



OKCPS Group Sped PD for Nov. 8th, 2021

For all OKCPS Teachers

Staff Introductions-Kristen Pelletier

Who is with us today on ZOOM!!

Jana, Nicole, Kristen, Tresha, Kennda, Carmella, Kathy, and ShaRetta,

Kristen Pelletier-Ed Plan Question and Answer

Everyone please start to add any question or concerns that you still have about the new Edplan to the Chat section of this meeting and we will start to answer them with the group.

Nicole Amzycki- Behavior and Classroom Management

- When you request a behavior observation, it is taking approximately 2-4 days for one of us to schedule it and come out
- What to expect when we come out: we observe, we make suggestions, we follow-up
- Implementing the interventions is up to you as the teacher
- Remember that it takes 4-6 weeks of consistent intervention to change a behavior. It always gets worse before it gets better
- Restraint should be rare

Jana Dreschel- DLM, N2Y / ULS and OATECA

DLM/OAAP -

Is for students in self cont. classroom with significant cognitive disabilities (AU, MD, ID) , they have goals/objectives written for subject areas AND daily living skills, have a current IEP with YES checked for DLM/OAAP, criterion checklist completed, and brochure given to parent at the time of the IEP.

What should be completed:

In **Kite Educator Portal** - Profile updated, Security Agreement signed, PNP and First Contacts entered.

DLM training should be completed and your Certificate of Achievement sent to me.

Student Information List should have been sent to me. Remember - - If you have a new student to add or a student that is leaving/withdrawing please let me know asap so I can take care of them in the system.

What needs to be done NOW?

Check student devices and make sure they have the Kite Student Portal installed. (This is where students will test.)

Start practice tests and gather items for testing (see your email from me from 11/4).

N2Y/ ULS -

This is the alternate curriculum that our teachers w/self contained students (AU, MD, ID, Sped PK) use. This program consists of N2Y (up to date daily newspaper), ULS (daily curriculum, grades, data tracking, etc.), L3 Skills (learning games), and Symbolstix (build/print communication boards as needed).

Please make sure you are keeping up with the N2Y Assessment Schedule dates.

November run dates are Nov. 1-19th.

Nov. Checkpoint Pretest was supposed to be given **Nov. 1st.**

Nov. Checkpoint Post-test date will be the week of **Nov. 15th.**

December is a **Holiday Unit**. There is curriculum but **NO** checkpoints for this month. This is why we put on the schedule to complete **Benchmarks** the week of **Dec. 13th-17th.**

****Remember that N2Y/ULS Checkpoints and Benchmarks look extremely similar to DLM/OAAP state testing.****

The assessments in N2Y/ULS can be used for tracking/documenting progress in the students IEP and developing goals.



OATECA -

This is a kit used to assess/teach students at their level. It identifies the holes in the students knowledge and addresses three areas: academics, self-help, and job training. It has ready made materials, can collect data and report progress.

Kits were bought for the self cont. classrooms (AU, MD, ID).

At this point all kits have been delivered to schools and all training should have been completed by **September 30th**

If you did not complete your training please email me and let me know. OATECA has a youtube link they will send you for training.



Kristen Pelletier

New 21-22 Teacher Before the Meeting Checklist

Review with teachers our Sped Department Website

<https://www.okcps.org/Domain/119>

If you have a Middle and/or High School E3 lab student please contact Mr. Lee Walker-MS and Mrs. Loise Wilson-HS.

You will still be the case manager of the student but they will be monitoring the student's progress.

Tresha Arrington

Go over Blast 4th and 8th grade IEP format

Review requesting a surrogate process

Kennda Miller- HS and Transition

Preparing for the IEP Transition Meeting

Prior to the IEP meeting, information will need to be gathered in order to assist in making informed decisions. IEP teams will need to know and understand the following:

- Results from age-appropriate transition assessments for the development of the goals, and transition services
- Courses available through graduation
- Strengths, preferences, interests and specific transition needs of the student
- If AT is being used by the student, how AT will continue to be used after graduation
- Different placement options for the student
- Options available at universities, colleges, Career Technology Centers
- Job opportunities that match the student's interests and abilities in the community

Carmella Morren- MEEGS, Goals and Services Alignment

Where do I locate the current MEEGS and Educational Needs section in Documents on Edplan?

EDUCATIONAL NEEDS:

Reading, Math Problem Solving

Carmella Morren- MEEGS, Goals and Services Alignment

This particular student will need to have at least 1 goal and 2 objectives for:
Reading and Math Problem Solving

Annual Goal: Kaylee will increase her reading skills in the areas of print concepts, phonological awareness, fluency, sight words, comprehension and written expression at 70% as measured by the 4th grade curriculum and EasyCBM monitoring.			1 of 3
Area of Need: Academics-Basic Reading Skills	Person/Position Responsible: LeeAnn Hunter - SPED teacher		ESY: No
How will progress be measured?	Evaluation Procedure	Score Type	Target Score
	EasyCBM Reading	Percentage	70
Overall Goal Comments:			
Informed Progress:		Frequency:	
Progress Monitoring		9 Week	

Carmella Morren- MEEGS, Goals and Services Alignment

Math Problem Solving Sample Goal

Annual Goal: Given real-world and mathematical problems requiring addition, subtraction, multiplication, and division of multi-digit whole numbers Amy will solve the problem and assess the reasonableness of results with 80% accuracy by 09/28/2022.			5 of 8
Area of Need: Academics-Math Problem Solving	Person/Position Responsible: Special Education Teacher		ESY: No
How will progress be measured?	Evaluation Procedure	Score Type	Target Score
	Work Samples	With ____ % accuracy	80
Overall Goal Comments: Goal based on 5.N.1.4			
Informed Progress:		Frequency:	
Progress Notes		9 Week	

