



# SPECIAL EDUCATION PROGRAMS

MONTHLY SPECIAL EDUCATION DIRECTOR CALLS



March 17, 2020

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1

## AGENDA



- Legislative Updates
- Extraordinary Cost Fund Applications
- COVID-19 Guidance
- Battelle Developmental Inventory III Updates



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2

ALL STUDENTS GRADUATE...




COLLEGE



CAREER



LIFE READY

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3

## College, Career and Life Ready

EDUCATION

All students graduate college, career and life ready.

Students enter 4th grade proficient or advanced in reading.


Students enter 9th grade proficient or advanced in math.

The gap for Native American students is eliminated.

Students graduate high school ready for postsecondary or the workforce.

Students have access to high quality standards and instruction.  
Students are supported by effective teachers and leaders.  
Students enter schools that provide an environment conducive to learning.

Students have opportunities to engage in 21st century learning.



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4



## PROFICIENCY IN READING BY 4<sup>TH</sup> GRADE PROFICIENCY IN MATH BY 9<sup>TH</sup> GRADE

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5

## VIRTUAL LEARNING RESOURCES



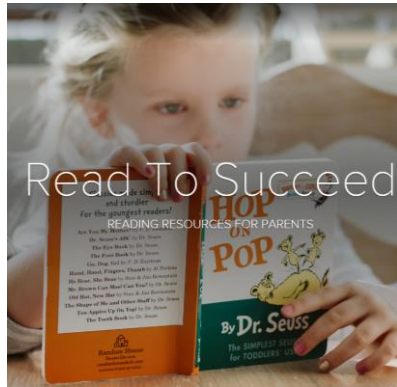
- Universal Design for Learning: CAST
  - [http://www.cast.org/whats-new/publications-media.html#.XnDa\\_ahKhPY](http://www.cast.org/whats-new/publications-media.html#.XnDa_ahKhPY)
- Companies offering free lessons online
  - <https://www.cnet.com/how-to/coronavirus-closed-schools-here-are-online-education-classes-for-every-age-and-grade/>
  - <https://www.smores.com/y3dx5> – Link from Sioux Falls School District page

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**FAMILY LITERACY RESOURCE**

<http://bit.ly/ReadtoSucceedSD>

- Created and used with schools participating in SPDG grant.
- Family Friendly View of Early Literacy Skills
- Activities to do with your children (Grades K-5)

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7



**SCHOOL CLIMATE**

STUDENTS ENTER SCHOOLS THAT ARE PROVIDE AN ENVIRONMENT CONDUCIVE TO LEARNING.

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8

## RETURNING TO SCHOOL



- Review expectations
- Review behavior plans
- Make sure all schedule changes are explained
- Set up a time to discuss any fears
- Help students to recognize any physical signs of emotions and teach strategies to react appropriately
- Allow for movement



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9



## EFFECTIVE TEACHERS AND LEADERS

STUDENTS ARE SUPPORTED BY EFFECTIVE TEACHERS AND LEADERS.

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10

## LEGISLATIVE UPDATE



- Bills that failed in committee or on the floor
  - HB 1173: prohibit a school board from denying an application for open enrollment from certain students with autism
    - Key take away – districts are straight out refusing open enrollment, make sure go through the process outlined and consult with sending district on whether services can be provided
  - HB 1201: provide for the distribution of a list of possible reasonable accommodations to students with disabilities.
    - Key take away – Brought by the dyslexia groups and parents, concerned not being presented a full scope of available accommodations. Can use the list of accommodations in the dyslexia handbook or accommodation manual as a means to discuss accommodations for they type of disability and then determine if appropriate for individual student.

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11

## LEGISLATIVE UPDATE



- Bills that failed in committee or on the floor
  - HB 1210: require parental notice of a social and emotional learning questionnaire regarding a student.
    - Key take away: Parental concerns that they don't know what students or being asked or if there are student concerns. When seeking permissions for evaluation, particularly behavioral/emotional make sure parents understand what it will entail.
  - HB 1218: require responses and reporting regarding the testing, assessment, evaluation, or observation of students.
    - Key take away: Parents concerns that they are being left out of the process and not provided adequate information prior to meetings to make informed decisions. Work with parents to determine concerns and provide information. Could do a pre-meeting to go over preliminary report before official meeting if appropriate.

