



Principal Special Education Inservice

August 19, 2020

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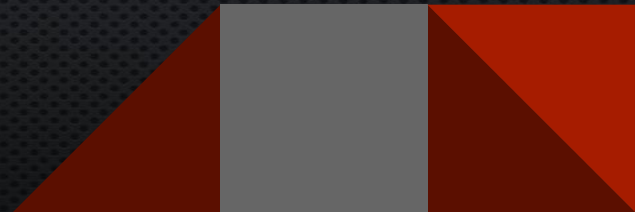
AMANDA SLATTERY - COORDINATOR

CHRISTA CLARK - COORDINATOR

TINA FREDRICKSON - ASSISTANT DIRECTOR OF SPECIAL EDUCATION

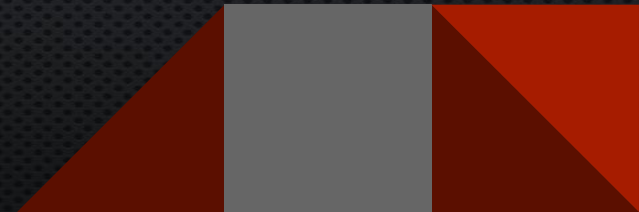
HANNA RODENBAUGH - ASSISTANT DIRECTOR OF SPECIAL EDUCATION

CHRISTI SICKEL - ASSISTANT DIRECTOR OF SPECIAL EDUCATION



[2020-21 SCHOOL PSYCHOLOGIST/Achievement Assessor Assignments Link](#)

[2020-21 NLC Administration Contact Information Link](#)



Overview

TOPICS COVERED:

- IMPORTANT REMINDERS
- ROLES OF SPECIAL EDUCATION TEACHERS
- COMPLAINTS
- MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)
- PARAPROFESSIONALS
- NLC SETTING III BEHAVIOR/ASD SUPPORT PROCESS
- LEGAL CASES
- CIMP UPDATES
- CPI PLAN 20-21
- OTHER

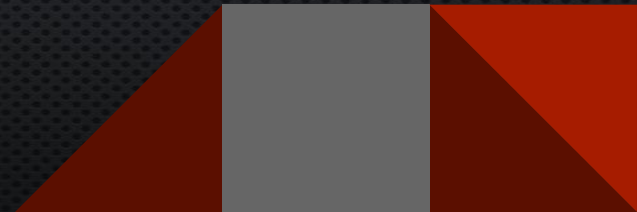




Important Reminders

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- **THIRD PARTY BILLING** - DOCUMENTATION IS IMPORTANT AS IT EQUALS MONEY FOR YOUR DISTRICT.
- **REQUISITIONS FOR SPECIAL EDUCATION** - BEFORE SIGNING REQUISITIONS, CONSIDER WHETHER OR NOT THE ITEM(S) FITS IN THE SCOPE OF YOUR DISTRICT'S VISION AND GOALS.



Special Education Expenses - Procurement

STUDENT SPECIFIC

- THIS MUST BE SPECIFIC TO A STUDENT'S IEP AND DOCUMENTED ACCORDINGLY

PROGRAM SPECIFIC NEEDS

- THESE ARE SUPPLIES, ITEMS, ETC NEEDED SPECIFICALLY TO SUPPORT THE SPECIAL EDUCATION PROGRAM/STUDENTS THAT ARE DIFFERENT THAN FROM WHAT ALL TEACHERS NEED
- BUILD BUDGETS - PROGRAMS THAT GENERATE MONEY GET THE MONEY

STAFF MATERIALS

- THESE ARE SUPPLIES, ITEMS, ETC NEEDED SPECIFICALLY TO SUPPORT THE SPECIAL EDUCATION PROGRAM THAT ARE DIFFERENT THAN WHAT ALL TEACHERS NEED



Special Education Expenses - Staff

TIME AND EFFORT REPORTING

STAFF WHO WORK OUTSIDE OF SPECIAL EDUCATION FOR ANY PORTION OF THEIR WORK DAY MUST BE CODED CORRECTLY.

