

# Monthly SPED Webinar

SPECIAL EDUCATION PROGRAMS  
2023-2024 SCHOOL YEAR  
APRIL 16, 2024




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## Autism Spectrum Disorder

- ▶ **Evaluation Team for Autism Spectrum Disorder**
- ▶ **Autism spectrum disorder defined.** Autism spectrum disorder is a developmental disability that significantly affects verbal and nonverbal communication and social interaction and results in adverse effects, generally evident before age three, on the child's educational performance. ....
- ▶ **Criteria**
  1. Persistent deficits in social communication and social interaction across multiple contexts...
  2. Restricted, repetitive patterns of behavior, interests, or activities, ...
  3. Symptoms must be present in the early developmental period but may not become fully manifest until social demands exceed limited capacities, or may be masked by learned strategies in later life
  4. Symptoms cause clinically significant impairment in social, occupational or other important areas of current functioning; and
  5. Symptoms are not primarily caused by a cognitive disability or developmental delay, and in order to make dual diagnoses of autism spectrum disorder and cognitive disability, social communication must be below that expected for the general developmental level.

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See Center for Disabilities Presentation  
Slides Attached

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Effective Practices

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## Special Ed Connections

**LRP SPED Connections subscription is required to access the following resources:**

- ▶ March/April Hot Topics in SpedConnections
  - [Grade Retention for Students with Disabilities](#)
  - [What do to if struggling to schedule meeting date](#)
  - [Take these steps when parents question IEP team's ESY decision](#)
  - [March 2024 Spotlight: Postsecondary transition planning](#)
  - [April 2024 Spotlight: Child find](#)

Contact your public school district special education director for login access. If you have any questions about your subscription access, please contact [Wendy.Trujillo@state.sd.us](mailto:Wendy.Trujillo@state.sd.us).

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## SPED Topical Webinars Available

- ▶ These three topical webinars are available for professional development and 2 CECH:
  1. **504 Requirements and How They Compare/Differentiate with IDEA**
    - ▶ LIVE April 24th from 2-4pm – [register here](#)
  2. **Confidentiality of Student Records Under FERPA and IDEA**
    - ▶ On-Demand - [register here](#)
  3. **When Attendance, Absenteeism, and Truancy Impact FAPE**
    - ▶ On-Demand - [register here](#)

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## 2024 MTSS Summer Conference

- ▶ **June 25, 2024**  
Dr. Heidi Beverine-Curry: Adolescent Literacy Instruction and Intervention
- ▶ **June 26, 2024**  
Dr. Terry Scott: Classroom Management and Addressing Escalating Behaviors
- ▶ **Registration is open through June 18**  
[my.path.link/MTSS](https://my.path.link/MTSS)

**NOTE:** New registrations will NOT be accepted the day of the conference.



The graphic is a promotional poster for the MTSS Summer Conference. It features the South Dakota Department of Education logo at the top left. The main title is 'MTSS SUMMER CONFERENCE' in large white letters. Below the title, it says 'JUNE 25-26, 2024 | Arrowwood Cedar Shores, Oacoma'. A QR code is located in the bottom right corner of the main poster area, with the text 'Registration Now Open' underneath it. To the right of the main poster is a white box with a black border containing registration details. The box is titled 'REGISTRATION NOW OPEN' and includes the URL 'my.path.link/MTSS'. It lists rates for 'SD MTSS SCHOOLS' (\$65 for one day, \$125 for both days) and 'ALL OTHER SCHOOLS' (\$80 for one day, \$150 for both days). It also states 'Registration closes on June 18, 2024' and 'New registrations will not be accepted the day of the conference.'

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## Accountability

COMPLIANCE POLICY, PRACTICES, AND PROCEDURES

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## Extended School Year Reminders

### Requirements

- ▶ Extended school year **DOES NOT EQUAL** Summer School
- ▶ It is based on regression, recoupment, and maintenance of an annual goal.
- ▶ Requires data collection
- ▶ Every student can have a different ESY Schedule:
  - ▶ Start and end date
  - ▶ Amount of service
  - ▶ Goals

### ESY consideration or Other

- ▶ Student needs to retake English Composition (Other)
- ▶ Student has a fine motor goal related to using fork, spoon, and cup. OT and Sped Teacher working on it all year and finally last 4 weeks has been making progress. (Consideration)
- ▶ Student is doing Project Skills (employment skills) in summer. (Other)
- ▶ Student has a goal related to transitions and unscheduled changes. Data collected during school breaks, shorten schedule, and assemblies. (Consideration)