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12

## LEGISLATIVE UPDATE



- Bills that failed in committee or on the floor
  - HB 1258: provide for child safety accounts for students subject to certain safety incidents.
    - Key take away – primarily related to bullying. If bullying is occurring follow district policy and be responsive. Make sure not due to disability.
  - SB 117: require the Department of Education to establish certain programs for children who are deaf and hard-of-hearing.
    - Key take away – Concerns from advocates that students are not afforded opportunities to use preferred method of communication and have opportunities to interact in this method with peers and other adults. Make sure addressing specific needs related to hearing in the IEP.
  - SB 123: make an appropriation for the Literacy Intervention Program and to declare an emergency.
    - Key take away – led to changes in capitol outlay allowable costs to include renewals of subscriptions.

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13

## LEGISLATIVE UPDATE



- Bills that passed and sent to Governor
  - HB 1042: revise the special education property tax levy for school districts and to revise the state aid to special education formula.
  - HB 1175: define dyslexia for the purposes of special education and related services.
    - Key take away – adds definition to law, but no additional requirements. Still parental concerns that schools do not recognize or acknowledge dyslexia and therefore are not meeting needs.
  - HB 1228: include children with a hearing loss in the reporting criteria required for deaf and hard-of-hearing children.
    - Key take away – will report a count of students with hearing loss uni/bi laterally of 35db or more. Most likely will be a check box in Campus like 504 box. Create more awareness to make sure communication needs are appropriately address regardless of sped status.

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14

## LEGISLATIVE UPDATE



- Some other key education topics:
  - K enrollment age of eligibility: concern that students may not be ready for K and districts may not be having meaningful conversations to help make decisions.
  - Immunization requirements: much opposition to waiving requirements.
  - Early Learning Council: much support for early learning, came down to disagreement over mandate of preschool or not and concerns that the council would push required preschool.

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15

## ECF APPLICATION



- As of today:
  - Extraordinary Cost Fund applications will open from April 1 – April 27
  - Currently working on updating website and directions, can access from A-Z index or by typing ECF in google search bar
  - Committee scheduled to review applications May 7

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16



## 2019 ECF APPLICATION TIMELINE



- April 1<sup>st</sup> – ECF application is available to begin to complete an application for funding.
- April 27<sup>th</sup> – Last day to submit an application
- May 9<sup>th</sup> – ECF board meeting to review all applications
- After Secretary approval – District notified regarding funding status
- May State Aid – Approved ECF included in monthly state aid
- June State Aid – If necessary, payment of ECF reconsiderations

17

## IS MY DISTRICT ELIGIBLE TO APPLY FOR ECF?



- An eligible school district
  - Levies for special education at the maximum levy (Pay 2019 = \$1.616);
  - Does **NOT** participate in the current year or the past 3 years in Coordinated Early Intervening Services (CEIS) using State/Local funds;
  - Does **NOT** participate in CEIS (Federal Funds) in the current year; and
  - Does **NOT** have any outstanding deficiencies pursuant to ARSD Chapter 24:05:20.

18

## GETTING STARTED.....



- Don't try to tackle this application alone! A successful application needs the attention of **BOTH** the business official and the special education director.
- Allow sufficient time to complete the application. Review the application types and determine the best fit for your district. Review the requested information and gather the required data.

19

## I WANT TO APPLY – WHICH APPLICATION TYPE SHALL I USE?



- There are 3 types of applications:
  - High Cost Student
  - High Cost Program
  - Supplemental Aid

20

## SUPPLEMENTAL AID APPLICATION



- The SUPPLEMENTAL AID application is an option for a school district that may need less than \$50,000 to balance their special education budget.
- **NOTE:** Only 10% of the total appropriation for ECF may be used to fund supplemental aid applications. If the amount exceeds 10%, all districts that have submitted supplemental aid applications will be prorated (FY2019 = \$406,635)
- A school district may apply for ECF using both a HIGH COST STUDENT and SUPPLEMENTAL AID applications.

