

**Communication
Advisory
Committee**

2/27/24 (virtual)

Agenda for the afternoon - Welcome and Thank you for being here!

Purpose of Communication Advisory Committee & Structure

Participant Slides Process

Agenda: 12:00-3:00 (Break at 1:15 - we will monitor time)

Process Virtual Meeting: Copy of presentation to all, will share all

Slides on Screen, Team will monitor chat as we go. Please put any questions in the chat OR stay on at the end of the meeting!

- Program and event updates
- READ Act update
- Due Process Updates (related services, ESY, MCA/MTAS, Gen Ed Teachers at Meetings, WBL)
- Non public school students
- NED/Restrictive Procedures
- Tech and AT updates
- ECSE Updates
- Secondary Transition and WBL Updates
- Upcoming events



Participant Slides

Para Day 2024 Recap



We started the day with a speaker panel that was very well-received!



Lots of participation in the break-out sessions!

18 Sessions
94 Paras in Attendance
Popular Sessions: Behavior Modifications,
Parenting and Empowering Students,
Working with Students with Down
Syndrome, & ASD



NLA Update

Participant Slide

Legislative Bill - Jacketed and moving forward to legislative session

- Working again this year with Jeff Anderson (Lobbyist)
- NLA facilities bill in Legislative Updates for Senator Rarick
- Facilities committee continues to review options for sites

Program Updates

- Consideration of Ukeru training (Non-crisis intervention program)
 - Will continue with CPI as primary

The READ Act for SpEd Teachers

Where did this come from???

The percentage of students in Minnesota who performed at or above the NAEP Proficient level was **30%** in 2022.



What is the READ Act, what makes it different, and why is it important?

- Minnesota Reading to Ensure Academic Development Act**
- signed into law May 24, 2023.
- beginning in kindergarten, includes multilingual learners, and students receiving special education services
- replaces Read Well by Third Grade (RWBTG)

Special education teachers at PD waiting for the part that applies to them.

How Does This Affect Me?



How Does This Affect Me?

*Phase 1: Required staff to have PD completed by July 1, 2025

- PreK Classroom Educators – *PreK educators include Voluntary Pre-Kindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness*
- K–3 Classroom Educator (including ESL)
- Grades K–12 Reading Intervention Educators
- Grades PreK–12 Special Education Educators responsible for reading instruction
- Grades PreK–5 Curriculum Directors
- Grades PreK–5 Instructional support staff who provide reading support
- Employees who select literacy instructional materials for grades PreK–5
- 4th and 5th grade (6th grade depending on structure of your elementary school) classroom educators **may** be included in Phase 1, as literacy data indicates the need for foundational reading skill instruction in these grades

Registration for Phase 1 educators is open NOW

– October 1, 2024.

A district must provide access to training by July 1, 2024.

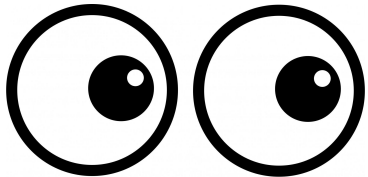
**For those districts choosing LEXIA/LETRS, additional time (beyond July 2025) will be needed and extensions will be provided.*



Due Process - Vision/Hearing Screening Prior to Evaluation

FYI - Hearing/Vision Screening/Medical conducted **prior** to beginning an evaluation (within current school year and no concerns/issues with hearing/vision)

- Evaluation planning conversations
- Don't have to be reviewed if they have a documented hearing loss (already seeing DHH)



Due Process - Related Services

In Minnesota, a related service is not a primary special education service. In order for a student to receive occupational therapy or physical therapy, he/she must both demonstrate a need for special education instruction **and** demonstrate a need for supplementary support services. These services must relate to primary educational goals.



So, how should Goals work?

When developing an IEP, a therapist is responsible for working with the team to identify educational goals for the student.



An IEP should not contain "therapy goals." This approach represents a weakness in the team process, and limited understanding of the therapist's role as a related service.

