



# SPECIAL EDUCATION PROGRAMS

MONTHLY SPECIAL EDUCATION DIRECTOR CALLS



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The Special Education Program Staff would like to thank those who have reached out with kind words and encouragement during the state and school closures.

We also want you to know that we appreciate the work you do and we know that you all are working hard to ensure students are receiving the best education possible at this time.

SEP strives to promote a positive working relationship between us and the school districts. The working relationship was noticeable through the questions and emails we have received. Please continue to reach out to your regional representatives as questions in the days and weeks to come.

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ALL STUDENTS GRADUATE...




COLLEGE



CAREER



LIFE READY

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



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# STUDENTS GRADUATE READY FOR POST-SECONDARY OR THE WORKFORCE



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## SUMMER TRANSITION INSTITUTE



- Rescheduled for July 20-21<sup>st</sup>
- Will be face-to-face until further notice.
- For more information and to register:  
<http://events.r20.constantcontact.com/register/event?oeidk=a07egxcjwk4f10b5a6c&llr=wi6jkmfab>

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## INDICATOR 14 – APPENDIX A

STUDENTS THAT HAVE GRADUATED, AGED OUT OR DROPPED OUT THIS YEAR.



### Two Options

- **May - June:**
  - Districts **may** enter student data
  - If you decide to enter data, you will need **enter all the data** (in Appendix A)
    - Demographic information
    - Part 2 data (IEP specific information)
    - Contact information for a family member or friend
- **August through September:**
  - Check demographic information
  - District will only need to enter Part 2 data and Family Contact Info
  - Does not override what districts have already put in
  - Final validation completed in Oct 1, 2019
- Different login than Indicator 11-12
  - Use the forgot password link
  - If that doesn't work – contact Beth.Schiltz@state.sd.us

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## SCHOOL CLIMATE

STUDENTS ENTER SCHOOLS THAT ARE PROVIDED AN ENVIRONMENT CONDUCTIVE TO LEARNING.

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## INDICATOR 4: SUSPENSION AND EXPULSION DATA COLLECTION COMING UP!



- Launchpad site will be used for collection again
- I will send the link to all sped directors on May 15
- I will send the ppt with instructions
- Same collection process as last year
- Your username will be the same as last year
  - If you do not have it you will need to email me
- I do not have your passwords
- If the site does not let you submit, it means you need to make corrections
- I will be going over the data entry process on the May 19 Sped Directors Call.
  - If someone else in your district enters this information, please have them listen to the call.

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# BEHAVIOR STRATEGIES FOR PARENTS



1. Spend time with your child when they are engaged in activities that matter to them
2. Establish age appropriate, clear expectations
3. Create routines
4. Anticipate challenges. If you expect it, pre-correct it!
5. Be consistent
6. Model behaviors you want to see
7. Phrase directions in the positive. Tell the child what you want to see, not what you don't
8. Talk about and understand everyone's feelings
9. Look past the behavior to see what the child is trying to communicate
10. Use positive reinforcement.
  1. Praise the effort and reinforce hard work
  2. Reinforce small steps in the right direction

[www.pbis.org](http://www.pbis.org)

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# AWARENESS



- April is Autism Awareness Month



- May is Mental Health Awareness Month



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## EFFECTIVE TEACHERS AND LEADERS

STUDENTS ARE SUPPORTED BY EFFECTIVE TEACHERS AND LEADERS.

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## 2020 IEP WORKSHOPS



- September and October
- Every location will have:
  - Advance and Basic
  - Transition Services Liaison Project (TSLP) will be conducting a half day transition training.
- Early Childhood will be a day training in 3 locations: Aberdeen, Spearfish, and Sioux Falls
- Information regarding session descriptions, dates, locations and registration will be sent out on the Sped List Serve

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## SPED SPRING LEGAL UPDATE



by Jim Walsh, attorney

- This webinar will highlight recent judicial decisions regarding special education in the public schools. Topics will include eligibility, parent rights, discipline, and liability concerns. The emphasis will be on practical application with time for Q&A.
  - Will include issues with COVID19
- **When:** April 28th, 2020
- **Time:** 2pm—4pm CT
- Register through [gosisnmeup](https://gosisnmeup)

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IEP Quality Website Tip of the Month



### General & Special Education Collaboration: The Law Individuals with Disabilities Education Act (IDEA)

- Sec. 300.342(b) of IDEA indicates that regular education teachers (1) **have input** into the IEP(s) of the children they will serve, (2) **have access to the child's IEP**, and (3) are informed of specific responsibilities related to implementing the IEP. In addition, regular education teachers must **know the specific accommodations, modifications, and supports** that must be provided to the child in accordance with the IEP.

