# New Teacher Training

August 17th, 2023

# Welcome & Introductions

#### Welcome!

- Announcements, logistics, agenda, materials
- Teacher introductions:
  - Name, Position & District, and years of experience
- Group norms
  - Ask clarifying questions right away
  - Parking lot

### **HVED Directors of Special Education**

- Executive Director: Deb Marcotte
- Special Education Director: Jennifer Ihrke
  - HVED SAIL Level IV Program
- Special Education Director: Chad Otterness
  - HVED SPECTRUM Level IV Program
- Special Education Director: Tracy Tweeten-Lind
  - Spring Grove, Mabel-Canton, Rushford-Peterson, Lewiston Altura, Ridgeway, Bluffview, Lanesboro, Rollingstone
- Special Education Director: Clover Schmitt
  - La Crescent, Caledonia, Wabasha-Kellogg, ALC
- Special Education Director: Zach Selnes
  - Early Intervention, Dover Eyota, Chatfield, St. Charles, Plainview Elgin Millville

### **HVED Special Education Coordinators**

- Special Education Coordinator: Angie Augedahl
  - Caledonia, Spring Grove, Mabel-Canton, SPECTRUM
- Special Education Coordinator: Angela Korson
  - Lewiston-Altura, Ridgeway, Rollingstone, ALC, St. Charles
- Special Education Coordinator: Dawn Kullot
  - Chatfield, Dover-Eyota, Lanesboro
- Special Education Coordinator: Sam Clark
  - Bluffview, La Crescent, Rushford-Peterson
- Special Education Coordinator: Karen Polyard
  - Plainview Elgin Millville, SAIL, Wabasha-Kellogg

#### **Important Links:**

- 1. HVED Website: https://www.hved6013.org/
- 2. Case Manager Resources: https://www.hved6013.org/page/3186
  - 3. SpEd Forms: https://17.spedforms.org/6013/



## Case Manager Resources Categories







**Trainings** 





**ECSE** 



Educational Websites/Links/Tools

#### **District Service Sheets:**

1. Go to Website and Choose Districts schools we serve



2. Choose district and choose Member District Service Sheet

District #: 2899

School Directory

Member District Employee Sheet

Member District Service Sheet

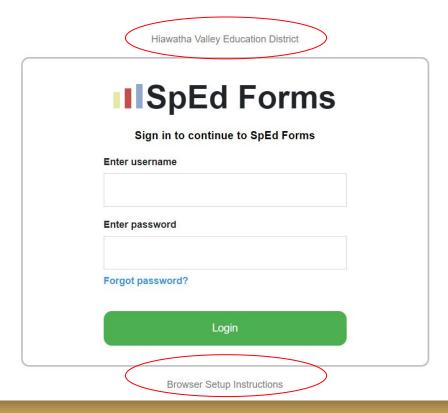
2023 - 2024 Calendar

# SpEd Forms

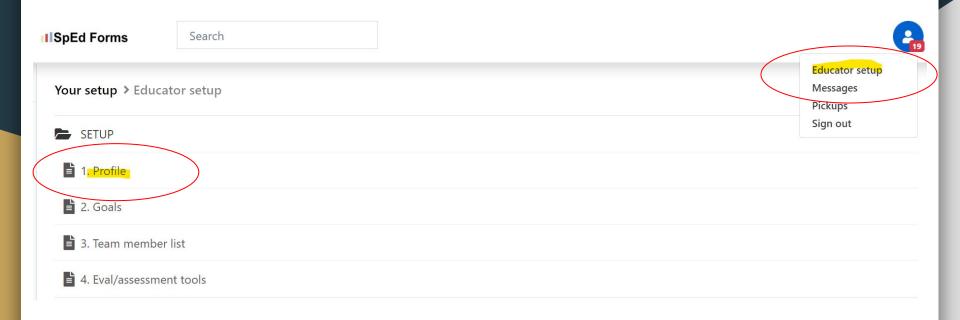
## SpEd Forms Access

- 1. Google Chrome is recommended
- 2. <a href="https://17.spedforms.org/6013/default.php">https://17.spedforms.org/6013/default.php</a>
- 3. We suggest bookmarking this on your computer
- 4. If you ever need to access SpEd Forms from another computer the link is on the HVED Case Manager Resource Page <a href="http://www.hved6013.org">http://www.hved6013.org</a>

### SpEd Forms LogIn:



- 1. Check the information in your Profile to be sure it is accurate.
- 2. This is where you can change your password and SpEd Forms Version

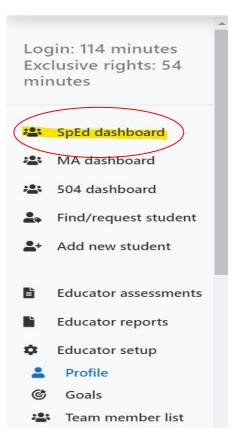


- 1. Change your password in the 'Login Information' section.
- 2. Default landing page under the 'Settings' section.
- 3. Click Save

