

South Dakota Department of Education Special Education Advisory Panel

April 9th, 2014

Children's Home Society (801 North Sycamore), Sioux Falls, SD

Chairperson: Shelly Shaw Vice Chairperson: Roger Bowie

Panel Functions

Advise the SEA of unmet needs within the State in the education of children with disabilities

Comment publicly on any rules or regulations proposed by the state regarding the education of children with disabilities

Advise the SEA in developing evaluations and reporting on data to the Secretary under section 618 of the Act

Advise the SEA in developing corrective action plans to address findings identified in Federal monitoring reports under Part B of the Act

Advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities

Review and comment on final due process hearing findings and decisions

Advise on eligible students with disabilities in adult prisons- The advisory panel also shall advise on the education of eligible students with disabilities who have been convicted as adults and incarcerated in adult prisons

Panel Priorities

Behavioral Health

Funding

Unmet Needs

* Transition

* Highly Qualified Teachers/Certification

* Service Providers

Time: Wednesday, April 9, 8:30 AM – 3:30 PM

Location: Children's Home Society, 801 N. Sycamore, Sioux Falls, SD

I. Welcome:

Approval of the January minutes

- made a motion to approve: Elaine Roberts
- 2nd motion: Mark Krogstrand

Approval of the April agenda

- made a motion to approve: Lisa Heckenlaible
- 2nd motion: Judy Hoscheid

II. Agenda Topics

1. Advise the SEA of unmet needs within the State in the education of children with disabilities

- Q&A with Dr. Ermer (Greg Riley)
 - Children's Care and SD Achieve = LifeScape
 - DSM-V is helping to capture children with mental illnesses
 - Childhood conduct disorder = adult antisocial behaviors
 - Shy to diagnose unless showing direct symptoms
 - Seem to not care= need for structured, nurturing environment will extinguish conduct issues
 - Often shown alongside other mental illnesses and typically will go unnoticed as a mental illness (ADHD, mood disorders)
 - Some that have fallen through the cracks as far as diagnosis at LEA, treat at CHS and release
 - Great need for integrated services
 - Lack of support and communication between medical and educational fields
 - Need system of care/support
 - Elaine inquired about what a system like this would look like
 - Sanford is training mental health therapists
 - Would be within their job description to go into the schools and be included in educational decisions for the students
 - Telecommunication could be used to effectively bridge the communication/service gap
 - Services need to be on-going, cannot implement one thing/plan and expect it's going to continue to work without keeping an eye on the situation
 - Even the best plans can be undone by family stressors and going home after therapies
 - Have to develop program where parents/families are not allowed to fail
 - Prevention: how can we bring in services prior to the development of the mental illness?
 - Rather than spending a large amount of funds after the fact
 - SEP could help facilitate the proper communication between placement/services and transitioning back into the LEAs
 - Many calls coming in with these concerns
- Virtual School, Sandy Stukel (Penny)
 - LEAs are issuing credits and transcripts for students participating in
 - Virtual school provides the instruction and personnel
 - 60+ highly qualified teachers involved
 - Once a student has started they have 12 months to complete, individually mastered
 - Parental portal provides parents full access to look and see the status of their child
 - Text-to-Speech features and Close Captioning
 - Built-in pacing guide to help keep the student moving along toward completion
 - Recorded lectures and directions
 - Transcripts and on-line note taking tools
 - Students must be enrolled at LEA, some LEAs will pay fee, others not, some in combination
 - Remediation work
 - Accuplacer, proctored by LEA
 - Program developed based on results
 - LEA in which the student is enrolled is responsible for FAPE

- Some parents are enrolling their child in a district at a great distance away and may not have direct access to the student
 - Parents can either deny services or may contract with enrolled district or look at teletherapy
 - Assessments must also be completed by enrolled district and it must be taken on-site at district
- 18-21 Program, Lisa Doyen (Bernie)
 - EDEC
 - Project Search at Avera, post-secondary training
 - Business-led program, class time in AM and afternoon
 - Project Advantage
 - Employment and independent living skills
- Federal Funds Application, Linda Turner
 - Can access from the March monthly call on the DOE website
 - Required Activities
 - Monitoring
 - Mediation
 - Authorized Activities
 - Direct services
 - PD trainings, MTSS/RTI, Center for Disabilities, Summer Conference
 - SPED Connections
 - PBIS
 - Family Preservation Services
 - Personnel Shortages
 - 3rd year of SLP masters cohort
 - Paperwork reduction
 - Infinite Campus
 - Technology in the classroom
 - iPad trainings through the Center for Disabilities (3 yr)
 - Alt programming
 - JDC
 - Assessment
 - SEP will put together a fact sheet about SPED funding with help from Danna and/or Bobbi from fiscal office