COMMONLY MISCODED TO SPED:

- GENERAL RECESS/LUNCH DUTY COVERAGE
- PRIMARY GRADE GENERAL CLASSROOM SUPPORT
- PROVIDES TIER 2 INTERVENTIONS (OFTEN SOCIAL WORKERS)

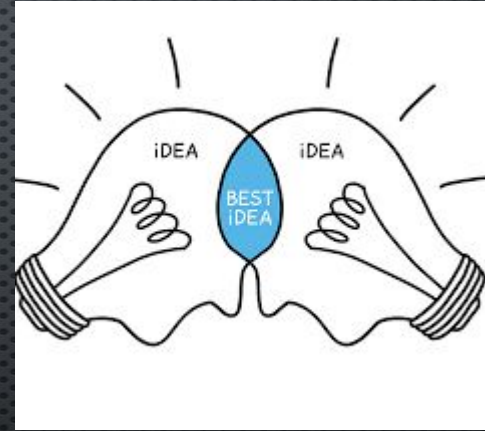




Roles of Special Education Teachers

Special Education Teachers:

- ARE STRONG COLLABORATIVE LEADERS
- SUPPORT MTSS THROUGH SYSTEMS LIKE PBIS
- ARE STRONG TEAM MEMBERS AND FACILITATE COLLABORATIVE CONVERSATIONS
- ARE ABLE TO THINK OUTSIDE OF THE BOX ABOUT HOW TO SUPPORT STUDENTS IN A UNIQUE WAY
- IMPLEMENT PROGRAMMING THAT EMPHASIZES SKILL BUILDING RELATED TO THE STUDENT'S DISABILITY AND IS INDIVIDUALIZED TO MEET EACH STUDENT'S NEEDS

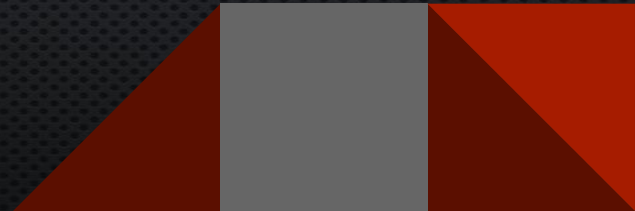


Special Education Teachers cont:

OFTEN WHEN SPED PROGRAMMING ISN'T DEVELOPED OR WEAK OR INSTRUCTIONAL PRACTICES AREN'T SUPPORTED, THE FOLLOWING BECOMES THE NORM:

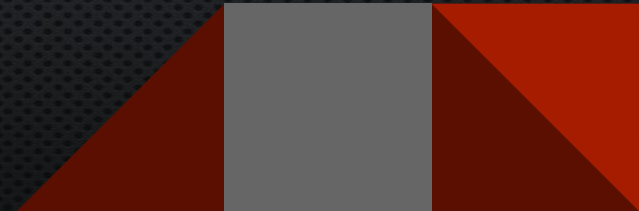
- HOMEWORK HELP
- STUDY HALL
- RESPITE FOR CLASSROOM STAFF

STRONG PRINCIPALS/BUILDING LEADERS WITH EXPECTATIONS FOR SPECIAL EDUCATION PROGRAMMING RECOGNIZE THE EDUCATIONAL DIFFERENCE IN THEIR BUILDING.



Contingency Learning Plans (CLP):

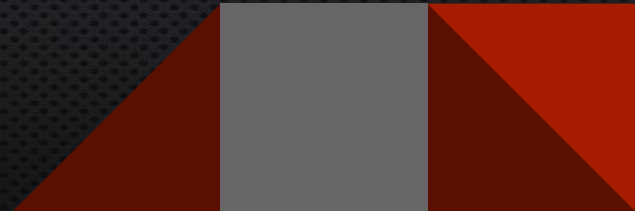
- THIS IS CONSIDERED AN AMENDMENT TO THE IEP. IT WILL COVER ALL THREE SCENARIOS/MODELS. THE CLPs WILL NEED TO BE DONE AS SOON AS POSSIBLE. THE NLC IS RECOMMENDING BY MIDDLE OF OCTOBER. REALIZE IF THE DISTRICT MOVES INTO A DIFFERENT MODEL, THE SPED TEACHERS WILL BE SCRAMBLING TO GET THEM DONE.
- PRINCIPALS NEED TO UNDERSTAND THIS IS A HUGE UNDERTAKING AND WILL REQUIRE A SIGNIFICANT AMOUNT OF TIME FOR CASE MANAGERS/IEP TEAMS. YOU MIGHT WANT TO CONSIDER WAYS TO PROVIDE SOME EXTRA TIME TO COMPLETE THEM.