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## Reminder

### Don't forget

- ▶ Summary of Performance
- ▶ [SumOPr-13.docx \(live.com\)](#)
  - ▶ Graduating
  - ▶ Aging out



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## Reminder: Annual Internal Review Requirements

- ▶ <https://forms.office.com/g/DEbZG0Zbhy>



- ▶ All Public Districts Required
- ▶ Internally each special education case manager must complete a file review.
- ▶ Completed by June 1 annually
- ▶ District Sped Director submit areas identified to state by June 1 annually
- ▶ Information on [Accountability Website](#)
  - ▶ Under Section "Results Driven Accountability"
  - ▶ Contact [Melissa.Flor@state.sd.us](mailto:Melissa.Flor@state.sd.us) or 605-773-6119 for more information.

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## 2024 Fall IEP Workshops

Registration  
Coming In  
May

- ▶ Charting the Course: Special Education Eligibility to IEP Development
  - ▶ Participants with varying levels of experience and expertise in special education
  - ▶ All day: 8:30 am to 4:00 pm
- ▶ Virtual and In Person
  - ▶ Locations: Watertown, Rapid City and Sioux Falls
- ▶ Charting the Course for Students with Behavior Challenges: Special Education Eligibility to IEP Development
  - ▶ 2 locations: Chamberlain and Aberdeen
  - ▶ Dates in September To Be Determined
- ▶ Other IEP Related Sessions

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## Private School Consultation Reminders

- ▶ Consult with Private Schools must be completed prior to submission of IDEA Flow Through Application Submission.
  - ▶ Accredited private schools with a Kindergarten to grade 12.
  - ▶ Consultation includes representatives from the private school to include administrators, teachers, parents
- ▶ Must clearly describe decision on how, where, and what special education and related services will be provided for parentally placed private school students eligible for Special Education.
  - ▶ Parentally Placed Private School students do not receive FAPE.
  - ▶ The individual plan should not be an IEP document.
  - ▶ Resources: <https://doe.sd.gov/sped/idea.aspx>
    - ▶ Private Schools, Proportionate Share, and Equitable Services webinar with handouts
    - ▶ Private School Consultation Form
    - ▶ Federal Q and A

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Data

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## Significant Disproportionality Reports - Review

▶ Currently the 2022-2023 reports in SD STARS under the Community Page

▶ Superintendents and Sped Directors can access

▶ Threshold for Identification:

Risk Ratio or Alt Risk Ratio	3
Cell Size	10
N size	30
Years	3
Reasonable Progress	.01

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Example Report -- Training Purposes Only, Data Not Consistent with Real Reports

2018-19 Significant Disproportionality Identification - Specific Learning Disability

Data includes students grades K-12

Ethnic groups: a=Asian, b=Black, h=Hispanic, m=Multi-racial, n=Native American, p=Pacific Islander, w=White

District Target Group				District Other Group			State		2018-19 Risk Ratios			Previous Risk Ratios			
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P

## How to Read Reports

- ▶ Top of the page, it identifies which of the area(s) report refers.
- ▶ Identification, LRE, and Discipline

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Ethnic groups: a=Asian, b=Black, h=Hispanic, m=Multi-racial, n=Native American, p=Pacific Islander, w=White

District Target Group				District Other Group			State		2018-19 Risk Ratios			Previous Risk Ratios			
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
Ethnic Group	Number in Target Ethnic Group with Outcome	Number in Target Ethnic Group in Special Education	Target Group Risk (column B divided by column C)	Number in Other Ethnic Groups with Outcome	Number in Other Ethnic Groups in Special Education	Other Group Risk (column E divided by column F)	Statewide Target Group Risk	Statewide Other Group Risk (Used if column E < 10)	Risk Ratio (RR) (column D divided by column G)	Alternate Risk Ratio (ARR) (column D divided by column H)	Final Risk Ratio	2017-18 Final Risk Ratio	2016-17 Final Risk Ratio	Exceeded Threshold 3 Years in a Row - Regardless of Progress	Significant Disproportionality
a	0	7	0.00%	00	00	00.21%	5.97%	32.84%	0.00	0.00	--	--	--	No	
b	1	3	33.33%	49	56	87.50%	53.66%	29.78%	0.38	1.12	--	--	--	No	
h	1	7	14.29%	49	52	94.23%	27.37%	35.24%	0.15	0.41	--	--	--	No	
m	5	3	166.67%	45	56	80.36%	40.33%	32.68%	2.07	5.10	--	--	--	No	
n	37	30	123.33%	13	29	44.83%	65.29%	28.05%	2.75	4.40	4.40	4.06	3.76	Yes	Yes
p	0	1	0.00%	50	58	86.21%	48.50%	32.53%	0.00	0.00	--	--	--	No	
w	6	14	42.86%	44	45	97.78%	25.27%	46.10%	0.44	0.93	--	--	--	No	