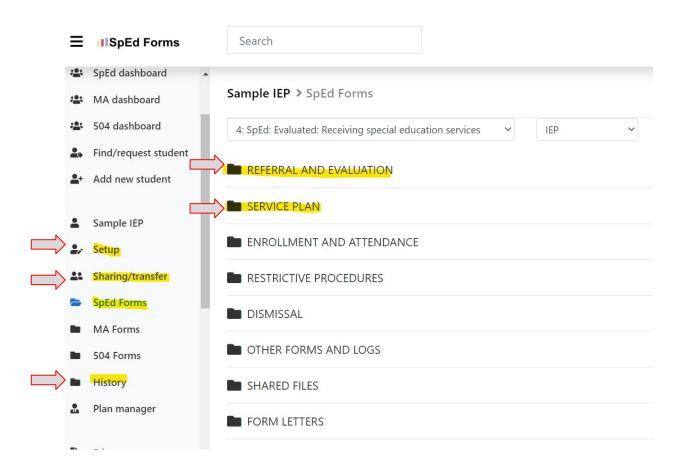
Login information				
Provider ID	First name*	Last name*		
651	Dawn	Kullot		
Title	Username*	Email*		
Special Education Coordinator	dawn	dkullot@hved.org		
Settings Print font size	Default landing			
	Default landing  Admin overview	~		

1. Click the 'SpEd Dashboard' to view your students.

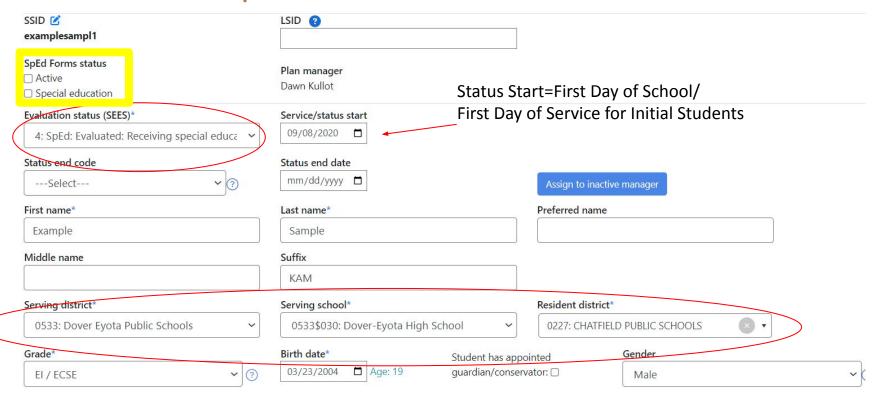




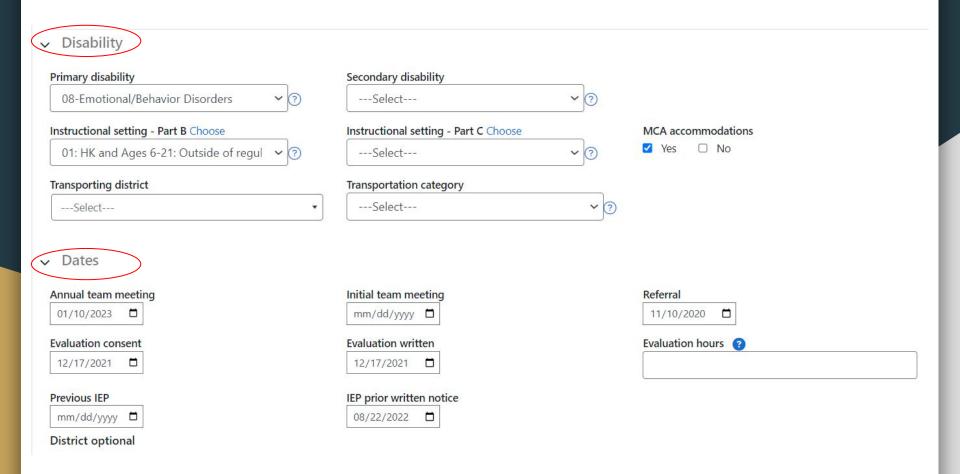
SpEd da	shboard					Sort by:	-Select	~	Print
	Name	Plan	School	Grade	Birth date	Eval date	Meeting date		
<b>\$</b> 0	Sample IEP	IEP	Caledonia Elementary School	01	09/12/2010	03/03/2021	08/22/2022	A	~
<b>\$</b> 0	Example Sample PBSP BIP ©	IEP	Dover-Eyota High School	EC	03/23/2004	12/17/2021	01/15/2023	<b>V</b>	<b>v</b>