Complaints

Special Education Complaints

- COMPLAINTS ARE MOST OFTEN AROUND DISCIPLINE/REFUSING TO ALLOW STUDENTS ACCESS TO CLASSROOM INSTRUCTION
- BOSA HAS STATED THAT COMPLAINTS THEY RECEIVE ABOUT SPECIAL EDUCATION ARE OFTEN DIRECTED AT THE PRINCIPALS.
 - ONE WAY TO IMPROVE THIS AREA IS TO COLLABORATE WITH YOUR SPECIAL EDUCATION DIRECTOR/COORDINATORS ON A REGULAR BASIS.
- MANY TIMES, THE DISCIPLINE DECISION MADE WOULD HAVE BEEN APPROPRIATE IF THE CORRECT STEPS HAD BEEN FOLLOWED ALONG THE WAY.
 - REVISE IEP
 - REVISE BIPs
 - FREQUENT TEAM MEETINGS
 - COLLECTING AND SHARING ACCURATE DATA

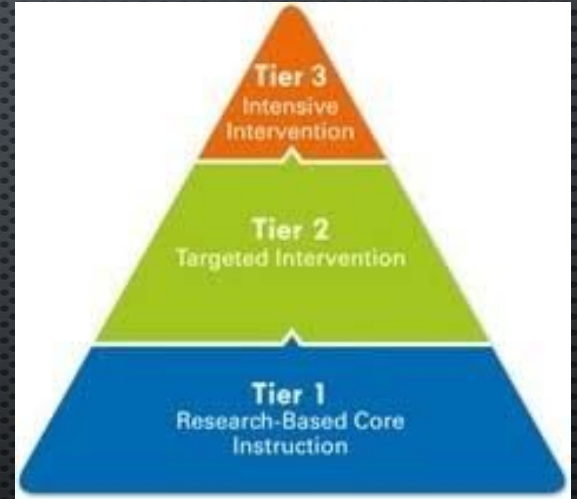




Multi-Tiered Systems of Support (MTSS)

MTSS

- HAVING AN MTSS SYSTEM IS NOT AN OPTION. THIS SUPPORTS THAT STUDENTS WHO QUALIFY FOR SPECIAL EDUCATION HAVE BEEN APPROPRIATELY IDENTIFIED.
- STUDENTS CAN QUALIFY FOR SPECIAL EDUCATION INAPPROPRIATELY IF WE DO NOT GO THROUGH THE CORRECT PROCESS. ONCE STUDENTS QUALIFY, THEY ARE ENTITLED TO ALL THE PROTECTIONS STUDENTS IDENTIFIED FOR SPECIAL EDUCATION ARE ENTITLED TO.
- MTSS IS NOT JUST POSTERS ON THE WALLS OR CELEBRATIONS. ITS A DATA DRIVEN SYSTEM!
- IMPLEMENTATION WITH FIDELITY OF MTSS IS CRITICAL FOR THE SYSTEM TO WORK.
- WHAT WOULD YOU DO IN THIS SITUATION IF SPECIAL ED DIDN'T EXIST?



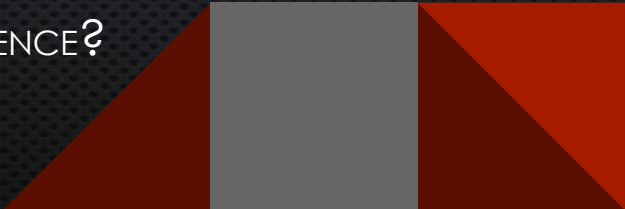


Paraprofessionals

Paraprofessionals (“This student needs a 1:1”)

OFTEN ADDITIONAL STAFF MEANS ADDITIONAL AUDIENCE MEMBERS OR ADDITIONAL PEOPLE WHO CAN CALL THE PRINCIPAL/DEAN.