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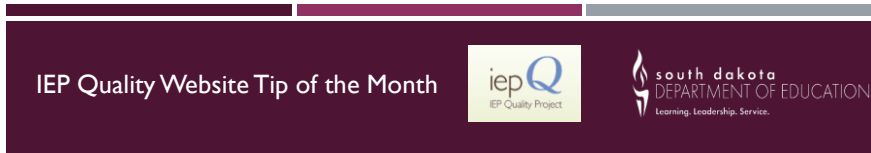




## General & Special Education Collaboration: The Law Every Student Succeeds Act (ESSA)

In a report on the implementation of ESSA, the National Council on Disability (2018), pointed out that both Title I and IDEA directly align with similar objectives to foster inclusion of students with disabilities in standards-based efforts. The purposes of this alignment are to “safeguard access to the general education curriculum for all learners” and to **“increase collaboration between general and special education and better support students with disabilities”** (p.15).

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A new page of the IEPQ website gathers together resources that can be useful in encouraging collaborations between general and special education staff.

<https://sd.iepq.org/resource-library/special-general-education-collaboration>

The screenshot shows the IEPQ website interface. At the top, there is a navigation bar with links for home, toolbox, student scenarios, resource library, myIEP-Q, sddoe, and help. Below this is a search bar and a 'Welcome, teacher' message. The main content area is titled 'Special & General Education Collaboration' and contains a paragraph explaining that the page gathers resources for facilitating discussion and collaboration between special education staff and their colleagues in general education. Below this is a table with two columns: 'Resource' and 'Description / Explanation of Use'. The table lists several resources, including 'Teacher Planning Sheet', 'IEP Quick Reference Sheet (PDF)', and 'Accommodations Monitoring Form (PDF)'. A 'Web Sites' sidebar on the right lists 'Instruction & Curriculum', 'Behavior Data Collection Forms', 'Example Goal & Objective Statements', and 'Special & General Education Collaboration'.

| Resource                             | Description / Explanation of Use   |
|--------------------------------------|--|
| Teacher Planning Sheet               | This Planning Sheet is designed to be given to the current and/or past year's general education teachers to gather information about a student prior to an IEP meeting. There are five basic questions concerning student strengths, areas where a student struggles, and priority skill areas for instruction. However, this is a Word document and questions may be edited to fit your needs.  |
| IEP Quick Reference Sheet (PDF)      | A template for a one to two page summary sheet of each caseload student's goals and IEP information that can be filled in by copying and pasting from your IEP software. It is designed to be a quick reference throughout the year without having to pull out an entire IEP file, and can be modified to fit your needs. This can then be given to general education staff so that they have knowledge about a student's strengths, focus for annual goals, and accommodations needs.   |
| Accommodations Monitoring Form (PDF) | This form allows you to list accommodations that are on a student's IEP or are being introduced and track how often they are being used and how helpful they are for the student. It can be given to a student's general education teachers to get a sense of the efficacy of accommodations in practice. Sometimes an accommodation may be helpful, but is rarely used, or vice-versa. You may also see that an accommodation is not being used as often as is needed or as intended, or is more helpful in certain subjects than others. It is |

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IEP Quality Website Tip of the Month

iep Q IEP Quality Project

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home toolbox student scenarios resource library myIEP-Q sddoe help

Home > Accommodations

### Accommodations

#### Supplementary Aids, Accommodations, and Modifications

Note: This page refers to daily accommodations. Please see the [Assessment Accommodations](#) or the [Smarter, Balanced Assessment](#) pages of this site for assessment accommodations information.

The IEP team needs to consider the skill area(s) affected by the student's disability area(s) and determine if accommodations/modifications need to be made for the student to be successful in his or her program.

Be sure they are accommodations/modifications the student "MUST" have in order to benefit from the program. They must be provided at the frequency, duration and location specified in the IEP. These are not optional or delivered at the discretion of the teacher.