21

## LOGGING INTO ECF APPLICATION PROGRAM



- Login and password are the same as used for child count.\*
- Link to ECF application program is:  
<https://doe.sd.gov/ofm/statefunding.aspx>  
Under DOCUMENTS, click on Extraordinary Cost Fund Application
- After clicking on ECF application; click on DE61ExtraordinaryCostFund
- Once logged into the ECF program, click on ACTIONS
  - Select School Year
  - Select District

\*Check with SE director – if contacted DOE can reset password.

22

## STEPS TO SUBMIT AN ECF APPLICATION



- ✓ Step 1                      General Information
- ✓ Step 2                      Select Application Type
- ✓ Step 3                      Complete the Application
- ✓ Step 4                      Funding Worksheet
- ✓ Step 5                      Upload Data Files
- ✓ Step 6                      Final Submit
- ✓ Step 7                      Certification Form

23

## RECONSIDERATION



- If your school district is not approved for ECF or the amount of funds requested is modified – the district may request a “reconsideration”. The district’s request for reconsideration must be submitted in writing within 10 days of receiving their notification. The secretary may request additional information and must respond to the request within 10 days.
- If a school district is approved thru the reconsideration process the funding will be paid to the district with the June state aid.

24

# COVID-19 GUIDANCE



- This is guidance as of today at this time, this situation is rapidly evolving and new guidance is continually being added or updated so continue checking frequently.
- South Dakota Department of Health facts and resources: <https://doh.sd.gov/news/Coronavirus.aspx>
- SD Department of Education resources and information: <https://doe.sd.gov/coronavirus/>
- Federally Department of Education resources: <https://www.ed.gov/coronavirus>
  - The policy letter that was sent out after Hurricane Sandy addresses some of timeline questions until updated guidance is issued (when reviewing please remember SD does not use the 60 day timeline but uses 25 school days for evaluation with ability to extend with parental permission and 30 days for reports, eligibility and IEP development):
  - November 20, 2012 to Pat Geary and James P. DeLorenzo**
  - TOPIC: *Evaluation Timelines*
  - [MS Word \(34KB\)](#) | [PDF \(862KB\)](#)

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25

## DOE CALL TODAY

### DOE/DOH/School Districts Conference Call March 17, 3 pm (Central)

- Update from Dept of Health
- School Meals and CANS support
  - <https://doe.sd.gov/coronavirus/foodservice.aspx>
- SPED
- State Assessments
  - DOE will exercise the maximum allowed flexibility from US Ed on this.
- Instructional Time
- Classified Staff time and salary:
  - It's unknown at this time if the state or federal government can help with these costs. The state is using admin leave for those unable to work from home. That may be helpful for you too. Coordinate with Dept of Labor.
- Flex Learning/Online learning
- Duration
  - The duration of this is still unknown. Prepare for losing several more weeks.
- Others/Questions

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26

TITLE

**COVID GUIDANCE**



south dakota  
DEPARTMENT OF EDUCATION  
Learning. Leadership. Service.

- **How should school districts prepare and provide special education services if flex learning opportunities are utilized?**

Districts should be communicating with parents prior to, during, and after a school closure and flex learning regarding their child's IEP services. Districts should identify communication methods to ensure there are opportunities for questions and concerns to be addressed in a timely manner.

When considering flex learning opportunities districts should prioritize health and safety of students, staff, and communities. Districts need to be flexible and consider employing a variety of delivery options. There is no defined or correct delivery method that will equitably meet the needs of all students. Districts should identify and acknowledge service delivery limitations and discuss how to implement a student's IEP plan to allow the student to meaningfully participate and progress in the general curriculum.

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27

TITLE

**COVID GUIDANCE**



south dakota  
DEPARTMENT OF EDUCATION  
Learning. Leadership. Service.