An annual goal cannot be developed in isolation by a therapist. It is important for a therapist to dialogue with or provide inservice to other team members, including parents, regarding appropriate expectations and collaborative practices for developing "educational" goals.

Service Models

Direct services. "Direct services" means special education services provided by a teacher or a related service professional when the services are related to instruction, including cooperative teaching.

Indirect services. "Indirect services" means special education services which include ongoing collaborative progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with the pupil to monitor and observe.

Due Process - MCA/MTAS

Minnesota's alternate assessment, the Minnesota Test of Academic Skills (MTAS), is the standards-based accountability assessment designed for, and limited to, students with the most significant cognitive disabilities



[Eligibility Requirements for MTAS](#)

[MDE- MTAS Participation](#)

Documents

- [MCA Parent Fact Sheet](#)
- [MTAS Parent Fact Sheet](#)

WBL on IEPs

- Documentation of WBL is essential!
 - Special education service
 - Communicates the pathway with the team, particularly VRS and county
- Pre-plan or amend an IEP to add services

Places to document:

- PLAAFP
- Courses of Study (substitutions)
- Transition Services and/or Goals/objectives
- Services page
- Transportation

Please make sure to invite WBL Coordinators to IEP meetings!! Include VRS counselors as well, if appropriate!

ESY Reminders

Participant Slide

- Decided annually at IEP meetings using DATA
- Remember to update IEPs that were marked “data needed” (this requires a PWN)
- Use the [flowchart](#) to help determine eligibility for ESY.
- Parents can choose whether they send their child to ESY if eligible, but their preferences don't factor into eligibility.



*Disclaimer: It's NOT summer school but Napoleon Dynamite dances for ESY too, promise.

Considering Assistive Technology

***AT has to be considered at every IEP...
This could be a short discussion, or more,
depending on the student.**

Resources

[NLSEC AT Website](#)

- Examples of AT
- How to trial devices

[AT Select Website](#)

*AT Email list – send Shannon your email address

SETT Process an option



Student

General Area of Concerns?
Student's abilities, strengths and interests?



Environment

What is the space that the student is in?
Who is in the room and layout of room?



Task

What is the exact task the team is hoping to
target to increase accuracy and
independence?



Tool

What tools will help student reach
independence in the task?

[NLSEC SETT Document](#)

Gen Ed Teachers at IEP meetings

- Secondary Teachers : [Companion Guide Agenda](#)
- Critical role as an IEP team member
- Share student progress, strengths, needs related to the general education classroom
- Ask questions and ask for clarification
- Share recommendations for IEP goals, accommodations, modifications, future class selection(s)
- Share insights about what is and is not effective for the student to make progress
- Share insights about student needs and strengths related to the content in your classroom



NLSEC Secondary Transition IEP Meeting

General Education Teacher Companion Guide

Employment	Postsecondary Education & Training
Student/Familv Vision for after high school:	Student/Familv Vision for after high school:

Due Process – Non Public School Students/Homeschool

Students attending Minnesota nonpublic schools may receive special education services through “shared time” arrangements with public school districts.

- Districts are required to provide FAPE if eligible (making progress toward IEP goals)
- Responsible for Comprehensive Evaluation
- District can make a determination of what services will be offered and location of services

Due Process – NED and Restrictive Procedures

MN Statute 121A.425 Disciplinary dismissals prohibited.

(a) A pupil enrolled in the following is not subject to dismissals under this chapter:

- (1) a preschool or pre kindergarten program, including an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or
- (2) kindergarten through grade 3.

(b) This provision does not apply to a dismissal from school for less than one school day, except as provided under chapter 125A and federal law for a student receiving special education services.

(c) Notwithstanding this subdivision, ***expulsions and exclusions may be used only after resources outlined in subdivision 2 have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.***

“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.”

