

Welcome!
New Special
Education Staff
Training

August 25, 2021



Housekeeping

- **Internet**
- **Restrooms**
- **Agenda for of the day**
- **Links embedded**
- **Lunch**

Hello!



My name is Dena Hagen
I am the Director of Special Education for
the Northern Lights SpEd Coop
You can find me at dhagen@nlsec.org

My path...

The background is white with a large, faint, light-blue dashed circle centered around the text. Various colorful geometric shapes are scattered around: a large lime green circle in the top left, a teal circle with a white quote mark in the top center, a yellow circle in the top right, an orange circle in the bottom left, and a yellow circle in the bottom right. There are also several smaller circles in green, blue, orange, and pink.

“

How are you feeling?









**Thank you for
working in special
education!**



NLSEC Theme for the year



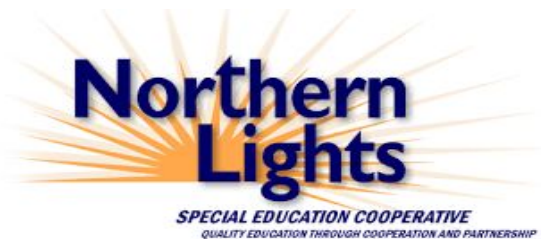
Fold in the Cheese! Just fold it in.

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

- × **Best-Practice Programming For ALL, Birth-Age 21**
- × **Paraprofessionals**
- × **Collaboration with General Education**
- × **Data-Based Decision Making**
- × **Secondary Transition**
- × **Assistive Technology**
- × **Interagency Coordination and Collaboration**
- × **Monitoring of Due Process and Paperwork**

NLSEC office STAFF!

Kristin Miller



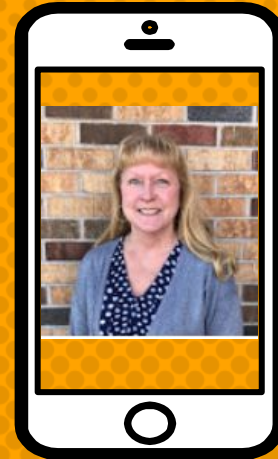
**Administrative
Assistant**

Jill Moberg



**Business
Manager**

Tamie Woodward



**Office Assistant,
Receptionist**

Your NLSEC SPECIAL EDUCATION Coordinators!

Michelle Foshay



**Proctor, Esko,
McGregor, Cromwell**

Allison Dillon



**Cloquet, Carlton,
Wrenshall,
Northern Lights
Academy**

Heidi Halker



**Hermantown, Lake
Superior, Moose Lake,
Barnum**

Bambi Neumann



Willow River

Your All-District Coordinators!

Jessica Brown



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

Jessica Knutsen



**Secondary Transition
Coordinator**

Shannon Proulx



**Technology
Coordinator**

We're Glad You're Here!

PLEASE INTRODUCE YOURSELF

- **Name**
- **District**
- **What are you most looking forward to**
 - **this year?**

ICEBREAKER



SPED FORMS THURSDAY'S AT THREE

Calendar of Events provided by SpEd Forms

August 26, 2021 at 3:00 pm

Topic: **New teacher training for SpEd Forms 1.0**

Link to discussion: <http://meet.google.com/tke-ygfp-pfo> *just join at 3pm, no registration

September 2, 2021 at 3:00 pm

Topic: **Electronic Signatures**

Link to discussion: <http://meet.google.com/tke-ygfp-pfo> *just join at 3pm, no registration

September 9, 2021 at 3:00 pm

Topic: **New teacher training for SpEd Forms 2.0**

Link to discussion: <http://meet.google.com/tke-ygfp-pfo> *just join at 3pm, no registration

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

NLSEC WEBSITE

www.nlsec.org



New –Trainings at a Glance on home page

Sections to check out:

- Communications
- SpEd Forms link
- MA Billing Information
- Due Process Guides
- Coop Data Forms

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



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- MDE SPECIAL EDUCATION
- SECONDARY TRANSITION
- STAFF DIRECTORY
- SpEd FORMS

Our New Name, New Look and Expanded Mission!

Helping people challenged by disabilities, vision loss or aging live vital lives.

Fall 2019

- Expanded our Mission
- Hired Sheri Cooke, ATP
- Provided services across all disability areas

November 2020

- Officially adopted our new expanded mission
- Changed our name and logo

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

CPI Training Refresher - August 9, 2021 8:30-12 Carlton County Transportation Bldg.
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Group 1
Top 10

Group 2
SpEd Forms

On your mark....Get set...go!



Top 10 in Special Education

A continuum of services for every student!





Top 10 in Special Education



Parents want what's best for their child!



Top 10 in Special Education



Does this work?!?!?



Top 10 in Special Education

Kids Do Well if They Can!





Top 10 in Special Education

SECONDARY TRANSITION FOCUS

*Helping
students get
better lives, not
just better
plans...*

- × Presently, a large number of students receiving special education services do not pursue education or training beyond high school. Students with disabilities struggle to succeed in the workplace and are less likely to live independently in the community.
- × Secondary transition planning is aimed at increasing every student's chance to succeed by bringing families, local education agencies, and other service providers together to create a blueprint for post-graduation that is based on an individual student's strengths, needs, and goals.