#### Student Setup:



V	Disability		
<b>▽</b>	Dates		
(v)	General		
<b>√</b>	Parents 📮		
	Student address		
~	Race/ethnicity		
A.	s the student Hispanic/Latino? 🧧		
	Yes No		
В. 1	What is the student's race? (Choose one or more)		
	American Indian or Alaska Native 🏮	☐ Asian 📮	🗆 Black or African American 🧐
	Native Hawaiian or Other Pacific Islander 厚	☐ White 📮	





Plan menu		State AID Category		
IEP	~	16: Shared time aid to the resident c 💙 🔞		
✓ Health alert		☐ Rights alert	☑ English learner	
Program		General Ed. teacher	County	
Select program	~		Select	~

→ Parents			
✓ Sample Mom			
Name Sample Mom	Relationship to child Parent	Spoken language	
Phone (home)	Phone (work)	Phone (cell) x	Email angieaugedahl@gmail.cor
Address student address	City	State	Zip
✓ Dad Sample			
Name Dad Sample	Relationship to child Parent	Spoken language	
Phone (home)	Phone (work)	Phone (cell) x	Email
Address	City	State	Zip
Edit parents  Student address  Only use when student does not live with listed parents	'guardians		
Address line 1	Address line 2		
City	State Zip		
Phone	Email		

#### Confidentiality:

- Social Media
- Texting
- Emails
- Grocery Store, Sporting Events, etc.
- Email Signature with Confidentiality Notice

- SpEd dashboard MA dashboard 504 dashboard Find/request student 2+ Add new student Example Sample KAM Setup Sharing/transfer
- SpEd Forms

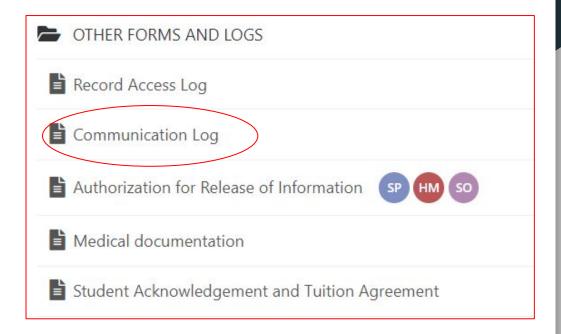
  MA Forms
- 504 Forms
- Health Plans
- History

- REFERRAL AND EVALUATION
- SERVICE PLAN
- **ENROLLMENT AND ATTENDANCE**
- RESTRICTIVE PROCEDURES
- DISMISSAL
- OTHER FORMS AND LOGS
- Record Access Log
- Communication log
- Authorization for release of information
  - Medical documentation

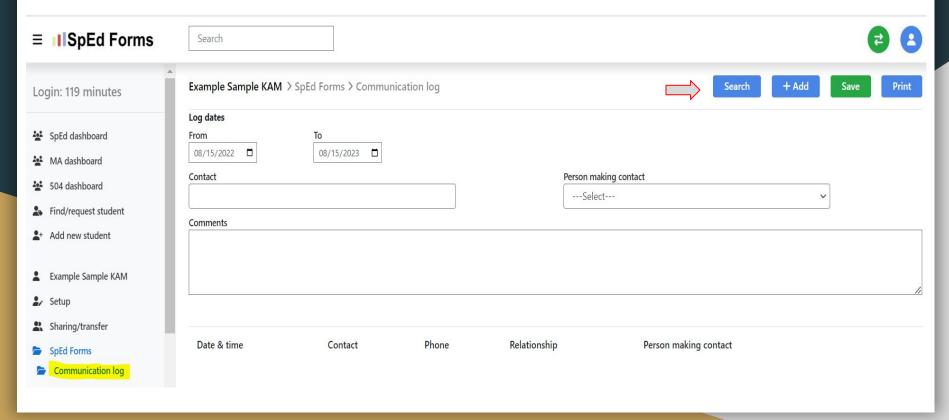
#### Communication Log:

