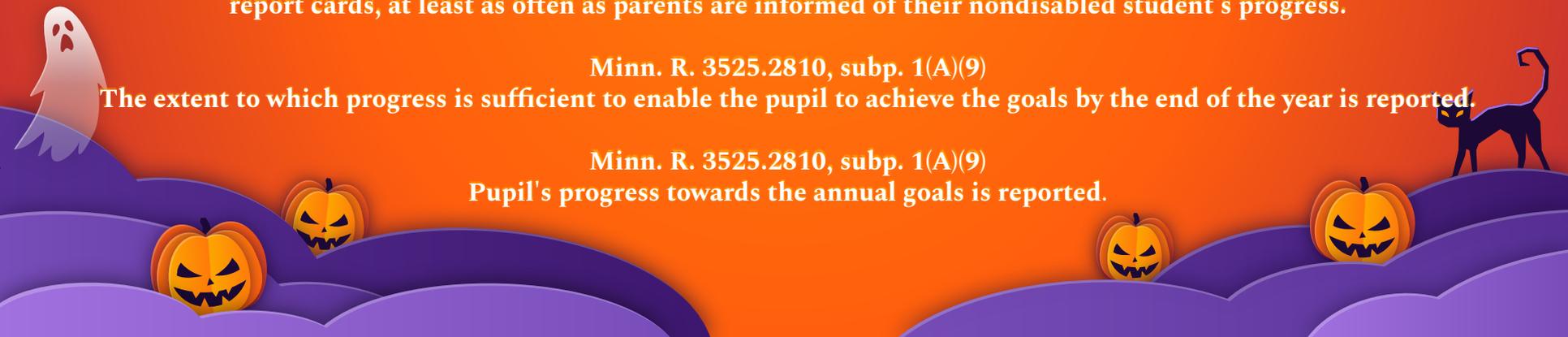
The IEP includes a statement of how the pupil's parents will be regularly informed by such means as periodic report cards, at least as often as parents are informed of their nondisabled student's progress.

Minn. R. 3525.2810, subp. 1(A)(9)

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

Minn. R. 3525.2810, subp. 1(A)(9)

Pupil's progress towards the annual goals is reported.



# Progress Reporting

Starting next year in 2023-2024, MDE will be monitoring progress notes across all of our districts.

Progress Reporting is required as part of the child's individualized education plan. On the first page of the IEP, there is a section above the team member list where you need to document how and when progress will be reported.

Example: "Progress will be reported 3 times per year in writing and once through an annual IEP meeting concurrent with district reporting". This is a compliant example.

## PROGRESS REPORTING

When and how will progress toward the annual goals be reported to the parents?

---Select Option---

HOW and WHEN!

Progress towards annual goals will be reported through one annual Individualized Education Planning Meeting (IEP) and 3 written progress reports concurrent with district reporting.



# Progress Reporting

- Make sure you have a good way of tracking student data. Create yourself a spreadsheet, graph the data, or create a file to keep student work samples, so you are not scrambling to come up with the data when it comes time to complete progress notes.

<https://docs.google.com/document/d/1VtsXI5VmnKqEOEEXJGahDJXwJ0NOLXgYtiCDFs8LIE8/edit?usp=sharing>

## Sample Progress Report

Make sure you date the progress note.



Make sure to check one of the boxes re: progress.



Comment on each objective with data.

### Goal 3:

### Measure Goal

By April 2023, through direct and specialized instruction, Lukas will increase his ability to correctly add two single-digit numbers (e.g.,  $3 + 4 = ?$ ,  $8 + 6 = ?$ ), from 20% accuracy to 80% accuracy over 4 out of 5 trails as measured by classroom work samples.

Date:

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 [Show objectives](#)

Rich text editor toolbar with various formatting options like bold, italic, underline, strikethrough, bullet points, numbered lists, indent, outdent, quote, link, unlink, code, undo, redo, and font color.

Objective 1: Given a set of manipulatives, Lukas will be able to add 10 single-digit problems together ( $8 + 7 = ?$ ) with 80% accuracy on four out of five given opportunities by November 2022 as measured by student work samples.

Objective 2: Given 20 single-digit addition problems and no manipulatives, Lukas will be able to add them together ( $4 + 5 = ?$ ) with 80% accuracy on four out of five given opportunities by January 2023 as measured by student work samples.