## How to Read Reports

- ▶ Divide (B/C): Identify risk for the target group.
- ▶ Divide (E/F): Identify risk for other group of students.
- ▶ Divide the two (D/G) and it gives the risk for the district.
- ▶ If does not meet the cell (denominator) size, then use alt risk.
- ▶ To be identified, must have 3 years above 3 and where did not make .01 progress. (L, M, N)
- ▶ If yes in both (O and P), then must implement requirements

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2018-19 Significant Disproportionality

Discipline - Out-of-School Suspensions <= 10 Days

Data includes students grades K-12

Ethnic groups: a=Asian, b=Black, h=Hispanic, m=Multi-racial, n=Native American, p=Pacific Islander, w=White

District Target Group				District Other Group			State		2018-19 Risk Ratios			Previous Risk Ratios			
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
Ethnic Group	Number in Target Ethnic Group with Outcome	Number in Target Ethnic Group in Special Education	Target Group Risk (column B divided by column C)	Number in Other Ethnic Groups with Outcome	Number in Other Ethnic Groups in Special Education	Other Group Risk (column E divided by column F)	Statewide Target Group Risk	Statewide Other Group Risk (Used if column E < 10)	Risk Ratio (RR) (column D divided by column G)	Alternate Risk Ratio (ARR) (column D divided by column H)	Final Risk Ratio	2017-18 Final Risk Ratio	2016-17 Final Risk Ratio	Exceeded Threshold 3 Years in a Row - Regardless of Progress	Significant Disproportionality
a	1	12	8.33%	17	90	18.89%	4.54%	6.96%	0.44	1.20	--	--	--	No	
b	0	8	0.00%	18	94	19.15%	10.30%	5.84%	0.00	0.00	--	--	--	No	
h	1	7	14.29%	17	95	17.89%	4.05%	4.51%	0.80	3.17	--	--	--	No	
m	2	9	22.22%	16	93	17.20%	8.81%	6.67%	1.29	3.33	--	--	--	No	
n	4	13	30.77%	14	89	15.73%	12.25%	6.91%	1.96	4.45	--	--	--	No	
p	0	7	0.00%	18	95	18.95%	7.60%	7.55%	0.00	0.00	3.10	3.03	--	No	
w	10	46	21.74%	8	56	14.29%	6.77%	7.02%	1.52	3.10	--	--	--	No	

## Why to Read the Reports

- Why should the district review report?
- ▶ **Warning:** If a district has 2 years above 3 in (L and M), the district has a good chance of being identified in next year.
  - ▶ **Watch List:** If a district has the current year (column L), over 3.0, the district could ...
    - ▶ Review previous data if an anomaly or is the trend going in same direction the current year.
    - ▶ Proactive in reviewing policy, practice, procedures in that area.

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## 2023-2024 Parent Involvement Surveys

- ▶ Reminder to distribute Parent Surveys to all parents of students with IEPs in your district by **April 30th**.
- ▶ Districts are encouraged to use the **NEW District Flyer**.
  - ▶ The flyer can be e-mailed, or printed and sent home with students, to attempt to gather surveys from parents who have not yet responded.
  - ▶ The script on the flyer explains the survey purpose to parents and SPED teachers.
- ▶ Paper or ONLINE parent surveys are due by **May 31st**.
- ▶ DOE requires a district response rate of 10%. The higher the district response rate, the more accurately the district can know how parents feel about their district special education programs.
- ▶ Districts with a response rate under 10% were notified last month; notifications will occur again in May.
- ▶ Contact [Stacy.Holzbauer@state.sd.us](mailto:Stacy.Holzbauer@state.sd.us) with any questions.