“No school shall dismiss any pupil without attempting to use non exclusionary disciplinary policies and practices before dismissal proceedings or pupil withdrawal agreements, except where it appear that pupil will create an immediate and substantial danger to self or to surrounding persons or property.”

If a student is missing special education programming / services - that is a suspension and counts toward days toward a manifestation meeting.

Due Process – NED and Restrictive Procedures

Subdivision 2 Nonexclusionary discipline. For purposes of this section, non exclusionary discipline must include *at least one of the following*:

- (1) collaborating with the pupil's family or guardian, child mental health consultant or provider, education specialist, or other community-based support;
- (2) creating a plan, written with the parent or guardian, that details the action and support needed for the pupil to fully participate in the current educational program, including a preschool or pre kindergarten program; or
- (3) providing a referral for needed support services, including parenting education, home visits, other supportive education interventions, or, where appropriate, an evaluation to determine if the pupil is eligible for special education services or section 504 services.

Due Process – Dispute Resolution Process

Minnesota Dispute Resolution Options

A comparison chart of **special education meetings** where parents and school districts work together to resolve disagreements

TYPE OF MEETING:	CONCILIATION CONFERENCE	FACILITATED TEAM MEETING	MEDIATION
Why request	If you disagree with a school district proposal or refusal in a Prior Written Notice (PWN) to initiate or change your child's identification, evaluation, or educational placement or the provision of a Free Appropriate Public Education to your child	If you and the school district cannot agree on an appropriate Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) for your child and you need help from a neutral third party to write a plan that the whole team can agree on	If you and the school district disagree and there seems to be no way to move forward, and you need help from a neutral third party to clearly communicate concerns, find common ground, build trust, and explore possible solutions
How to request	Object to the PWN in writing within 14 days of the date the school district sent you the PWN and request a Conciliation Conference. NOTE: Another option is to object to the PWN in writing within 14 days and request a meeting with appropriate members of the IEP team.	Complete a <i>Request for Facilitated Team Meeting form</i> and send it to the Minnesota Department of Education (MDE). The school district can also request this meeting. The process is voluntary and only moves forward if both you and the school district agree to participate.	Complete a <i>Request for Mediation form</i> and send it to the Minnesota Department of Education (MDE). The school district can also request this meeting. The process is voluntary and only moves forward if both you and the school district agree to participate.
Who participates	A district representative with authority to make decisions that may resolve the disagreement, other appropriate school staff, parent, student (if appropriate), and others invited by the parent (such as a PACER parent advocate)	The entire IEP, IFSP, or multi-agency team, parent, student (if appropriate), others invited by the parent (such as a PACER parent advocate), and an impartial facilitator assigned by the MDE	A balanced group of people on both sides of the table, including a district representative with decision-making authority, school staff who work with the student, parent, student (if appropriate), others invited by the parent (such as a PACER parent advocate), and an impartial mediator assigned by the MDE
Timeline	Held within 10 calendar days of the date the school district receives a parent's request for this meeting	Usually held within three weeks of the MDE receiving a completed <i>Request for Facilitated Team Meeting form</i> from both the parent and the school district	Usually held within three weeks of the MDE receiving a completed <i>Request for Mediation form</i> from both the parent and the school district
Outcome	Within five school days after the Conciliation Conference, the district must send you a written memorandum describing the final proposed offer of service and any proposed IEP or evaluation plan resulting from the Conciliation Conference	If agreement is reached, an appropriate IEP or IFSP is developed and sent to the parent with a PWN following the Facilitated Team Meeting	If agreement is reached, a legally binding Mediated Agreement may be signed by the parent and the school district authorized representative

To talk to a PACER parent advocate about your dispute resolution options, call (952) 838-9000 or email PACER@PACER.org
 You can also contact the MDE Division of Assistance and Compliance at (651) 582-8689 or mde.assistance-compliance@state.mn.us

Q & A from our Member Districts...

Why don't NLSEC staff case manage?