REMINDER: **An accommodation** is a change in HOW the student accesses and demonstrates learning, but does not change what the student is expected to learn or demonstrate. **A Modification**, on the other hand, changes WHAT a

Toolbox

- Sample Accommodations & Modifications (PDF)
- Accommodations Monitoring Form (PDF)
- Accommodation Monitoring form (Word - modifiable)
- Sample Student Information Sheet (Word)
- Sample Student Information Sheet (PDF)
- Sample Student Passport (Word)

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IEP Quality Website Tip of the Month

iep Q IEP Quality Project

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home toolbox student scenarios resource library myIEP-Q sddoe help

Home > Resource Library

### Resource Library

<https://sd.iepq.org>

**Web Sites**  
Websites that may be helpful when writing an IEP.

**Online Instructional and Curriculum Resources**  
Websites related to providing instructional lesson plans and ideas that may help when addressing a student's academic goals. Note that we do not endorse any particular site listed here, nor are we responsible for efficacy of the instructional resources provided on these sites.

**Behavior Data Collection Forms**  
A list of forms that can be used to collect and track data on student behaviors. Blank, modifiable forms are available for download, along with a sample completed chart and basic instructions.

**Example Goal and Objective Statements**  
A list of goals and objectives organized by category that can be used as examples of observable and measurable goals that can be easily tracked for progress reporting. These serve as examples ONLY and users are discouraged from using them as goals for IEPs being written, as annual goals should always be specific to the individual student.

**Special Education and General Education Collaboration**  
This page gathers together resources throughout the IEPQ site that can be useful when education colleagues prior to writing an IEP for a student and during its implementation.

Email Brandi Gerry  
brandi.Gerry@state.sd.us  
for access to IEPQ.

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**IEPQ – SUMMER TRAINING**




**Introduction to IEPQ**

- June 16, 2020
- 8:45 to 11:00 AM (Central Time)
- Register on Go Sign Me Up (a Zoom link will be emailed to registrants before June 16<sup>th</sup>)



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**DATA**



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## SEP DATA COLLECTION



- A letter to Special Education Directors will be mailed out this week outlining the summer data collection procedures and timelines.
  - Timelines for data collections have not changed due to state deadlines for reporting have not changed.
  - Please reach out to the Program Representative listed under each data collection piece, if you have questions.
- The data collection calendar and other resources can be found at: <https://doe.sd.gov/sped/SPP.aspx>

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## CHILD COUNT 618 DATA SY20-21



- Beginning SY 20-21 child count for students age 5 will be split into two reporting categories.
  - Students age **5 in school kindergarten** will be included in “School Age” (JK & KG)
    - INCLUDES: all 5 year olds enrolled in K-12
  - Students age **5 not in kindergarten** will be included in “Early Childhood” or “Preschool” (EC & PK)
- What this means for school districts:
  - Students age 5 in JK and KG will be coded under LRE using the 100 codes
  - Districts should make this change with all new and upcoming annual IEPs
  - Districts will need to amend any IEPs prior to December 1st, 2020
- What about the State Performance Data for Indicator 5 and 6 Least Restrictive Environments?
  - **No change** at this time, we are waiting for further guidance from OSEP

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## LEA DISTRICT PRIVATE AND PUBLIC REPORTS



- Districts will have an opportunity to review the public reports prior to their release.
- The reports will be sent to Special Education Directors via email by May 1st.
  - Please review the documents to ensure the data you reported is accurate.
  - If you find an error in your reporting, you will not be able to change the data.
  - If there is an error in the reports regarding the data you had submitted, please notify [Wendy.Trujillo@state.sd.us](mailto:Wendy.Trujillo@state.sd.us) by May 18<sup>th</sup>, 2020

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## PARENT SURVEYS



- Parents need to complete and return by May 31, 2020
- Online survey link
  - <https://www.surveymonkey.com/r/SDi8> (English), and
  - <https://es.surveymonkey.com/r/SDi8S> (Spanish)

More surveys needed? – sped director can contact [Beth.Schiltz@state.sd.us](mailto:Beth.Schiltz@state.sd.us)

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# ACCOUNTABILITY

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RDA component of the accountability system will go into full implementation in 2020-2021



Risk Rubric is being finalized and district data from the 2018-2019 school year will be used to determine district levels.