WE NEED TO PLAN ACCORDINGLY

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*



POSTSECONDARY TRANSITION GOALS DRIVE THE IEP!!



- × Establish realistic post-secondary goals
- × Annual goals must support
- × Courses of study reflect a pathway
- × Transition services and activities support
- × Accommodations and modifications ensure success

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

Extra Supports



C. Transition Services

Instruction (i.e. specialized instruction, regular instruction, career and technical education):

Activity	Agency Providing Service on the IIP
Bob will increase his functional math skills, by working on his fractions and measurements.	School
Bob will increase his welding skills by participating in Welding courses.	School, VRS
Bob will increase his self-advocacy skills related to disability awareness and disclosure.	School

Related services:

Activity	Agency Providing Service on the IIP
Bob will continue to work with VRS to support his plan of becoming an ironworker.	VRS

Community participation:

Activity	Agency Providing Service on the IIP
Bob will increase his awareness of attaining his state driver's license.	School, VRS

The development of employment and other post-school adult living objectives:

Activity	Agency Providing Service on the IIP
Bob will learn about apprenticeship programs available to him.	School, VRS
Bob will attend Mentoring Day	School
Bob will increase his self-advocacy skills.	School

If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation:

Activity	Agency Providing Service on the IIP
----------	-------------------------------------

Review with family and students during 10th grade or 1 year prior to student turning 18.



TRANSFER OF RIGHTS AT AGE OF MAJORITY

All of the rights enjoyed by the Student's Parent(s) under Part B of IDEA and related state law will transfer to the Student upon reaching the age of majority (18), unless a legal guardian or conservator is appointed.

☐ The student [was informed](#) on MM/DD/YY  of the rights that will transfer on 07/20/2019.

Parents and the student must be informed of the transfer of parental rights on or before the child's 17th birthday.
Changing the date here will change the date on the Transfer of Parent Rights form.

TOOLS & SUPPORTS

38

- × **NEW!!** Leading meaningfully focused IEP meetings at the secondary level.
 - × Agenda and guided agenda
 - × Trainings, facilitation assistance
- × **NEW!!** NLSEC Secondary Transition Planning Checklist
- × Resource Booklet
- × Employment Capacity Building Cohort (ECBC)
 - × 2020-21: Proctor, Lake Superior
 - × 2021-22: expanding

- × Student Led IEP Meetings
 - × [My IEP Owner's Manual](#)
 - × [NICHY Guide](#) & [Teacher Guide](#)
- × [Self-Advocacy Plan](#)

Advice:

- × 9th grade students- check that evaluations have secondary transition assessed
- × Team meeting notice:
- × Involve your WBL Coordinator!
- × Call/email//invite me to meetings!

The purpose of this meeting is:

Select all that apply. For students in grade 9 and above, include "To consider transition needs..." as one of the purposes.

---Select Option---

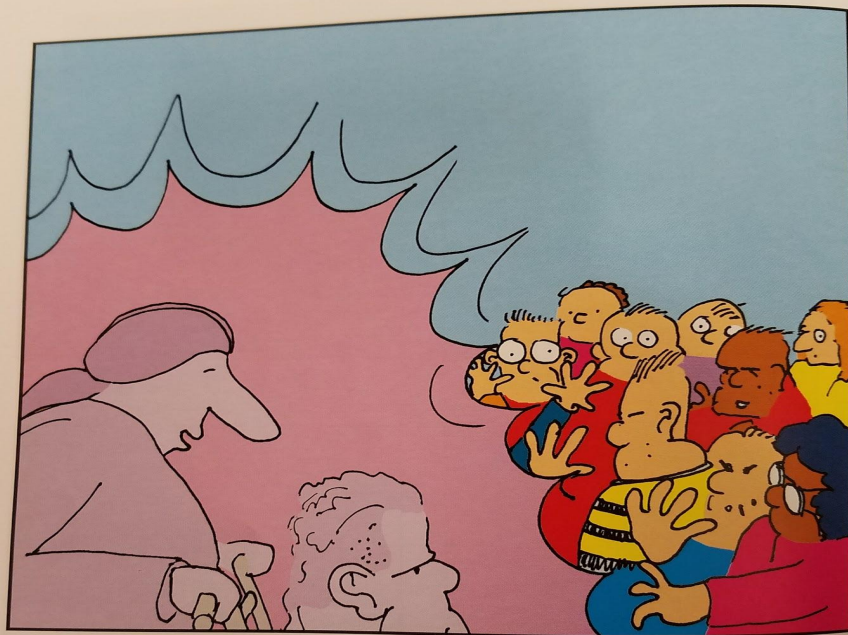


To review your child's Individualized Education Program (IEP) plan, including consideration of extended school year services, and revise the IEP as needed.
To consider transition needs, services, and development of a transition plan.]