Finalize when you are done!

# Progress Reporting

## How do I start a new progress report?

- . Open the IEP progress report.
- . Select a finalized IEP.
- . **Note:** You won't have the correct goals and objectives if you have not finalized the IEP or the amended IEP before selecting it.

## How do I add comments to the existing goals?

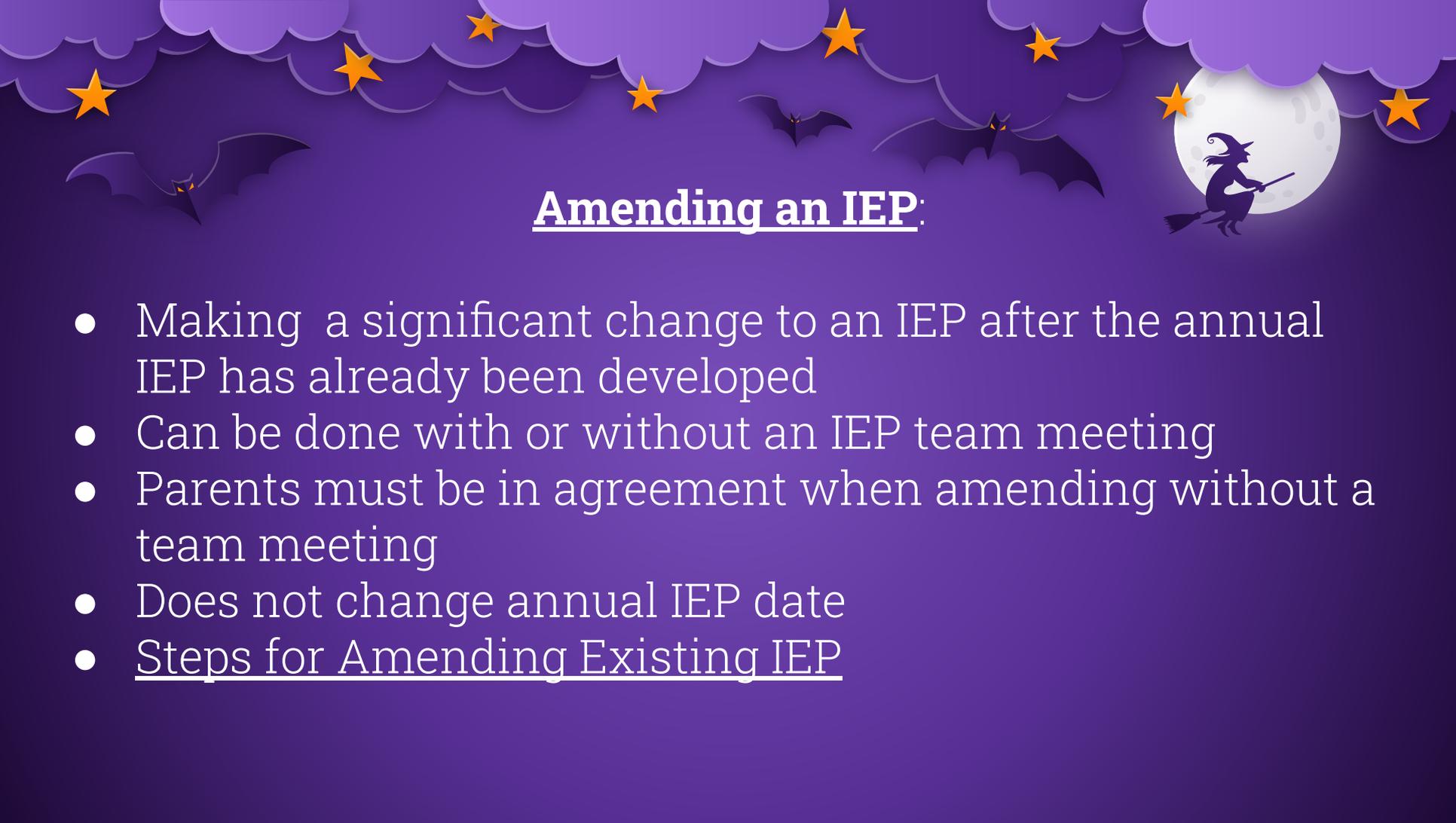
- . Enter a date for each goal.
- . Click on "Show objectives", which will insert the objectives for that IEP goal into the text box.
- . You can keep all of the objectives or just keep the objective that the student is currently working toward and delete the others.
- . Enter progress monitoring comments and data in the text box.
- . Select an appropriate checkbox (Insufficient Progress, Adequate Progress, or Goal Met).
- . Click the Save button at the top of the page.