All districts will receive a notification of their levels in late May along with the rubric.



If districts are in Level 3 or 2, an RDA coach will connect with the Superintendent/Special Education Director on the process moving forward.

## RESULTS DRIVEN ACCOUNTABILITY (RDA) NEXT STEPS FOR IMPLEMENTATION

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## RELATED SERVICES

- “Related Services: Common Supports for Students with Disabilities” by IRIS center:
  - Module offers an overview of related services for students with disabilities.
  - <https://iris.peabody.vanderbilt.edu/module/rs/cresource/q1/p01/>
- “Related Service Providers in Transition” by NSTTAC
  - Webinar discusses how related service providers can provide transition support.
  - [https://www.transitionta.org/sites/default/files/webinars/NSTTAC%20Webinar\\_I\\_27\\_15.pdf](https://www.transitionta.org/sites/default/files/webinars/NSTTAC%20Webinar_I_27_15.pdf)

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## WHAT AND HOW TO TRACK PROGRESS?

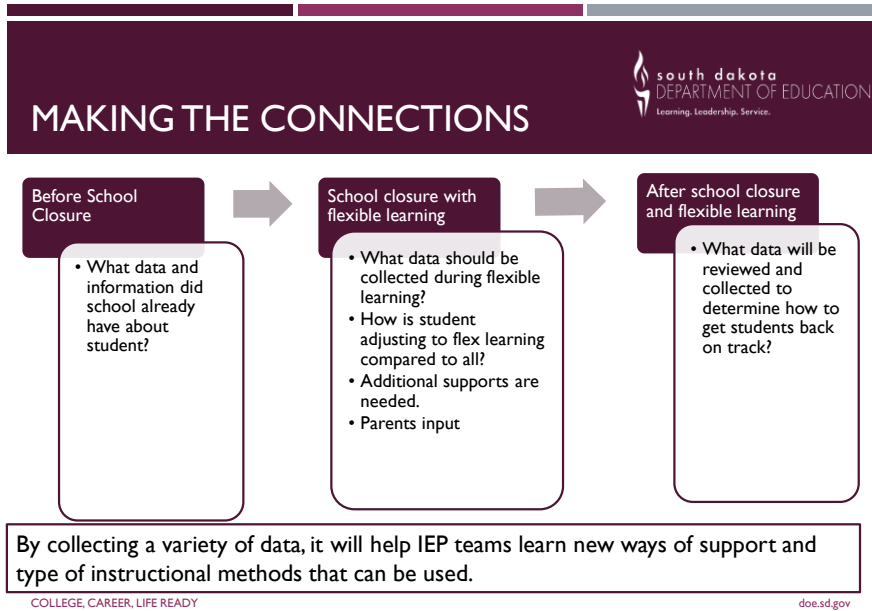
 south dakota  
DEPARTMENT OF EDUCATION  
Ensuring a bright future for every student

- Special education and related services requires to track data on student progress in a multiple ways to assist IEP teams to “
  - Determine if need for special education
  - What supports students need in classroom and learning?
  - What specialized instruction will be provided?
  - How to measure special education services?
  - Does student required Extended School Year (ESY) during when school is not in session for regression, recoupment, and emerging skills?
  - Will student need compensatory education because special education services were not available during the school closure?