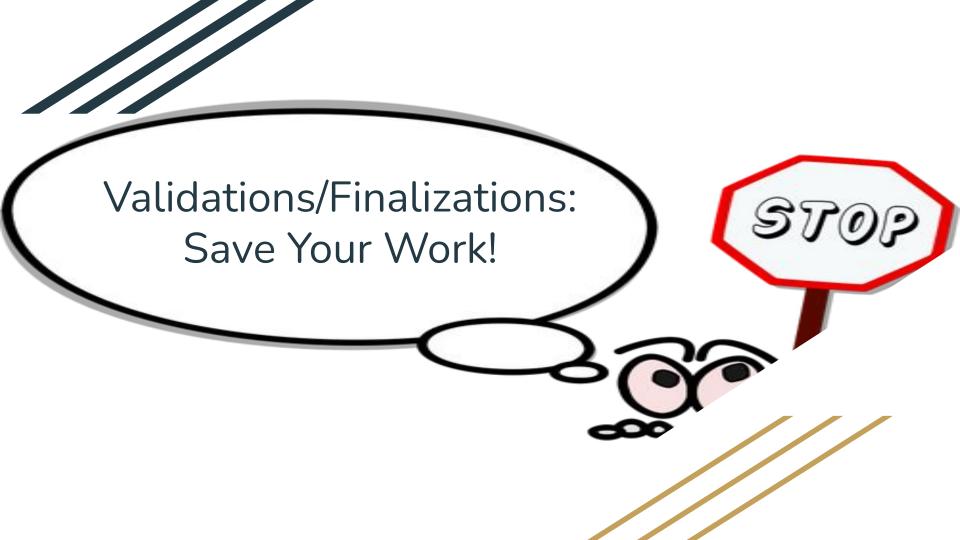
Communication Log Example-Website

SpEd Forms Communication Log:



# Communication Log:

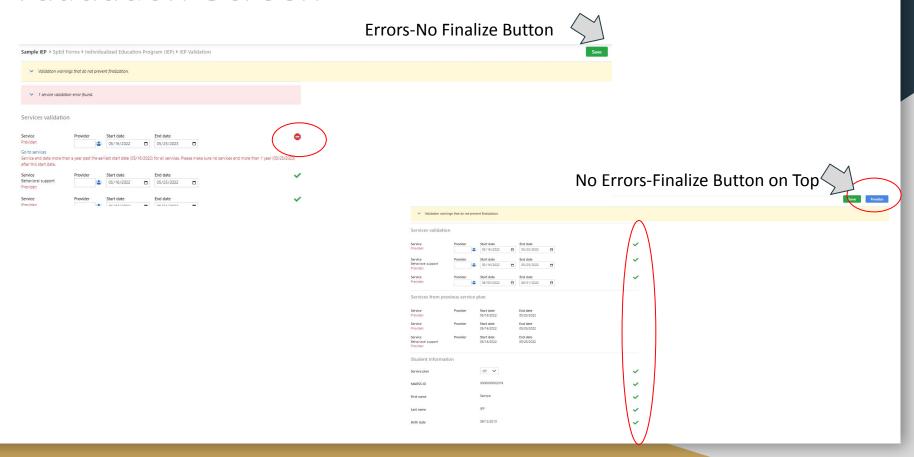




#### Validate the IEP:



#### Validation Screen



#### Finalization Screen:

Finalize Form Ready to finalize Individualized Education Program (English) for Sample IEP. Please enter a comment below or click The following forms will also be finalized: IEP Snapshot Make a comment. EP Dated 9/21/23 Mailed home on 9/29/23 Proposal/Draft Choose pages to finalize Choose the correct ✓ Select/Deselect All ☑ 
☐ 1. STUDENT INFORMATION forms to finalize. 2. PRESENT LEVELS 3. GOALS 4. TRANSITION SERVICES (PAGE 1) 5. TRANSITION SERVICES (PAGE 2) ☑ 
☐ 6. SERVICES 7. ACCOMMODATIONS, MODIFICATIONS ☑ ■ 8. ASSESSMENTS (PAGE 1) 9. ASSESSMENTS (PAGE 2) ☐ 10. ADDITIONAL INFORMATION ☐ 11. IEP PROGRESS REPORT ☐ 12, AGREEMENT TO AMEND ☐ 13. BEHAVIOR INTERVENTION PLAN (BIP) ☐ 
☐ 14. POSITIVE BEHAVIOR SUPPORT PLAN (PBSP) ☐ 15. BEHAVIOR SUPPORT PLAN (BSP)

Finalize as a PROPOSAL/DRAFT before printing to send home AND Finalize as a FINAL upon receiving

consent.

# History Menu:

- Sample IEP
- 🛂 Setup
- Sharing/transfer
- SpEd Forms
- MA Forms
- 504 Forms
- History
- Plan manager

	Fi	le type	Form date	Date filed ↑=	Medical	
L	~	IEP Snapshot ① 🎉	03/03/2022	05/16/2022		Del
L	~	Individualized Education Program 🖧	03/03/2022	05/16/2022		Del
5	~	S.I. PWN Consent 1.21.22.pdf ①		04/25/2022		Del
	~	IEP Snapshot ①	03/03/2022	04/04/2022		Del
	~	Prior Written Notice/Consent ① 🍂	08/23/2021	02/18/2022		Del
w	2.0	Accommodations Modifications Example Sheet.doo	0	09/14/2021		

# IEP Snapshot



- STUDENT INFORMATION
- PRESENT LEVELS
- **GOALS**
- TRANSITION SERVICES (PAGE 1)
- TRANSITION SERVICES (PAGE 2)
- **SERVICES**
- **ACCOMMODATIONS**, MODIFICATIONS
- ASSESSMENTS (PAGE 1)
- ASSESSMENTS (PAGE 2)
- **ADDITIONAL INFORMATION**
- **IEP PROGRESS REPORT**
- STAND-ALONE PROGRESS REPORT LIST
- E IEP SNAPSHOT