Organization Structure of NLSEC

SpEd Forms Code for DNQ (K-12)?

SpEd Forms - Inactive (Status 1) (Exit Code 99) Let
MARSS person know

Categorical DD - initial or reeval?

Reeval



Q & A

- MA billing Training from NLSEC staff
 - (Stay tuned during 2024-25 school year for some changes/updates to the yearly trainings)
- BIP or PBSP in SpEd Forms? (Students who exhibit behaviors that warrant a plan - need a plan. The choice of plan can be a team decision and really has to do only with how in depth you need information to be)
- How many observations are required for different categories in an eval? (Review as part of evaluation in SpEd forms on criteria checklist)
- When changing from a DD category to a categorized disability area, is it an initial or re-evaluation? (This is considered a RE-EVALUATION with initial criteria)
- Can Paras do observations for evaluations? **No!**



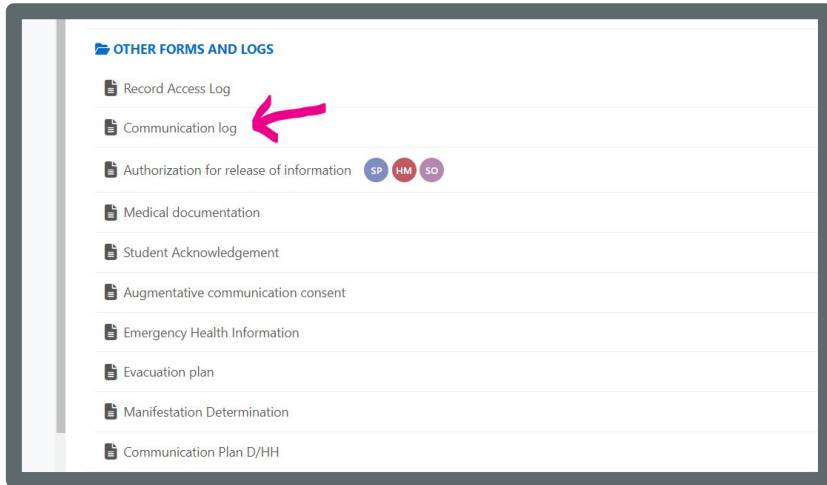
Student Attendance Scenarios:



- Day treatment (ie: Merritt, Chester Creek)
 - District in which program is located provides special education services
 - Most often Duluth in our area
- Autism centers (ie: MAC, Northway)
 - Currently no education component in these programs
 - Students may attend half at the center/half at home district or full day at the center and un-enroll at home district
- Online K-12 Public School
 - Student un-enrolls at home district and online school provides all special education services, IEPs, evaluations, etc....
- Homeschool
 - Procedures are same as for all non-public schools: district in which the “non-public” or homeschool is located provides all special education services, IEP, evaluation, etc....
- Home-based
 - Student placed by IEP team for various reasons (ie: behavior, awaiting other placement)
 - Requires IEP meeting, PWN, parent consent, and following continuum of LRE
 - Not intended to be long-term
- Homebound
 - Provision of special education services in the home due to confinement per doctor’s orders
 - Written documentation from doctor required and obtained annually

Technology Update - SpEd Forms

Communication Log - not a new feature, but a helpful one! Please consider using this feature to document communication with families