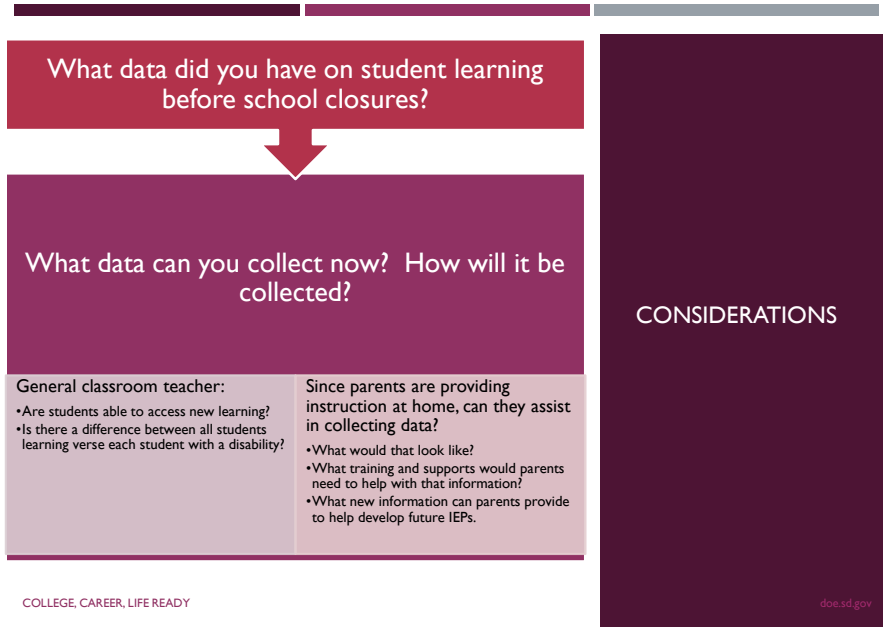
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## EXAMPLES OF INFORMATION FROM PARENTS




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 Is the learning environment at home improving (completing homework, less distracted, supports the parent is providing),

If home learning is not going well, what strategies can parents/caregivers try? Do you need to train parents on strategy or technique?

 What works better: online verse packets, flexible completion verse daily requirements, connecting with school staff on weekly verse daily check-in, etc...

 When student is learning at home, what are their preferences:


Listening,  
Watching videos,  
Time of day,  
Scheduled or non-scheduled,

 Preferences of homework (specific classes or assignments willing to complete and those they need support to complete)

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## BDI-3 UPDATES



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- Riverside has developed a new pricing model for the BDI-3
  - Subscriptions or licenses now include 1 kit and 25 protocols
  - SEP is working with Riverside to develop a plan for purchasing subscriptions/kits
    - It is recommended that districts plan purchasing for SY21-22
    - SEP will contact Sped Directors when a decision is made regarding state purchasing of district subscription/licensing
- The current BDI-3 Q&A document was attached to the April Newsletter
  - This document is also available at <https://doe.sd.gov/sped/Early-Intervention.aspx> under Battelle Developmental Inventory-3 Updates

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## FLOWTHROUGH APPLICATIONS



### IDEA Federal Flow through Applications

- Special Education Programs anticipates the IDEA Flowthrough application to open by the end of April 2020.
- Please submit your application by **June 30th, 2020**.
- Watch for more information from Grants Management on GMS application training to assist you with your submission.

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## COVID19 GUIDANCE FOR PRESCHOOL CHILDREN AGES 3-5



- We continue to receive a multitude of questions related to progress monitoring, Part C to B transition, evaluations, etc related to early childhood. As of today, no new federal guidance has been released. Federal requirements have not been waived and the current guidance on evaluation and timelines should be followed.
  - Q-11: What should a district do about SPED timelines during closure and extended social distancing?
    - A-11: Districts should consider ways to use distance technology (e.g., Zoom, conference calls, Microsoft Teams, Signal) to the extent possible to provide child find, hold initial and annual IEP 7 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.
  - <https://doe.sd.gov/coronavirus/>

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## COVID19 GUIDANCE FOR PRESCHOOL CHILDREN AGES 3-5



- A google form has been created to collect questions from the field that will assist us in developing Q&A for preschool age students. You may submit your questions at:
  - [EC Google Doc](#)
  - This link will be sent to Sped Directors and may be shared with special education staff
  - Once we receive further federal guidance in this area SEP will issue formal guidance, please stay tuned.
- You may also find the most current preschool guidance on the ECTA website.
  - [Early Childhood Technical Assistance Center \(ECTA\)](#)

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## TEACHER OR DISTRICT SHARING

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# 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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## Drum roll please



# AND THE WINNER IS....

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CONGRATULATIONS  
BASIL!  
PARENT  
NOMINATED  
SPECIAL  
EDUCATION STAFF  
OF THE YEAR  
WINNER!



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CONGRATULATIONS



**Kim Wadsworth**

Named School for the Deaf Superintendent

Congratulations to Kim, we look forward to our continued collaboration.