10:00-10:10 Break

# Timelines for IEP Meetings & Evaluations

## Scheduling Meetings

- Law: Must hold IEP Meeting prior to the Annual IEP Date
- Best Practice: Hold IEP meeting 1 month in advance of IEP Annual Due
   Date
  - Annual IEP Date 11/15/21
  - This year's meeting Date: around 10/15/22
- Why hold the meeting 1 month in advance?
  - Multiple Team Members and Administration Need to be Present
  - Wiggle room in case of cancellations (SNOW DAYS/ILLNESS)
- Timelines: Look at evaluation due dates, IEP meeting due dates, and service start dates on service grids
- PLAN AHEAD!

### Frequency of Evaluations

The district shall ensure that a reevaluation of each pupil is conducted... at least once every three years.

Minn.R. 3525.2710, subp 2

- Plan these with your school psychologist
- Be sure to include ALL related service providers (OT, PT, BVI, SLP, DAPE, etc.)
- Be proactive and get them lined up early

#### **Evaluation Timelines**

LAW: The team shall conduct an evaluation for special education purposes within a reasonable time not
to exceed 30 school days from the date the district receives parental permission to conduct the
evaluation or the expiration of the 14 calendar day parental response time in cases other than initial
evaluation, unless a conciliation conference or hearing is requested.

Minn. R.3525.2550, subp 2

- Keep in mind: MUST be completed BEFORE current eval date expires.
  - o Eval 2.14.2019 your Eval is DUE 2.14.2022
  - TO allow yourself 30 school days to complete the eval you need to count back 30 school days + 14 days for the PWN/Parent Consent. Send home PWN 12.6.2021

#### Initial IEP Timeline:

- LAW: A meeting to develop an Initial IEP for a child is conducted within 30 days of a determination that a child needs special education and related services.
- BEST PRACTICE: IEP should be completed within 10 days of the meeting.
- Services within an initial IEP **cannot** begin without parent signature. Must be dated a minimum of 14 days after the PWN is sent/dated.

#### Annual IEP Timelines:

- Service start date on the annual IEP should reflect parental right of 14 calendar days to review. The service start date should be 14 days from the date on the corresponding Prior Written Notice.
  - PWN dated and sent home: 1.29.2022 Services on grid can be no earlier than 2.12.2022
- The date at the top and bottom of the Prior Written Notice is the date it is given/mailed to the parents.

#### IEP Timeline Worksheet:

https://rst6-livesite.rschooltoday.com/sites/hved6013.org/files/files/Private\_User/aaugedahl/Timeline%20Worksheet.docx

#### IEP TIMELINE WORKSHEET

Student (Highlight if evaluation is due this year)	IEP Meeting Due Date: (From Previous IEP)	Current Service Start Date	Actual Meeting Date	How many days you have to write IEP	Date of PWN and IEP to Coordinator for Review 2 days prior	Date IEP and PWN Must Be Sent HOME (14 days from previous service start date)	Notes

Student	IEP Meeting Due Date	Current Services Start Date	Actual Meeting Date	How many days do you have to write the IEP?	Date to give to coordinato r	Date IEP must be sent home
Example One	10.17.23					

Student	IEP Meeting Due Date	Current Services Start Date	Actual Meeting Date	How many days do you have to write the IEP?	Date to give to coordinato r	Date IEP must be sent home
Example One	10.17.23	11.25.22				

Student	IEP Meeting Due Date	Current Services Start Date	Actual Meeting Date	How many days do you have to write the IEP?	Date to give to coordinato r	Date IEP must be sent home
Example One	10.17.23	11.25.22				11.10.23

Student	IEP Meeting Due Date	Current Services Start Date	Actual Meeting Date	How many days do you have to write the IEP?	Date to give to coordinato r	Date IEP must be sent home
Example One	10.17.23	11.25.22			11.8.23	11.10.23

Student	IEP Meeting Due Date	Current Services Start Date	Actual Meeting Date	How many days do you have to write the IEP?	Date to give to coordinato r	Date IEP must be sent home
Example One	10.17.23	11.25.22	10.13.23		11.8.23	11.10.23

Student	IEP Meeting Due Date	Current Services Start Date	Actual Meeting Date	How many days do you have to write the IEP?	Date to give to coordinato r	Date IEP must be sent home
Example One	10.17.23	11.25.22	10.13.23	FULL 10 school days!	11.8.23	11.10.23

# Related Service Providers

## **HVED Supports and Resources:**

School Psychologists	Early Intervention (Birth-3/B-3)
Occupational Therapists (OT)	Physical Therapy (PT)
Autism Spectrum Disorder (ASD)	Behavior Specialist
Physical Impairment (PI)	Blind and Visually Impaired (BVI)
Deaf/Hard of Hearing (DHH)	Audiologist
Assistive Technology	

<sup>\*</sup>District Service Sheets with providers for your districts can be found on the bottom of the HVED website <a href="https://www.hved6013.org/">https://www.hved6013.org/</a> under "HVED Service Sheet".