WHEN REQUESTS ARE MADE FOR ADDITIONAL STAFF, TEAMS SHOULD:

- THINK OF ACCOMMODATIONS/MODIFICATIONS FIRST.
 - IDENTIFY THE NEEDS OF THE STUDENT - HOW WILL THE ADULT SUPPORT HELP THE STUDENT LEARN NEW SKILLS? COMPLETE STUDENT ABILITIES AND ASSISTANCE NEEDS MATRIX.
 - WHAT TIMES OF DAY/ROUTINES IS THE ADDITIONAL SUPPORT NEEDED?
 - DO YOU HAVE AN EXIT STRATEGY? HOW DO WE BUILD INDEPENDENCE?
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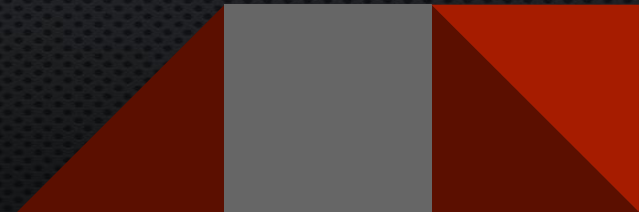


NLC Setting III Behavior/ASD Support Process

Setting III Behavior/ASD Support Process

THIS PROCESS IS DESIGNED TO PROVIDE SUPPORT AND MENTORING FOR SETTING III BEHAVIOR/ASD PROGRAMS WITHIN NLC MEMBER DISTRICTS. THE SUPPORT PROCESS IS BASED ON 6 QUALITY INDICATORS OF EFFECTIVE PROGRAMMING WHICH ARE ESSENTIAL TO AN EFFECTIVE SETTING III BEHAVIOR/ASD PROGRAM:

- ENVIRONMENTAL MANAGEMENT
- BEHAVIOR MANAGEMENT
- AFFECTIVE EDUCATION
- INDIVIDUATION AND PERSONALIZATION
- ACADEMIC
- CAREER, LIFE SKILLS, AND TRANSITION

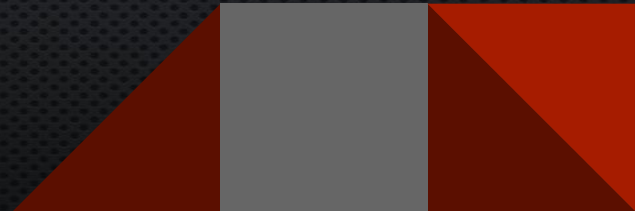


Setting III Behavior/ASD Support Process (continued)

PROCESS:

1) PRINCIPAL WILL CONTACT THEIR NLC COORDINATOR/ASSISTANT DIRECTOR TO BEGIN THE SUPPORT PROCESS.

2) PRINCIPAL, SETTING III SPECIAL EDUCATION TEACHER, AND COORDINATOR/ASSISTANT DIRECTOR WILL MEET TOGETHER ON A MONTHLY BASIS TO DISCUSS AND SET PROGRAM GOALS BASED ON THE NLC QUALITY INDICATORS RUBRIC AND NLC SETTING III IMPLEMENTATION RUBRIC (CLICK ON LINK. NOTE RUBRIC TABS AT THE BOTTOM).



Setting III Behavior/ASD Support Process (continued)

THE NLC QUALITY INDICATORS RUBRIC IS INTENDED TO BE USED AS A GUIDE FOR BEST PRACTICES WHEN ESTABLISHING AND IMPROVING SETTING III BEHAVIOR/ASD PROGRAMS. NLC COORDINATORS/ASSISTANT DIRECTORS WILL NOT BE EVALUATING TEACHERS. THIS RUBRIC CAN BE USED BY SETTING III SPECIAL EDUCATION TEACHERS FOR SELF-REFLECTION/ SELF-ASSESSMENT AND BY BUILDING ADMINISTRATORS.

THE NLC SETTING III IMPLEMENTATION RUBRIC IS DESIGNED TO BE USED FOR GOAL-SETTING TO ESTABLISH FOUNDATIONAL SYSTEMS IN SETTING III BEHAVIOR/ASD PROGRAMS IN THE AREAS OF INSTRUCTION; ENVIRONMENT; STRUCTURE, ROUTINES, AND SCHEDULES; AND BEHAVIOR/SENSORY SUPPORTS.