Top 10 in Special Education

FOOD
FOR
Thought



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

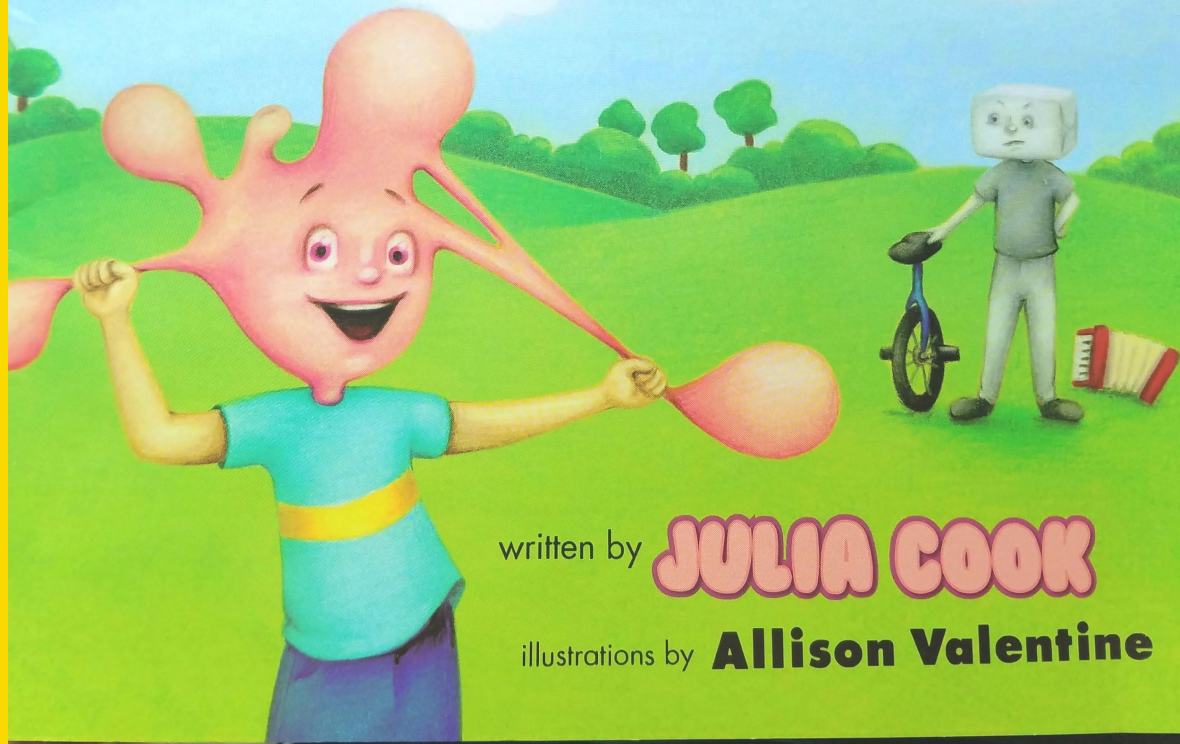
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Top 10 in Special Education

BUBBLE GUM Brain

Ready, Get Mindset... **GROW!**



written by **JULIA COOK**

illustrations by **Allison Valentine**

Medical Assistance (Third Party) Billing

[NLSEC Link](#)

- × If you have students receiving these services, MA Billing HAS to be done.**
- × Connect with an experienced case manager to get started.**
- × Refer to your packet of info**

2020-21 School Year NLSEC Guidelines for Special Education

- **Your questions**
- **COVID Guidelines**
- **Special Education Recovery Services
and Supports**

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Trainings at a Glance on home page

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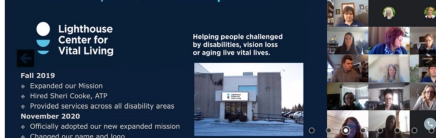


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Special Education teacher checklists and MENTORS

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.

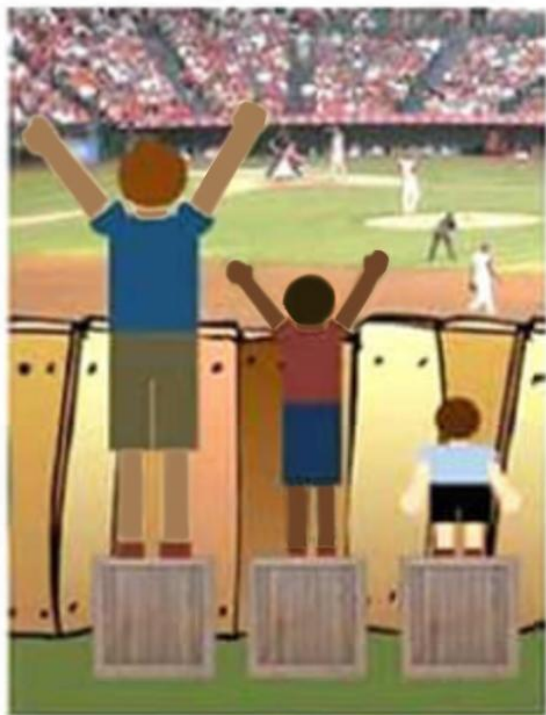


INSTRUCTION



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”?**



Remember: Special Education is Access and Participation.

THANKS!



Any questions?
Call your coordinator
See our [directory](#)

Quick Training Evaluation-
Give us some feedback [HERE!](#)