2. Comment publicly on any rules or regulations proposed by the state regarding the education of children with disabilities

- Rules Updates, Linda Turner
 - 2 options of rules updates to be presented to the Autism stakeholders
 - Present to board in May, public hearing in July, LRC and in effect September 1
 - Meaningful discussions about new definition and determinations
 - Looking to remove duplications from evaluation rules
 - Updated criteria under DSM-V
 - Levels of severity (will need to collect)
 - Fiscal study to predict future funding
 - Panel should review and provide feedback to Linda before April 16 for submission of May board meeting items
 - Sarah C has asked for cross reference for diagnostic procedures and using an IEP team along with other qualified professionals
 - Schools should be tracking professional development and training RE: Autism
 - Personnel should have adequate training in order to be making these determinations
 - Both Autism groups have been asked to put trainings together and make available to LEAs
 - SLP rules were updated, approved by board in March, waiting on LRC, hope to have June/July effect date
 - Withdrew Language Disorder rule changes
 - Most LEAs were operating under the “or” rather than “and”

- Had already interpreted as “or” by SLPs, sped was misinterpreting as “and”
- Session Updates, Linda Turner
 - Latest session was busy with Common Core
 - Increase in disability funding – 3% increase
 - HB 1031: definition of Autism, DSM-V manual and change funding formula for students with multiple disabilities including Autism to a level five
 - 25 students with Autism in addition to a level two or three disability
 - HB 1032: Parentally Private Placed children in residential treatment centers
 - Resident district paying
 - Only applies to placements of educational programs provided through a school district
 - Still will be additional clean up to language
 - Judy may be able to give statistics of placements at next meeting
 - Greater need for mental health services
 - Audiological evaluations covered by insurance, still doesn’t cover hearing aids
 - Treatment of Autism and evaluation – defeated, but taskforce will be formed
 - Equipment for deaf and hard of hearing, telecommunication still included, additional access, additional charges on bills for Relay services
 - Sarah C indicated concerns about the statistics of ABA therapy and the positive results for students with Autism and why the state is not doing more to ensure access to these services
 - Draft response to take to taskforce
 - Elaine added the need for early identification and early intervention, additional resources and training, collaboration between Part C and B
 - Linda had concerns about the impact of the original bill, kept an eye on it
 - SEP will work on finding someone from the Autism teams to present to the group about work being done

3. Advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities

- National Updates, John Copenhaver
 - Hot Topics covered:
 - ReAuthorization, no direct word when this will happen, but changes in sight include:
 - Special Education Data Collection, Development of a State Systematic Improvement Plan, and Evaluation of the SSIP
 - Current SPP Indicators have been modified (John will send SEP new Indicator cards)
 - SSIP process encourages collaboration
 - State Core Standards
 - Level the playing field for those children moving to another district or state
 - Major controversy about the lack of public input
 - Penny raised concerns about graduation for students with disabilities due to Common Core
 - State Core Standard Assessment and Accommodations for Students with Disabilities
 - Issues around what type of accommodations that will be allowed
 - Sequestration Cuts
 - Experienced major cuts last year
 - Now investments in special and gifted education programs
 - Results Driven Accountability (RDA)
 - Shift from Compliance to Results
 - More attention paid to results indicators
 - Fiscal Accountability
 - SEAs and LEAs are now monitored on fiscal accountability requirements
 - OSEP is proposing the creation of a Fiscal Accountability Center
 - ESEA Waivers
 - States have been allowed to submit ESEA waivers to NCLB requirements
 - Establishes new accountability requirements
 - 42 states have approved waivers
 - Must show how new, higher standards demonstrate children are making progress as well as how SEAs assist low performing schools
 - School Climate, Safe Schools and Bullying