## How do I finalize a Progress Report?

- . Click the finalize button at the page.
- . Add Comment and click on the green finalize button.
- . The Progress report will then be put into your History.

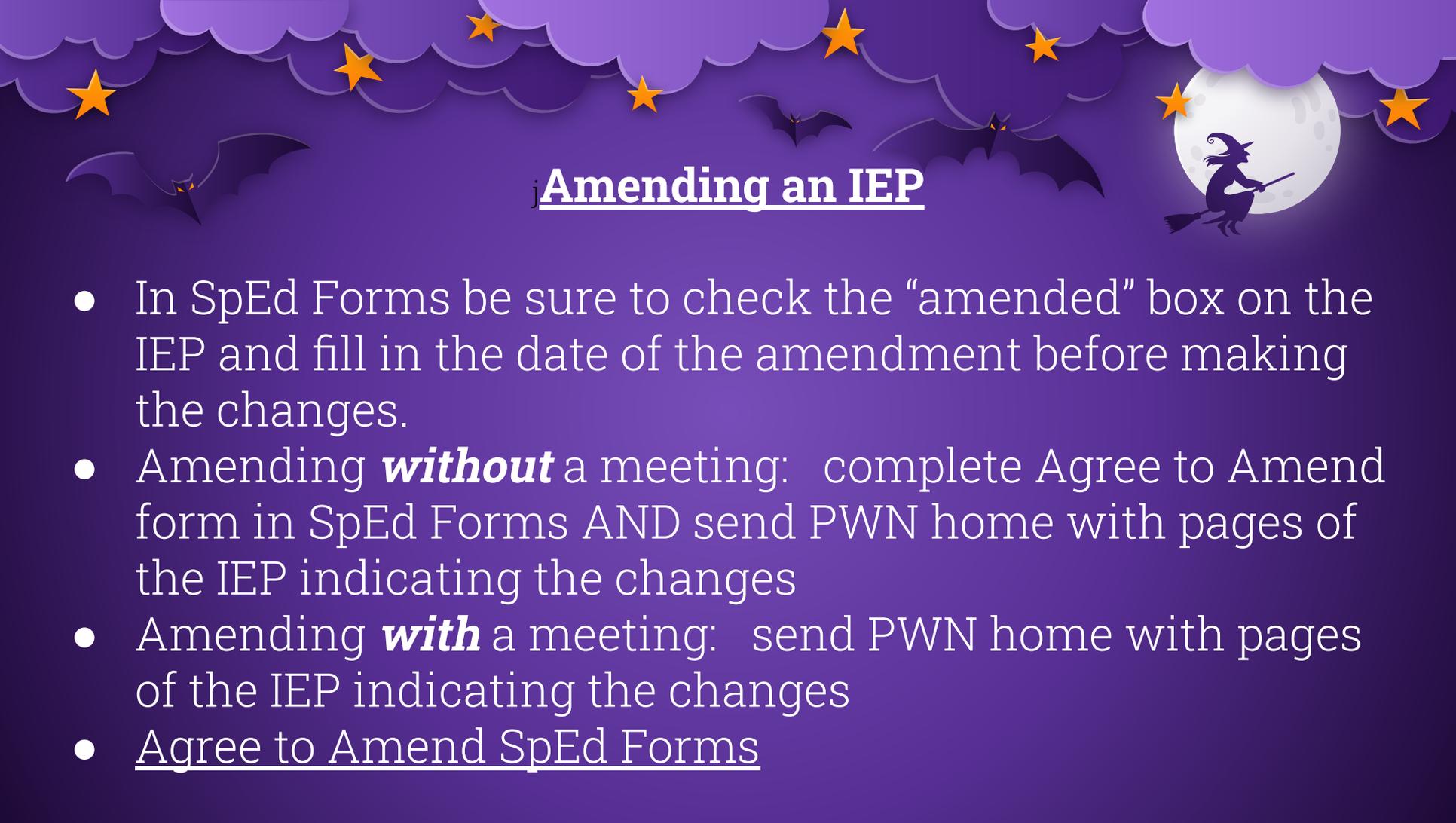
## Other notes:

Make sure to save your work after finishing the progress report.  
Saving changes to the goals in the progress report will not affect the goals on the student's goal page.  
You can graph goal progress by clicking on "Measure Goal" and adding graphing data.