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## Alternate State Assessment

- ▶ ELA-Alt and Math-Alt in Multi-State Alternate Assessment (MSAA):
  - ▶ Administered 1:1 by certified teachers, usually SPED teacher most familiar with student
  - ▶ Testing window closes April 26
- ▶ Science Alternate Assessment in Cambium TIDE:
  - ▶ Administered 1:1 by certified teachers, usually SPED teacher most familiar with student
  - ▶ Testing window closes May 3
- ▶ Reminder that the Early Stopping Rule (ESR) should only be used to close tests of students with **no observable response mode**. Federal law requires that students with significant cognitive disabilities be given the opportunity to participate in state assessment, so please ensure that SPED teachers are giving students this opportunity.
- ▶ Contact [DOEAassessment@state.sd.us](mailto:DOEAassessment@state.sd.us) or [Stacy.Holzbauer@state.sd.us](mailto:Stacy.Holzbauer@state.sd.us) with alternate assessment questions.

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## Regular State Assessment

- ▶ Regular State Assessment for ELA, Math, and Science in Cambium TIDE:
  - ▶ Testing window closes May 3
- ▶ Check to ensure accommodations are set prior to starting the assessment
- ▶ Use the form in TIDE (Test Information Distribution Engine) to request accommodations
- ▶ Contact [beth.schiltz@state.sd.us](mailto:beth.schiltz@state.sd.us) with questions

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## Indicator 7 - Preschool Outcomes Battelle Developmental Inventory - BDI

### To ensure clean and accurate data

- ▶ Enter/Review:
  - ▶ Correct Program Labels/Notes
  - ▶ Name spelled correctly – do not use nicknames or initials unless entered in IC
  - ▶ Correct birthdate
  - ▶ School location
- ▶ Have questions about a report or need one ran:  
[Debra.Willert@state.sd.us](mailto:Debra.Willert@state.sd.us)




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## BDI-3 Staff Members – Leaving District

Only 5 staff members allowed per subscription/kit

- ▶ Make staff member inactive
  - ▶ Search for staff member
  - ▶ Click on the blue edit button to the right of the staff member's name

Willert, Debra	debra.willert@state.sd.us	State Birth to Three Program	Debra.Willert5133	
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- ▶ Click on Inactive

EMAIL\*

debra.willert@state.sd.us

STATUS

Active

Inactive

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## BDI-3 Staff Members/Account Holders New to District

- ▶ Staff members
  - ▶ Enter new staff member under Staff Administration
  - ▶ Ensure the district has the allowed number of staff members – inactivate if over the number allowed
- ▶ Account Holders
  - ▶ Know you will be leaving the district
  - ▶ Submit an account holder change form on the Resources Page BDI-3
  - ▶ <https://riversidescore.com/>
  - ▶ **Account Holder Change Request: Riverside Score**

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## BDI Office ½ Hour

- ▶ 2<sup>nd</sup> and 4<sup>th</sup> Wed - 3:30-4:00 CT
  - ▶ April 24<sup>th</sup>
  - ▶ May 8<sup>th</sup>
  - ▶ May 22<sup>nd</sup>
- ▶ <https://state-sd.zoom.us/j/92874226320?pwd=M1c3UC9HeUpHaS9oS0paWnh4VUs1QT09>
  - ▶ Meeting ID: 928 7422 6320
  - ▶ Passcode: 387547
  - ▶ +1 312 626 6799 US (Chicago)

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## Indicators 11 and 12 Submission

### Launchpad

- ▶ <https://apps.sd.gov/DP42LaunchPad/Logon.aspx>
- ▶ **Indicator 11** Reporting Guide- **Child Find Due August 1**
  - ▶ <https://doe.sd.gov/sped/documents/Ind11-Reporting-24.pdf>
- ▶ **Indicator 12** Reporting Guide – **Early Childhood Transition – Due September 1**
  - ▶ <https://doe.sd.gov/sped/documents/Ind12-Reporting-24.pdf>
- ▶ Spreadsheets
  - ▶ <https://doe.sd.gov/sped/SPP.aspx>

Indicator 11 - Child Find Initial Evaluations - Age 3-21
<a href="#">Indicator 11 Initial Evals ages 3-21 spreadsheet</a>
<a href="#">Indicator 11 Reporting Guide</a>
Indicator 11 Website Training Manuals: <a href="#">2023 Launchpad Guide</a>
Indicator 12 - Preschool Transition
<a href="#">Indicator 12 Part C to B Spreadsheet</a>
<a href="#">Indicator 12 Reporting Guide</a>
Indicator 12 Website Training Manuals: <a href="#">2023 Launchpad Guide</a>

[Debra.Willert@state.sd.us](mailto:Debra.Willert@state.sd.us)  
Password Reset  
Questions