3) SETTING III SPECIAL EDUCATION TEACHER AND COORDINATOR/ASSISTANT DIRECTOR WILL TOUCH BASE REGULARLY TO REFLECT, DISCUSS, AND REFINE IDEAS FOR PROGRAM AND INDIVIDUAL STUDENT SUCCESS.

Legal Cases

Legal Cases - Set a Precedent

- **ROWLEY (1982)** - THE IEP MUST BE REASONABLY CALCULATED TO ENABLE THE CHILD TO RECEIVE EDUCATIONAL BENEFITS.
- **ANDREW F** - THE IEP MUST BE REASONABLY CALCULATED TO ENABLE THE CHILD TO RECEIVE EDUCATIONAL BENEFITS **IN LIGHT OF THE CHILD'S CIRCUMSTANCES**. DON'T ACQUIESCE TO PARENTS REQUEST IF YOU THINK NOT IN BEST INTEREST OF FAPE AND CHILD'S EDUCATION. IF YOU DO MAKE SURE TO DOCUMENT DISTRICT THOUGHTS/DECISION IN PWN. LET PARENT DENY THAT AND THEN WORK ON COMPROMISE, WHICH AGAIN WILL BE DETAILED IN A NEW PWN.
- **EMDH vs St. LOUIS PARK** - STUDENT WITHDREW TO ATTEND DAY TREATMENT. UPON RETURN DISTRICT DID NOT TEST FOR SPED BECAUSE STUDENT WAS MAKING A'S AND B'S. COURT FOUND THAT DISTRICT DID NOT FULFILL CHILD FIND OBLIGATIONS. CHILD HAD MENTAL HEALTH ISSUES THAT WERE NOT ADDRESSED THROUGH EVALUATION. COMPENSATORY ED WAS AWARDED INCLUDING HAVING TWO EXPERTS AT IEP MEETINGS, QUARTERLY IEP MEETINGS, TUTORING PAID BY DISTRICT.

Legal Cases (continued)

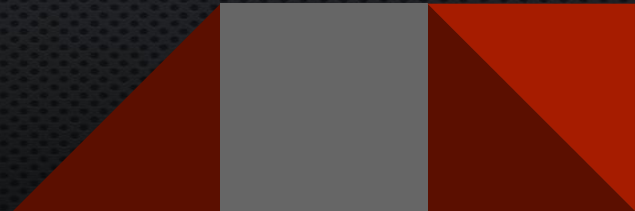
- **BKO vs DISTRICT** - CASE AROUND USE OF AUGMENTATIVE COMMUNICATION. DISTRICT WON DUE TO FACT THAT THE FACT THAT THE SETT PROCESS WAS UTILIZED AND THE DISTRICT HAD DATA TO SUPPORT THAT A LOW TECH COMMUNICATION METHOD WAS EFFECTIVE.
- **OSSEO vs MNB** - SPECIAL EDUCATION STUDENTS OPEN ENROLLED ARE NOT ENTITLED TO TRANSPORTATION TO THE OPEN ENROLLED LOCATION. TO THE BORDER LIKE EVERYONE ELSE. HOWEVER, IF DISTRICT IS TRANSPORTING OTHER STUDENTS FROM BEYOND BORDER THEN SPED WOULD BE INCLUDED.

OTHER TIDBITS:

- DO NOT DISCIPLINE STUDENTS FOR REFUSING TO WEAR MASKS/FACE COVERINGS. THE EMPHASIS SHOULD BE ON TEACHING STUDENTS TO WEAR THEM USING SOCIAL STORIES, MODELING, ETC.
- IEP MEETINGS NEED TO BE MORE ROBUST. AT NEEDS TO BE LOOKED AT WITH EVERY STUDENT USING THE SETT PROCESS. REGULAR EDUCATION TEACHERS NEED TO BE ACTIVELY INVOLVED IN MODIFICATIONS AND ACCOMMODATIONS AND HOW THOSE FIT INTO THE GEN ED SETTING.