## Communication is Key:

- Progress Reporting
- IEP Meeting Setup
- IEP Consent Received
- Evaluation Planning Process
- Evaluation Due Dates Upon Consent
- Reminders of Upcoming Due Dates
- Service Documentation

# Documenting Services

## Documentation of Special Education Services:

— ::: F						P=	Pre	sent				ber CA:	=Cla	ıss A	Activ	ity				
Student/Service	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	Notes:
J.O. R 30			6																3	
J.O. M 25																				
K.A. W 15																			3	
K.A. R 25														i c						
K.A. M 40															3			75 Gg		
K.A PT 15 Indirect															3.					
J.P. SS (AM) 15	3	200																		
J.P. SS (PM) 15	Š	200																8 %		
J.P. OT 20 Indirect																				

### Related Service Provider Documentation:

Student:	Provider:
Service(s) minutes (direct/indirect) noted in IEP:	

Date of	Type of Service Provided:	Indirect	Direct
Service:	Notes:	Minutes	Minutes
		Provided:	Provided:

Lunch 11:30-12:30

# Preparing an IEP Meeting Agenda



Using an agenda will make your meetings go smoother and quicker and your life a lot easier.

- 1. <u>IEP Meeting Agenda Sample 1</u>
- IEP Meeting Agenda Sample 2
- 3. <u>IEP Meeting Agenda Sample 3</u>
- 4. <u>Transition IEP Meeting Agenda</u>

## Additional Meeting Reminders:

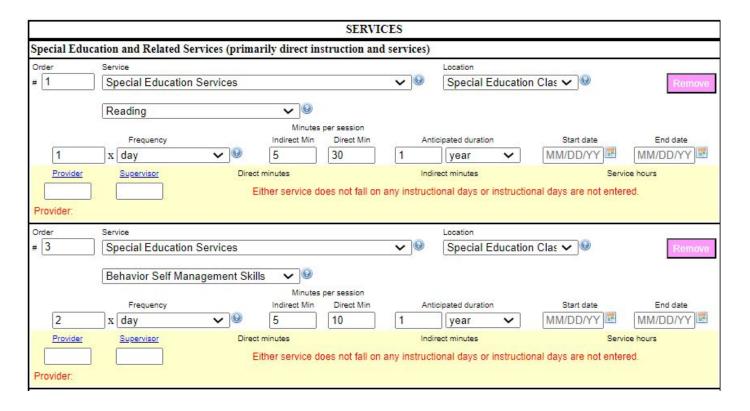
- Use an agenda to keep on track
- Bring Procedural Safeguards and review with parents
- Keep notes on items that were proposed and rejected and why
- Data, Data, Data
- Focus on student's strengths
- Make sure there are enough supports to alleviate frustration but not take away the productive struggle
- Goals should be achievable within 1 year
- Parent friendly they are team members and need a voice
- Provide parents with questionnaire to fill out ahead of time and bring to the meeting
- Discuss MA billing privately, if applicable

# Creating Daily Schedules

## Things to Consider:

- Service Grid:
  - Indirect and Direct Service Minutes are found here.
- Least Restrictive Environment:
  - What is the child missing in general education and why?
- General Education Schedule(s)
- Transition Aged Students Courses of Study:
  - Check for courses of study the student needs to take
  - Check for any replaced courses

#### Student 1- Kevin Grade Kindergarten Services:



# Student 1- Kevin Grade Kindergarten Least Restrictive Environment :

#### Least Restrictive Environment (LRE) Explanation

Explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular classroom and other activities. See 34 C.F.R. § 300.320(a)(5).

What is this child missing in general education and why?

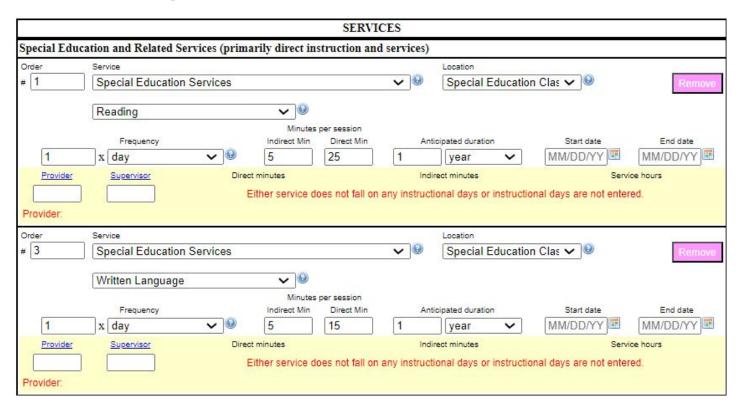
An IEP for a kindergarten pupil with a disability must document the number of instructional days in the school calendar and the length of each day.