## Amending an IEP:

- Making a significant change to an IEP after the annual IEP has already been developed
- Can be done with or without an IEP team meeting
- Parents must be in agreement when amending without a team meeting
- Does not change annual IEP date
- Steps for Amending Existing IEP



## Amending an IEP

- In SpEd Forms be sure to check the “amended” box on the IEP and fill in the date of the amendment before making the changes.
- Amending **without** a meeting: complete Agree to Amend form in SpEd Forms AND send PWN home with pages of the IEP indicating the changes
- Amending **with** a meeting: send PWN home with pages of the IEP indicating the changes
- Agree to Amend SpEd Forms



# NEW District Representative boxes on Notice of Team Meeting

 8/07	<b>Northern Lights Academy Cooperative</b> 302 14th Street Cloquet MN 55720-5720 Tel 218-878-3060	<b>NOTICE OF A TEAM MEETING</b>
---	--	---------------------------------

Student: Phil McCup Date: 09/14/2021  
School: Northern Lights Academy - Garfield Grade: 05 Birth date: 01/01/2012

Dear Tip McCup:

You are invited to attend a meeting to plan for Phil McCup's education program. The meeting will be at **8:00 a.m. on Friday, 10/15/2021 at Our School Building, Room 000. 1000 E. School Dr. Cloquet, MN** Date and time of meeting were agreed upon between Mr. McCup by email on 9/13/21. .

Please allow **45 minutes** to meet.

The purpose of this meeting is:

The annual review of Phil's Individualized Education Program (IEP) plan, including consideration of extended school year services, and revise his IEP as needed.

One other purpose of this meeting is to decide if Phil had a lack of progress due to the COVID-19 pandemic. The team will decide if any more special education services or supports are needed to address any lack of progress.

The following persons are expected to attend:

Name	Title
Mr and Mrs. McCup	Parents
Dena Hagen	Special Education Teacher/IEP Manager
Barb Mackey	School Principal/Qualified District Representative
Anita Teacher	4th Grade Teacher

District Representative: Barb Mackey Principal  
Name Title

This is to make it clear who the district rep is. It might be unclear depending on how you write it up top.



# LRE Legal Review

Each district must ensure that to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

*See 34 C.F.R. § 300.114(a)(2)*

# LRE Legal Review

The IEP includes an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and nonacademic activities.

*See 34 C.F.R. § 300.320(a)(5)*

# LRE Documentation Review

## Least Restrictive Environment

### Look for answers to three questions:

- Why must the student be removed from general education settings in order to receive services?
- What is the student missing when receiving services away from general education peers?
- Does the LRE match the service grid?

# **LRE Documentation Review**

Group Activity

# December 1st Child Count

- Memo coming
- Students must have the following:
  - A valid IEP that is less than one year old as of Dec. 1.
  - A current eval or re-eval that is less than three years old as of Dec. 1
  - Be receiving special education and related services on Dec. 1.
- This data must be accurate in **MARSS** to count.
- Any issues or feedback on new data sheet process?



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## Online Classroom

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### Getting Started

We've recently updated the functionality here in the Online Classroom. We've added new tools such as select filters and a new sort feature to make it easier to find what you are looking for.

To familiarize you with the new features, we've created a tutorial and have it queued up for you here. To view the tutorial click the Play Video button below.

Play Video

Northern Lights Special Education Coop

School

Social Services

Prepare Catalog

Certificate of Completion · ISBE Evidence of Completion

# Upcoming Events and Other Updates

- WJ Training in-person in Bemidji next week (Oct. 17,18)
- WJ Training virtual this winter
- NLSEC Event/Training Calendar
- Carlton needs an ECSE teacher and may need a LTS-if you know anyone, contact Allison!
- The NLSEC is hiring a WBL Coordinator to replace Nic.

# Upcoming Events and Other Updates

- Next Communication Committee Mtg: February