- **What if the district is not able to identify and provide an appropriate flex learning opportunity for a student with disabilities?**

Some districts and schools may be in a position to continue teaching using distance learning methods; however, equity is a critical consideration. It is important to note that if educational services are being delivered to students in any form, in order for the district to remain open, those services must be provided to all students, including students who don't have access to technology at home and students receiving special education services.

After an extended closure and/or flex learning opportunity, districts are responsible for reviewing how the closure impacted the delivery of special education and related services to students eligible for special education services. Districts should plan to hold IEP team meetings when school resumes to address student-specific needs resulting from the closure and flex learning time. This might include discussions of compensatory education and/or extended school year (ESY) services made on a case-by-case basis.

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28

TITLE

**COVID GUIDANCE**



- **What should a district do about timelines during closure and extended social distancing?**

Districts should consider ways to use distance technology (e.g., Zoom, conference calls) to the extent possible to provide child find, hold initial and annual IEP meetings, and/or evaluation/eligibility meetings, if staff and parents are available but not able to attend in person. Continuing to complete IEP and evaluation/eligibility meetings will help decrease the workload when school resumes. If staff and/or parents are not available or believe their participation is impacted by the lack of an in-person meeting, districts should document the reason and complete the activity in a timely manner following the ending of school closures.

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29

TITLE

**COVID GUIDANCE**



- **If a student is at high risk and needs to remain in quarantine, how should the district proceed with the provision of special education and IEP documentation?**

If the exclusion is a temporary emergency measure (generally 10 consecutive school days or fewer), the provision of services such as instructional telephone calls, homework packets, internet-based lessons and other available distance-based learning approaches is not considered a change in placement.

For long-term exclusions, an LEA must consider the continuum of alternative placements and make a determination of placement. A change in placement must be made by the IEP team. If the team determines that the child's needs could be met through homebound instruction, then the district must amend the IEP and issue a prior written notice.

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30

## COVID GUIDANCE



- LRP Subscribers
  - **Special ed directors seek advice on IDEA legal compliance amid school closures**  
Laurie VanderPloeg, director of the Office of Special Education Programs, tells special education directors to keep focused on providing individual supports to students with disabilities and to consider alternative ways for providing instruction during extended school shutdowns.
  - **COVID-19: Special Ed Connection® content you can use in your planning and response**  
The national impact of the coronavirus raises many questions about how to provide FAPE to students with disabilities before, during, and after school closures. Here are resources to help aid your planning and response.

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31



## DATA

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32



**SSIP – 2019 APR UPDATES**



**SSIP(State Systemic Improvement Plan): Indicator 17**

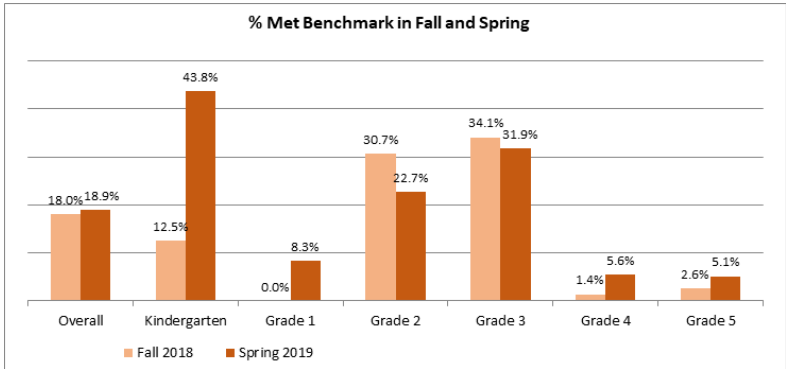
**SiMR (State-identified Measurable Result):** Students with Specific Learning Disabilities will increase reading proficiency prior to fourth grade from 4.84% in spring 2015 to 44.49% by spring 2020 as measured by the statewide assessment.