Kevin requires specialized instruction due to having a Developmental Delay in the areas of Social/Emotional and Cognition. Kevin will receive special education reading services 1 time a day for 5 indirect minutes and 30 direct minutes to target his reading skills. He will miss a portion of reading centers to receive this service. Kevin will also receive special education behavior self management skills 2 times per day for 5 indirect minutes and 10 direct minutes. This will occur at the start and end of Kevin's day and he will miss a portion of morning meeting and closing circle time in the general education classroom.

# Student 1- Kevin Grade Kindergarten Options for Service Times

## Student 2- Agnes Grade 1 Services:



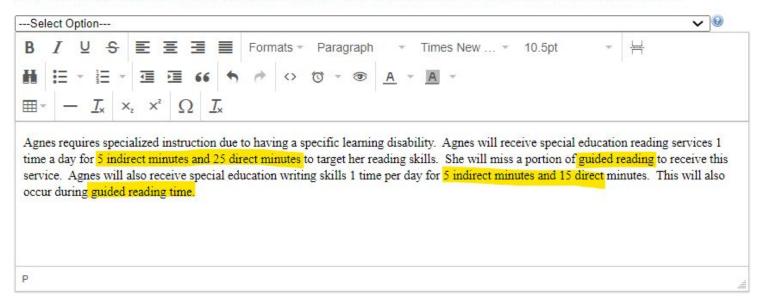
### Student 2- Agnes Grade 1 Least Restrictive Environment:

#### Least Restrictive Environment (LRE) Explanation

Explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular classroom and other activities. See 34 C.F.R. § 300.320(a)(5).

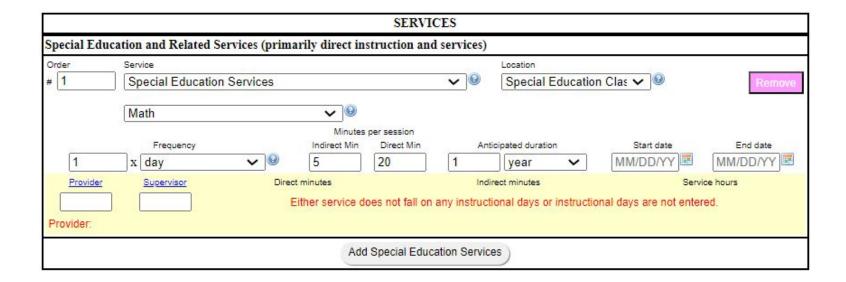
What is this child missing in general education and why?

An IEP for a kindergarten pupil with a disability must document the number of instructional days in the school calendar and the length of each day.



# Student 2- Agnes Grade 1 Options for Service Times

#### Student 3- Gru Grade 2 Services



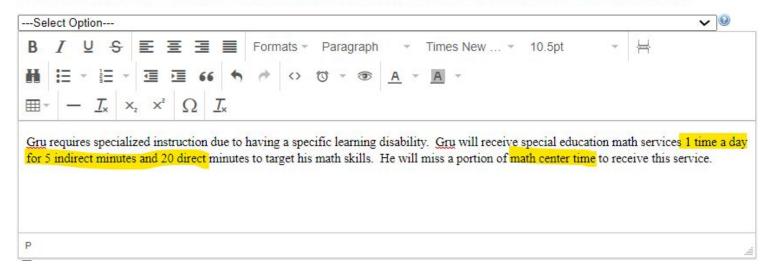
## Student 3- Gru Grade 2 Least Restrictive Environment

#### Least Restrictive Environment (LRE) Explanation

Explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular classroom and other activities. See 34 C.F.R. § 300.320(a)(5).

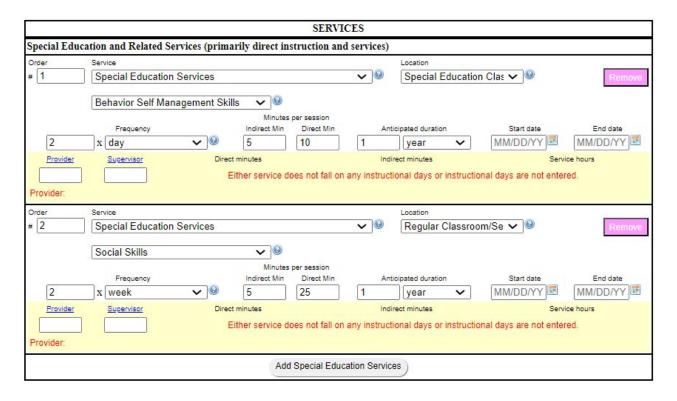
What is this child missing in general education and why?

An IEP for a kindergarten pupil with a disability must document the number of instructional days in the school calendar and the length of each day.