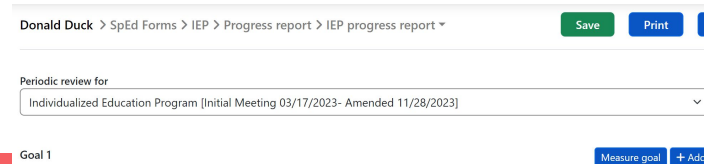
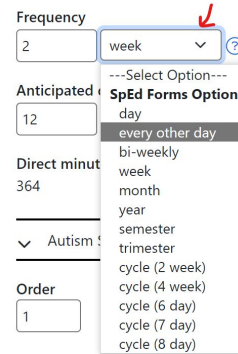
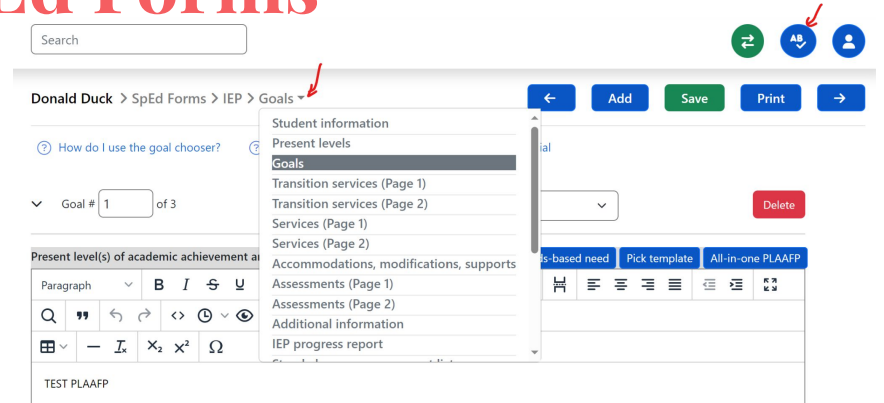


A screenshot of the "Communication log > Entry" form for "Frances Farmer". The form includes the following fields:

- Person making contact: Bouchie, Jenny [0700]
- Contact: Jenny Bouchie
- Phone: [Empty field]
- Relationship to Frances Farmer: Parent
- Date: 01/31/2024
- Time: 01:14 PM
- Reason for contacting Jenny Bouchie: [Empty text area]
- Notes from conversation: [Empty text area]
- Contact method: [Empty dropdown menu]

Technology Update - SpEd Forms

- Spell Check is back
- Better navigation tools at top of page (breadcrumbs) for IEP
- IEP Services - Frequency added “Every other day” option
- Progress Report and ESY Progress Report in 2.0



SpEd Forms Evaluation Templates

Participant Slide

The local evaluation templates were developed by the School Psych group. Although they can be changed, they cannot be customized for each individual district. SpEd Forms templates cannot be altered.

Evaluation Report templates

^ Local templates

NLSEC ASD Template

Select

NLSEC DCD Template

Select

NLSEC EBD Template

Select

NLSEC ECSE Template

Select

NLSEC OHD Template

Select

NLSEC SLD Template

Select

NLSEC SLD/EBD Template

Select

NLSEC Speech or Language Impairment - Articulation Disorder Template

Select

∨ SpEd Forms templates

ECSE Update - DCYF



The Department of Children Families and Youth (DCYF) will be designated as the lead agency responsible for ensuring requirements of Part C are met. Programs start transitioning on 7/1/24. [MDE MEMO 2/1/24](#)

The following Part C components will transfer to DCYF for administration	Through interagency agreements, the following Part C components will remain at MDE
<ul style="list-style-type: none">● Service coordination● Public awareness● Child Find● Referral process (Help Me Grow)● Federally-mandated Interagency Coordinating Council (ICC) and our Interagency Early Intervention Committees (IEICs)	<ul style="list-style-type: none">● Support of district personnel in meeting Part C requirements (technical assistance and professional development)● Compliance, monitoring, and dispute resolution● Comprehensive System of Personnel Development (CSPD)● Funding, data collection and reporting

Caseload Analysis Process

District/building administration can request a workload/caseload analysis from NLSEC team

- This is an in-depth review of child count data, federal settings, service minutes, evaluations, para support, etc.
- There are differences between a K-12 sped, ECSE, and speech for caseload details.
- Information will be shared directly with district administrators to help inform for staffing decisions - NLSEC does not make recommendations or determinations about staffing decisions.
 - Job Duties of Special Education Teacher (expanded beyond gen ed) are also discussed