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## Indicator 14: Appendix A

- ▶ Document transition plan and the contact information needed before the students leave.
  - [Ind14-AppndA.doc \(live.com\)](#)
- ▶ How to enter information into LaunchPad
  - [Indicator 14 Appendix A \(sd.gov\)](#)
- ▶ Different login than:
  - Indicator 11-12, Child Count, Suspension/Expulsion, Personnel Record Form and other LaunchPad programs
- ▶ Two Options
  - **May-June:** • Districts may enter student data (need to enter everything)
  - **August -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 by Oct 1
- ▶ Forgot password? Contact [Lori.Kwasniewski@state.sd.us](mailto:Lori.Kwasniewski@state.sd.us)

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## Indicator 14 Appendix B

- ▶ "The Results of IDEA"
- ▶ Survey data collected by Black Hills State University
- ▶ Students that left high school last year (2023)
- ▶ Encourage students to participate
- ▶ Review questions with students before they leave high school.
  - ▶ [PSO Survey revised 2022.docx \(live.com\)](#)
- ▶ District can volunteer to help collect data.

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## Exit codes

- ▶ Please review the Exit Coding webinar and handouts ([New SPED Director Webinar Series, SD Department of Education](#)) and [Student Data Collections Desk Guide](#) for information on correct exit codes and verify the data.
- ▶ The exit codes used for Indicator 1 and 2 will be the special education exit codes. Many instances, the exit code for general ed code does not align with special education code.
- ▶ Please contact your [regional representative](#) if questions on exit codes.
- ▶ **Special Ed end codes in Infinite Campus must be entered by the second Friday in June**
- ▶ SEP intern will be contacting districts.

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## Exit Codes

### NOTE:

General Enrollment Field	Special Education Field
Does not necessarily require exit code on Enrollment field	<b>01</b> - Not receiving Special Ed Services (Use this code if the IEP team determines the student is no longer eligible for special education)
Does not necessarily require exit code on Enrollment field	<b>11</b> – Change in IEP (Use this code to end the current special ed record in order to enter a new special ed record any time special education information changes).
Does not necessarily require exit code on Enrollment field	<b>15</b> – Revocation of consent (Use this code to end the special education record if the parent or adult student signs off to no longer be considered eligible for special ed).

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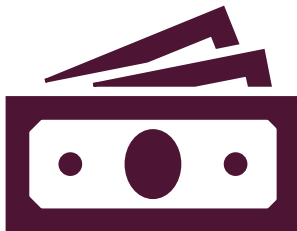
# Personnel Record Form

► PRF Timeline

Date	Event	Note
April 8, 2024	PRF database re-opens for 2023-2024	Districts can now access the database to make end-of-year changes and updates to the system to close out this year's collection.
April 15th, 2024	PRF Training	1:30 - 3:30 CST; information below.
June 14th, 2024	PRF database closes for the summer	Public school districts will be required to submit a sign-off using the electronic assurance statement.
Early September	PRF opens for 2024-25 school year	
October 15, 2024	Deadline to submit Personnel Record Form data for 2024-25 school year	This is a non-negotiable deadline; no exceptions.

If you need assistance with your username and password, please contact [Christina Booth](#).

If you need assistance with any other item related to the PRF system, please contact [Jantina Nelson-Stastny](#) [(605) 668-2904] or [Joe Moran](#). If you get Jantina's voicemail, please leave a message and she will return your call as soon as possible.



## FFY 2024 IDEA PART B GRANT APPLICATION

PUBLIC COMMENT PERIOD  
 APRIL 1, 2024 THROUGH APRIL 30, 2024





## NOTICE OF PUBLIC AVAILABILITY

- Notice is hereby given that the Department of Education (DOE), Special Education Programs is making available for public review for 60 days, starting March 15, 2024, the Federal Fiscal Year (FFY) 2024 Grant Application under Part B of the Individuals with Disabilities Education Act .The [application is available to download](#) and the allocations are included on the [interactive spreadsheet](#).The dollar amounts listed in the interactive spreadsheet are based on FFY 2023 allocations. The final budget submitted with South Dakota’s application will be adjusted to reflect the FFY 2024 allocations when these amounts become available.
- Written comments concerning the FFY 2024 Grant Application under Part B of the IDEA will be accepted for 30 calendar days from April 1, 2024 through April 30, 2024. 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 at the address below. 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.