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33

**SSIP – 2019 APR UPDATES**

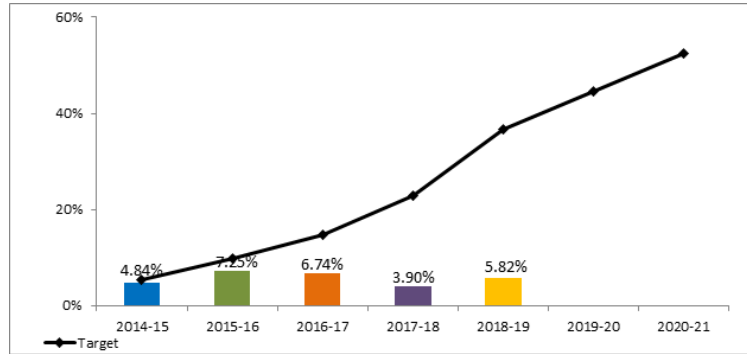



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34

## SSIP – 2019 APR UPDATES



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35

## SSIP – 2019 APR UPDATES



### Next Steps:

- No additional pilot schools.
- Stakeholder meeting – summer 2020.
- Alignment/Collaboration with MTSS and SPDG.
  - Data Processes
  - Evaluation Plan
  - Coaching Supports
  - Professional Development



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36



# ACCOUNTABILITY

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37

# CORRECTIVE ACTION PLANS



## Prong 1 – Due in 60 days

Please work toward correction of Prong 1 but we understand the school closures will delay completion.

We are flexible in the days as long as the district or agency continues to keep the team lead updated on the progress.



## Prong 2 – Completed within 1 year

All CAP plans due dates are in the 2020-2021 school year.

One year closure date still stand.

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38

## ON-SITE VISITS THIS SPRING



- Focus reviews:
  - If your district was supposed to have an on-site visit this spring (March/April), we will be working with districts on alternative methods.
  - Your team leads will contact you to set up a conference call.
- Technical Assistance:
  - If your district was going to have an on-site technical assistance for a CAP, your team leads will work with you on a virtual method of delivery.

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39



## ODDS AND ENDS

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40

## BDI-III



- Q&A
  - Sent out with the newsletter
  - Attached as a handout in Skype
- SEP will continue to provide updates in the months to come
  - Please note that current guidance is tentative and may change as we learn more
- District Sped Directors should have received a survey regarding current use of the BDI kits.
  - Please complete if you have received. If you have not received, please contact [Wendy.Trujillo@state.sd.us](mailto:Wendy.Trujillo@state.sd.us)
  - Determine how the Department will proceed with licensing/subscriptions purchase for each district

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41

## SPED CONFERENCE UPDATE



- Thank you for your patience while we figured out the best way to handle the conference
- Refunds will be coming through the Center for Disabilities
- We are working with some presenters who are willing to record their session and have it posted. We will let you know as soon as some are available.

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42



## TEACHER OR DISTRICT SHARING

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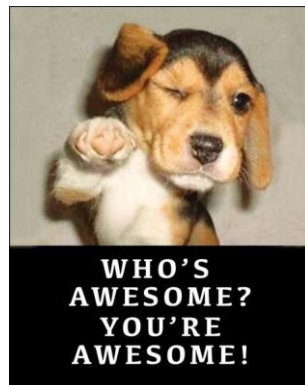
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43

## CONGRATULATIONS! PARENT NOMINATED SPECIAL EDUCATION STAFF OF THE YEAR



- **NORMA BROWN BULL- LITTLE WOUND**
- **JILL GORTELL-SIOUX FALLS**
- **LAURA HARRISON- RAPID CITY**
- **HEATHER HOEYE- BHSSC PROJECT SEARCH**
- **BASIL KNEBEL- LANGFORD**
- **ROXANNA MURPHY-MEADE**
- **GINA NELSON- RAPID CITY**
- **JESSICA NORDHUS-CLARK**
- **JADA SULZLE-RAPID CITY**
- **RONALD TEN FINGERS-PINE RIDGE**



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44



**Next Sped Directors LiveMeeting**

~ APRIL 21, 2020

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