Special education caseload versus workload

Caseload numbers are not reflective of the total workload of a special education teacher. Caseloads with higher numbers of students who spend 60% of the day or more within the special education resource room setting are typically lower. Additionally, caseloads with higher numbers of students with significant behavioral, cognitive, functional, and/or safety needs are typically lower. *Student needs and teacher workload tasks should be considered when determining appropriate staffing levels.*

Workload includes but is not limited to:

- Total IEPs managed
- Total services provided to all students
- Progress reporting on IEP goals
- Calculating and applying report card grades (when applicable)
- Special education evaluations and reevaluations
- MA Billing documentation
- Scheduling of paraprofessionals
- Supervision of paraprofessional duties
- Requesting and coordinating special education transportation (when applicable)
- Documentation and reporting of restrictive procedures (where applicable)
- IEP meetings and IEP writing (minimum of 1 per year, but more for some students)
- Updating and maintaining all required due process documents for each student on caseload (including but not limited to IEPs, evaluation reports, prior written notices, team meeting notices, team meeting agendas, progress reports, IEP amendments, record of a team meeting)
- Scheduling of meetings and coordination of IEP team members
- Maintaining communication logs of parent communication
- Collecting and maintaining data on student behavior (when applicable)
- Adapting and modifying materials for individual students and classes
- Preparing lessons and materials for individual special education students and/or groups
- Coordinating and communicating with members of IEP teams including but not limited to teachers, parents, administrators, related service providers, paraprofessionals, outside agencies

UPCOMING!! Mentoring Day Updates

- March 11th, 2024
- Fond du Lac Tribal & Community College
- 8:45-1:45
- Capacity = 400 students!
- 4 breakout sessions **PLUS** College & “Career Exploreathon”
- Keynote: Resiliency
- Pizza lunch
- Parent Day - 8:45-3:00
 - [Registration Form](#)
- [Teacher/Para Registration Form](#)



Upcoming Events re: Secondary Transition -

- March 12th: Construct Tomorrow @ DECC (10:30-12:00)
- April 5th: Lake Superior College ([registration form](#))
- Spring '24: Northwood's Technical College
- Spring '24: Tour of Ironworker's, Carpentry Union, and Pipefitters

Summary of Performance/Graduation

- Due Process Requirements
- 18-22 Protocol
- Summary of Performance (sample language for SOP and PWN)



Monitoring Compliance Update for 24-25

Several monitoring processes through MDE:

The IDC (Indicator Data Collection) record review randomly selects a district to review one or more of the following indicators found here: [Checklists \(mn.gov\)](#) There are six indicators, one indicator focuses on secondary transition.

The TRR (Topical Record Review) focuses on a topic that most closely is related to student outcomes. Every cohort (NLSEC starts Fall of 2024) will complete a TRR that focuses on periodic review and progress reporting. During the Spring of 2024 a “Risk Assessment” is completed by MDE with random file “pulls” to determine level of review needed. Comprehensive Review activities occur during the 2024-25 school year and a final report is provided to districts during summer of 2025.

TRR record review only occurs when a district’s cohort is up for review, while the IDC is an annual record review of random selections

MDE Progress Reporting

[How to Write Progress Reports \(MDE Guidance\)](#)

[Compliance Check Part B \(MDE Guidance\)](#)

[Compliance Check Part C \(MDE Guidance\)](#)

NLSEC Request for Training

Link will be on the
NLSEC website



NLSEC Training Request

Please complete this form at least 4 WEEKS in advance of your requested training date. You will be contacted within 48 hours of form submission.

Completion of this form is considered a request, not a guarantee.

NOTE: *This form will ONLY be considered when completed by a building/district administrator. Thank you!*

jbouchie@nlsec.org [Switch account](#)



* Indicates required question

Email *

Record jbouchie@nlsec.org as the email to be included with my response

School District Requesting Training (please check all that apply) *

Barnum

Carlton

Cloquet

Thank you!!