When to contact the NLC

- MANIFESTATION DETERMINATION
- 45 DAY PLACEMENT
- COMPLAINT
- OBJECTION TO A PROPOSED IEP
- NLC PLACEMENT
- COMPENSATORY EDUCATION



CIMP Updates



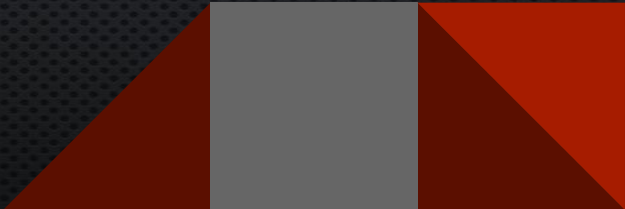
FILE REVIEW STATISTICS

- 2044 ACTIVE FILES
- 84 FILES REVIEWED (4.1%)
- 2 MONTH CORRECTION WINDOW PRIOR TO MDE CITATIONS
- 78 CITATIONS ISSUED
- CITATIONS WERE IN TIMELINES, EVALUATION STANDARDS, AND IEP/IFSPs

WHAT'S NEW

- ALL IEPs MUST INCLUDE PRESENT LEVELS FOR **READING, MATH, AND WRITTEN LANGUAGE**
- ALL IEPs MUST INCLUDE PRESENT LEVELS FOR TRANSITION
- DISTRICT REPRESENTATIVES MUST BE QUALIFIED TO SUPERVISE OR PROVIDE A SPED SERVICE

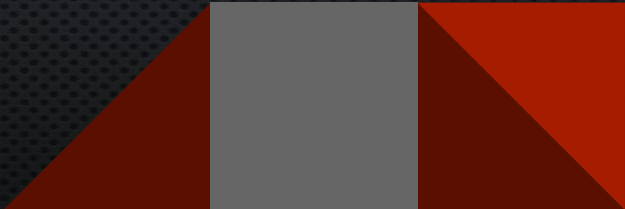
CORRECTIVE ACTION PLANS

- BECAUSE THIS YEAR IS A SELF REVIEW YEAR, CORRECTIVE ACTION PLANS THROUGH MDE ARE NOT REQUIRED
 - THE NLC WILL PROVIDE TRAINING AND FEEDBACK TO ALL SPED TEACHERS THROUGHOUT OUR MEMBER DISTRICTS
- 



Fall 2020 CPI Plan

FALL 2020 CPI

- THE NLC IS OFFERING 3 VIRTUAL CPI REFRESHER TRAININGS ON AUGUST 25TH, 28TH, AND 31ST FROM NOON TO 3:00 PM.
 - INDIVIDUALS WILL BE REQUIRED TO HAVE THEIR OWN DEVICE TO PARTICIPATE IN THESE TRAININGS AS WE WILL BE UTILIZING THE CHAT FUNCTION TO DOCUMENT TRAINEE PARTICIPATION.
 - WE WILL ONLY BE TEACHING THE DE-ESCALATION PORTIONS OF THE TRAINING AT THIS TIME. WHEN WE CAN TRAIN IN PERSON, WE WILL SCHEDULE ADDITIONAL FOLLOW UP SESSIONS TO REFRESH ON DISENGAGEMENTS AND HOLDS.
 - EACH TRAINING WILL BE LIMITED TO 60 PARTICIPANTS.
 - WORKBOOKS HAVE BEEN/ARE BEING DELIVERED TO DISTRICT OFFICES FOR PARTICIPANT PICK UP.
 - [REGISTRATION LINK](#)
- 

Other:

- ECSE TEACHERS WILL BE SUBMITTING REQUISITIONS FOR A NEW ASSESSMENT TOOL CALLED THE DACY-2. **PLEASE SIGN OFF ON THIS AND PUT THROUGH TO BUSINESS DEPT. TO BE ORDERED ASAP.** THIS TOOL CAN BE USED FOR QUALIFICATION IN A VIRTUAL FORMAT.
- ITINERANT STAFFING-PLEASE CONSIDER WHAT THIS WILL LOOK LIKE IN YOUR BUILDING UNDER EACH MODEL OF LEARNING.
- THE NLC WILL BE WORKING WITH YOUR SPED TEACHERS TO PRIORITIZE EVALS AND RE-EVALS. TIMELINES ARE NOT EXTENDED.



Have a great year!