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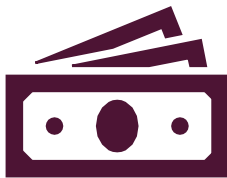
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**Next Sped Directors LiveMeeting**

~ MAY 19, 2020

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# FFY 2020 IDEA PART B GRANT APPLICATION

APRIL, 2020

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## NOTICE OF PUBLIC AVAILABILITY

<https://doe.sd.gov/sped/>

- Notice is hereby given that the Department of Education (DOE), Special Education Programs is making available for public review for 60 days, starting March 6, 2020, the Federal Fiscal Year (FFY) 2020 Grant Application under Part B of the Individuals with Disabilities Education Act (IDEA). The [application is available here](#) and the allocations are included on the [interactive spreadsheet](#) if you are unable to view the application, copies may be obtained by contacting the SD DOE – Special Education Programs, Part B Annual State Application, 800 Governors Drive, Pierre, South Dakota, 57501.
- Written comments concerning the FFY 2020 Grant Application under Part B of the IDEA will be accepted for 30 calendar days from April 1, 2020 through May 1, 2020. Comments regarding the Part B IDEA application should be sent to Linda Turner, Part B Director, at [Linda.Turner@state.sd.us](mailto:Linda.Turner@state.sd.us) or to the address above.

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**TOTAL AWARD AMOUNT** **\$39,046,113**

|  |             |
|--|-------------|
| Maximum Available for Administration.                            | \$1,112,729 |
| How much do you want to set aside for Administration in dollars? | \$1,112,729 |
| Set Aside for other State-Level Activities                       | \$3,344,625 |

## FEDERAL APPLICATION 2020

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### REQUIRED ACTIVITIES

- For monitoring, enforcement, and complaint investigation.
- To establish and implement the mediation process required by 20 U.S.C. 1415(e), including providing for the cost of mediators and support personnel.

- Ed Specialists (Accountability/Monitoring)
- SD Parent Connection – Navigator Program
- Complaint Investigators (TAESE)
- Mediators and IEP Facilitators (TAESE)

**\$877,480** **\$155,890**

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## AUTHORIZED ACTIVITIES

- For support and direct services, including technical assistance, personnel preparation, and professional development and training.

- Center for Disability
  - Sped Conference
  - Autism Team Building
  - Autism Summer Program
- MTSS – Rtl
- DSS Auxiliary placement child count
- Summer Conference
- General PD and Speakers
- TAESE
  - Law Conference
  - Meeting facilitation
  - General PD
- Part C Summer Services


**\$1,283,705** 

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## AUTHORIZED ACTIVITIES

- To assist LEAs in providing positive behavioral interventions and supports and appropriate mental health services for children w/ disabilities.

- PBIS

**\$291,571** 


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**AUTHORIZED ACTIVITIES**

- To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children w/disabilities.

- RDA work (BHSSC)
- IEP Workshops

**\$204,308** 


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**AUTHORIZED ACTIVITIES**

- To support paperwork reduction activities, including expanding the use of technology in the IEP process.

- IEPq
- National Student Clearinghouse

**\$40,700** 

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## AUTHORIZED ACTIVITIES

- Development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children w/disabilities to postsecondary activities.

- TSLP – Voc.Rehab.
- BHSU - Indicator 14
- Mary Kampa - data analysis site

**\$319,272**



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## AUTHORIZED ACTIVITIES

- Alternative programming for children w/ disabilities who have been expelled from school, and services for children w/disabilities in correctional facilities, children enrolled in State-operated or State-supported schools.

- DOC
- SDSBVI & SDSD

**\$85,000**



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## AUTHORIZED ACTIVITIES

- To provide technical assistance to schools and local educational agencies, and direct services, including supplemental educational services as defined in Section 1116(e) of the Elementary and Secondary Education Act of 1965 to children with disabilities, in schools or local educational agencies identified for improvement under Section 1116 of the Elementary and Secondary Education Act of 1965 on the sole basis of the assessment results of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement to meet or exceed the objectives established by the State under Section 1111(b)(2)(G) the Elementary and Secondary Education Act of 1965.

- SSIP Grants

**\$86,699** 

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## AUTHORIZED ACTIVITIES

**\$0**

- To assist LEAs in meeting personnel shortages.
- To improve the use of technology in the classroom by children w/disabilities to enhance learning.
- To support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities.
- To support the development and provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities.
- High Cost Fund

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