- Hot topic because of incidents throughout the US where children are bullied directly or become victims through cyber bullying
 - Safe schools and positive climate result in better performance for all children
 - Growing numbers of students with mental health problems and a need for services
 - But a drastic shortage of programs and services and collaboration and communication between different agencies that provide these services
- Virtual Special Education
 - Being developed and offered throughout the world
 - Virtual school programs
 - Advancements in technology have outpaces the 2004 IDEA regulations
 - How will the IEP team function?
 - How are children evaluated?
 - Who monitors progress and compliance?
 - How does LRE work?
 - What about related services?
 - Who pays for the technology?
 - Role of parents?
- SEP Program Updates, Linda Turner and Alicia Schoenhard
 - RFPs available for:
 - Monitoring personnel
 - SPP facilitators/RDA TA providers
 - IEPq
 - Standards-based IEPs
 - Break down grade-level standards that the student should be working on
 - Important for gen ed and sped to work together to develop IEP
 - Training (3 years) has resulted in 700+ enrolled/trained
 - Understand the purpose of a standards-based IEP
 - Print out of standards to help write goals to be used by gen ed and sped
 - Focused on the state standards and math and ELA common core standards
 - Smart Balanced Assessment (SBAC)
 - Students interacting well, with some glitches, entire SBAC seeing same concerns
 - Text-to-Speech issues
 - Levels of accommodations
 - Need some type of documentation to show a need for accommodation
 - Level 2-3 typically are the students on 504 or IEP
 - Need to document disability
 - Teacher facilitating must be certified, trained
 - Breaks or interruptions are available, after 20 minutes it logs them out, so they are not able to go back into the system and make changes to those items
 - Practice and field tests are available
 - Alternative Assessment
 - Criteria for eligibility has changed
 - Trainings
 - April 16: Impact of CC for alt assessment students – webinar
 - NCSC trainings, August 11 = RC, August 13 = SF
 - Summer Transition Institute
 - Top 20 – SEP will send panel more information on registration
 - 2014 Summer Conference – Differentiated Instruction, Parent-Family Partnerships/Involvement
 - Dare to Dream , June 10-12
 - Autism Conference, June 12-13

III. Goals

- Review of goals from September/October meeting:
 - The panel had requested to add a member from the behavior field. This is not a required membership holder, and would need the governor's approval. Further suggestions may be sent to Special Education Programs for review.
 - Raise awareness and educate public on what is being done and continued unmet needs as it relates to special education funding.
 - Susan Woodmansey will be scheduled during the June meeting. Please send questions to Alicia.

- Panel could present to public to raise awareness of what is being funded and how:
 - SDPC
 - newsletters
 - Identify which districts continue to have positions unfilled.
 - Would you like Title II representation to present in June?
 - Panel input into the annual report
 - Committee work at June meeting to develop the annual report (will review September/October minutes for areas to cover)
 - Increase awareness of services for transition age students.
 - Possibly hold next April meeting in Aberdeen to tour Presentation College campus.

IV. Assignments

V. Next Meeting

- June Meeting, Pierre was scheduled for June 18th
 - Items to include:
 - Susan Woodmansey from Fiscal to discuss ECF (SEP)
 - ASPIRE Project, Mary Livermont (Bernie)
 - Transition Project, YLF Updates (Traci)
 - More details to come
- September Meeting, Western SD was scheduled for September 29/30
 - More details to come

VI. Public Comment

VII. Adjourn

- made a motion to adjourn: Lisa Heckenlaible
- 2nd motion: Penny McCormick-Gilles

Members in attendance:

Sarah Carda	Jody Carpenter
Roger Bowie	Lisa Heckenlaible
Bernie Grimme	Doug Herrmann
Sara Hoogheem	Judy Hoscheid
Marie Ivers	Mark Krogstrand
Penny McCormick-Gilles	Greg Riley
Elaine Roberts	Laura Johnson-Frame
Traci Glanzman	Kerry Larson
Heather Stettnichs	

Members not in attendance:

Karolyn Baumann	Dr. Michelle Greseth
Shelly Shaw	Dr. Gregory Cooch