Carmella Morren- MEEGS, Goals and Services Alignment

What Services Will look like when Aligned with the MEEGS Educational Needs

Special Ed Services

ASSOCIATE WITH GOAL

EDIT ALL SERVICES

ADD SPECIAL ED SERVICES

CLEAR ALL

Reading/ELA



Position 1	Service Type Direct instruction	Number Sessions/ Session Length 1 per day / 45 minute(s)	Start Date 11/08/2021	End Date 11/07/2022
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Provider Vicki L Watson	Location Special Education Setting	Serving School * denotes external school
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ESY

Contingency

Math/Pre-Algebra



Position 2	Service Type Direct instruction	Number Sessions/ Session Length 1 per day / 45 minute(s)	Start Date 11/08/2021	End Date 11/07/2022
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Provider Vicki L Watson	Location Special Education Setting	Serving School * denotes external school
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ESY

Contingency

ShaRetta Enyim-Manifestation Determination Review (MDR)

What is an MDR?

- A special education student can be suspended up to 10 cumulative days within a school year before an MDR is needed.
- Anything beyond the 10 days is considered a change of placement, and requires the student remain on campus until a manifestation determination review meeting happens to determine:
 - 1(A) if the student's disability caused the conduct in question.
 - 1 (b) If the conduct in question is directly or substantially related to the student's disability.
 - (2) If the conduct in question was the direct result of the LEA's failure to implement the IEP

ShaRetta Enyim-Manifestation Determination Review (MDR)

Who attends, and what happens in the MDR meeting?

- Required: the LEA member, the parent, and child when available
- Recommended: other relevant IEP team members (determined by the parent and LEA) such as the student's case manager, administrator
- The meeting is set up for the LEA member and the parent by the administration. Inviting other school members such as the teacher or case manager is done by the administration team.
- The MDR team reviews relevant information to determine if the child's behavior was a manifestation of their disability.

ShaRetta Enyim-Manifestation Determination Review (MDR)

What has caused students to be sent back this school year?

- The primary reason a student should come back is that the incident is a manifestation of the student's disability or has a substantial relationship.
- This year multiple students have returned to school because of IEP issues such as:
 - Not following the behavior goal or behavior plan
 - IEP services do not reflect the MEEGs or student's schedule
 - Old current assessments (academic and transition assessments from 2017-2019) or none at all
 - Lack of progress monitoring with behavior goals
 - Lack of progress monitoring for students with monitor only
 - Changes made to IEPs without discussions with parents or guardians

Kathy Brown

Shortened school day

The only time it is appropriate is when the student's IEP team determines a shortened day is necessary to address the student's unique disability-related needs. Examples: A student is physically unable to tolerate a full day, a student has suffered physical trauma, or a student has suffered brain trauma and is in recovery and may need shortened day due to cognitive fatigue or a physician requests decreasing students day as they adapt to a new medication. (seizure meds)

The IEP must include why the student's disability related need requires a shortened day. The IEP must include a clear description of the special education services, related services, and supplementary aids and services to be provided including the amount, frequency, location and duration of services. The IEP should also include a plan for the team to meet more often to review student's data and determine when student can return to school.

Shortened days **are not** to be used as a form of punishment or in lieu of a suspension or expulsion. If a student's behavior impedes their learning or that of others, the IEP team must develop an IEP that addresses the student's behavioral needs which should include positive behavioral interventions, supports, and strategies that will enable the student to participate in a full school day. School day can not be shortened to accomodate a transportation schedule, for administrative convenience including staffing shortage,

Kathy Brown

Change of Placement

When considering a change of placement, the following must be considered:

CATEGORY does not drive placement, the least restrictive environment does!

Examples: An outside diagnosis does not mean a student requires a specific program. Not all students with autism require an autism program. Students can be served in ANY program, regardless of category.

Not all students “fit” neatly into the program. It is up to the program to adjust to the student needs, not for the student to adjust to the program.

If team feels change of placement is still necessary then the following steps need to be followed.

1. Case manager needs to notify and schedule a meeting with their special services coordinator.
2. All data must be complete and current. Needs to include interventions that have been utilized with student, behavior intervention plan and increase in service times.
3. IEP meeting scheduled: Determinations are made on a number of different factors. Has the school exhausted all possible supports and does current school have sufficient data to support the change? For a student to be considered for ED program-current school must have developed and implemented BIP along with data. For a student to be considered for an ID/AU program, there must be evidence of cognitive deficits and adaptive/functional skill needs.

Kathy Brown

Change of Placement

The final determination for a change of services rests solely with the team, and is ultimately a team decision. If change of placement determined an IEP will need to be written to reflect the services that the student will need to receive.

Coordinator will determine location of services the team decided on and when services in new location will begin. Case manager will arrange transportation services if necessary for student to new program.

Coordinator will work with receiving school to make sure they are aware of new student that will be placed in their building. Sending school is responsible for sending any relevant paperwork, enrollment information and sped file.

Resources and Reminders

Oklahoma Secondary Transition Handbook

https://content.govdelivery.com/attachments/OKSDE/2021/11/01/file_attachments/1983260/OK%20Transition%20Handbook%20Draft%2010_29_21.pdf

REMEMBER THAT ALL PARENT CONTACTS REGARDING MEETING SHOULD BE DOCUMENTED IN EDPLAN.

MEETING INVITATIONS NEED TO BE CREATED FOR ALL MEETING ATTEMPTS

BEST PRACTICE IS TO SEND A DRAFT OF YOUR IEP TO YOUR ADMIN AND THE PARENT PRIOR TO THE MEETING OR EVEN INCLUDE IT IN YOU GOOGLE CALENDAR INVITE

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this presentation