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

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## COMPONENTS OF APPLICATION

- Section I: Assurances of that the state has in effect policies and procedures to meet all requirements of Part B
- Section II: Outlines each policy and procedure that must be in place as well as other assurances and certifications to meet requirements
- Section III: Description of use of funds – must include an interactive spreadsheet with the distribution of funds
- Section IV: State administration of state imposed rules not required by IDEA
- Section V: Maintenance of State Financial Support (total amount of state financial support made available for services to students with disabilities) & Significant Disproportionality procedures

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**TOTAL AWARD AMOUNT** **\$43,943,542**

Maximum Available for Administration.	\$1,291,062
How much do you want to set aside for Administration in dollars?	\$1,291,062
Set Aside for other State-Level Activities	\$3,858,462

**FEDERAL APPLICATION 2024**

**(BASED ON 2023 ALLOCATION)**

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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)
- Web based accountability tool
- Complaint Investigators
- SD Parent Connection – Navigator Program
- Mediators and IEP Facilitators

**\$948,629**



**\$223,000**



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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 Evaluation Training
  - On Demand Learning
  - Community of Practice
  - Autism Summer Training
- MTSS – RTI
- DSS Auxiliary placement child count
- General PD and Speakers

**\$1,125,460**



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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

**\$504,225**



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**\$0**

Projects & Programs supported through administrative funds or other DOE funding

- Recruitment & Retention
  - TeachinSD.com
- Apprenticeships
- Career and Technical Education coursework

### AUTHORIZED ACTIVITIES

- To assist local educational agencies in meeting personnel shortages.

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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.

- Results Driven Accountability
- IEP Workshops

**\$457,970**



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## AUTHORIZED ACTIVITIES

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

- Web based reporting tool

**\$140,740**



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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 -Post School Outcome-collection
- Post School Outcome- data analysis site
- National Clearing House Data

**\$373,438**



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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
- SDSD and SDSBVI

**\$85,000**



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**\$0**

Projects & programs supported through administrative funds or other DOE funding

- Alternate Assessment Coordinator
- Assessment Specialist
- State funded Extraordinary Cost Fund

## AUTHORIZED ACTIVITIES

- 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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\$0

Projects & Programs supported through administrative funds or other DOE funding

- \$6 M literacy initiative
- SSIP Coordinator

## 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.

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## FINAL COMMENTS AND SUGGESTIONS



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# Miscellaneous

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April Transition Round Up on Zoom will be held on Wednesday, April 24th.

<https://us02web.zoom.us/j/82290771164?pwd=cFIYNUFPY0lBbFcyQnJkMXErV2hlQT09>



If you are unable to join the webinar, a recording will be available within a week at [www.tslp.org/events/](http://www.tslp.org/events/)

## HS Transition

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## CADRE Webinar

REGISTER NOW!

### Deconstructing Our Conflict Story: It Takes Vision and Leadership

In this webinar, presenters will identify the shift in the narrative of Special Education, describe characteristics of the current story, and illustrate the cost of what has become for many, a polarizing conflict story. Presenters will revisit the work of Poway Unified School District, introduced in a 2022 CADRE webinar. At that time, Poway shared the work they've been doing to change their district's story and their commitment to building healthy relationships with families by taking a systems approach. In this May webinar, they'll reflect on a third factor believed to be critical to their success: the changes they initiated called for vision and strong leadership. They will identify and describe the challenges they faced and the leadership competencies essential to their success.

PART 1

- Observations in the changing narrative of special education
- Reflections on the costs of the current narrative
- Call for the deconstruction of this conflict story

PART 2

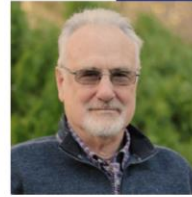
- Challenges encountered when implementing changes
- Key leadership competencies needed to engage and navigate the challenges to achieve success



Friday, May 10th, 2024



10:30 AM - 12:00 PM PT/  
1:30 PM - 3:00 PM ET



Greg Abell



Carlo Rossi



Greg Mizel



Jodi Payne



<https://www.cadeworks.org/events/deconstructing-our-conflict-story-it-takes-vision-and-leadership>

## 2024 Special Ed Staff of the Year: Julie Williams

- ▶ Congratulations to the award winner, Julie Williams!
- ▶ Speech Language Pathologist/Assistant SPED Director
- ▶ Gettysburg School District
- ▶ 78 staff nominated by parents/guardians
- ▶ Top 5 finalists were honored at the SPED Conference



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## Next Sped Webinar

May 21, 2024

**Please share the SPED Webinar login information with your district or agency special education professionals!**

**SPED Webinar PowerPoints are posted at:**

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

**A recording is available for 2 weeks after the webinar and can be accessed by reaching out to your [Regional Representative](#).**