# Student 3- Gru Grade 2 Options for Service Times

#### Student 4- Edith Grade 3 Services



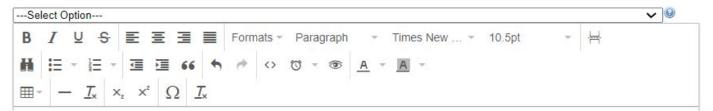
### Student 4- Edith Grade 3 Services Least Restrictive Environment

#### Least Restrictive Environment (LRE) Explanation

Explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular classroom and other activities. See 34 C.F.R. § 300.320(a)(5).

What is this child missing in general education and why?

An IEP for a kindergarten pupil with a disability must document the number of instructional days in the school calendar and the length of each day.



Edith requires specialized instruction due to having an emotional and behavioral disability. Edith will receive special education behavior self management skills services 2 time a day for 5 indirect minutes and 10 direct minutes to target her emotional and regulation skills. She will receive this service in the special education room at the start and end of her day. She will miss a portion of soft landing time and study hall. She will also receive push in special education social skills services 2 times per week for 5 indirect minutes and 25 direct minutes in the general education setting during recess to work on social skills.

P

Student 4- Edith Grade 3
Options for Service Times

# **Data Collection**

## Where DO you start?

- How do I know what to take data on?
- Do I have to use a specific progress monitoring tool?

#### How will progress toward meeting this annual goal be measured?



## Reading Example

#### **GOAL**

By September 20263, Billy will increase his reading skills FROM completing 0 of the 4 identified skills TO completing 3 of the 4 identified skills to the criteria listed as measured by teacher documentation.

#### Skills include:

- 1. Billy will read 100 words per minute at the 5th grade level on three consecutive charting sessions.
- 2. Billy will answer reading comprehension questions about the setting of a story and characters with 90% accuracy on three consecutive charting sessions.
- 3. Billy will answer reading comprehension questions involving inferences and supporting ideas with 80% accuracy on three consecutive charting sessions.
- 4. Billy will answer reading comprehension questions about main ideas with 85% accuracy on three consecutive charting sessions.

#### **OBJECTIVES**

- By December 2022, Billy will master 1 of the 4 identified skills
- 2. By March 2023, Billy will master 2 of the 4 identified skills
- 3. By September 2023, Billy will master 3 of the 4 identified skills

How will Progress be Monitored:

Reading probes and teacher data collection sheets

# Math Example

By September 2023, Billy will increase his math skills FROM completing 0 of the 4 identified skills TO completing 3 of the 4 identified skills with 90% accuracy across three consecutive charting sessions as measured by teacher documentation.

#### Skills include:

- 1. Billy will add two digit numbers without grouping
- 2. Billy will subtract two digit numbers without grouping
- 3. Billy will tell time to the nearest 5 minutes
- 4. When shown a coin, Billy will state the name of the coin and the amount of the coin

#### **OBJECTIVES**

- By December 2022, Billy will master 1 of the 4 identified skills
- 2. By March 2023, Billy will master 2 of the 4 identified skills
- 3. By September 2023, Billy will master 3 of the 4 identified skills

How will Progress be Monitored:

Math Probes & Teacher data collection sheets

## Single Goal Data Tracking

- Example
- This will track graphs next to the specific goal as you go
- Gives you a visual to show others baseline, progress, and mastery

#### SPED Data Collection Sheets

#### Suggestions:

- If you teach at the HS level, you could have your entire class on one sheet
  - o <u>example</u>
- If you teach all skills for students that you case manage, you could have different tabs at the bottom for each goal
  - example

#### Behavior Data Collection Sheets

- Example
- Make sure to only mark a "1" when they have a behavior during that time frame, even if they hit 5 times
- Duplicate tabs for each week

#### Other Ideas:

- Google Forms: send to random teachers/service providers for "random moments" data
- Google form to have available to data collector when doing probes/data collection
- Paper copies on clipboards/binders for each students available to paras
- When in doubt, ASK! (Behavior specialist, coordinators, other Sped Teachers)

# Curriculum Plan

#### USING RESEARCH BASED CURRICULUM IS ESSENTIAL!!!!

#### <u>YES!!!</u>

**SRA Reading** 

Sonday

Handwriting without Tears

**Connecting Math Concepts** 

**Touch Math** 

**Number Worlds** 

And MANY Others!!!

DO better Than...



**Teachers Pay Teachers** 

**Pinterest** 

#### Where DO I Start?

- Use what you have to start & explore what curriculum your school/ Sped Department Currently has.
  - Ask your Sped Teachers & Administrators
  - Spend time looking through the different curriculums & aligning to students needs/goals

- Check out our resources on research based curriculum
  - https://www.hved6013.org/page/3750
  - https://docs.google.com/document/d/1IBCmb51rVq9KBT0WOtcoyoljVFzWac3MoT- YC9WiTU/edit?usp=sharing

# Time with Coordinators & Questions