

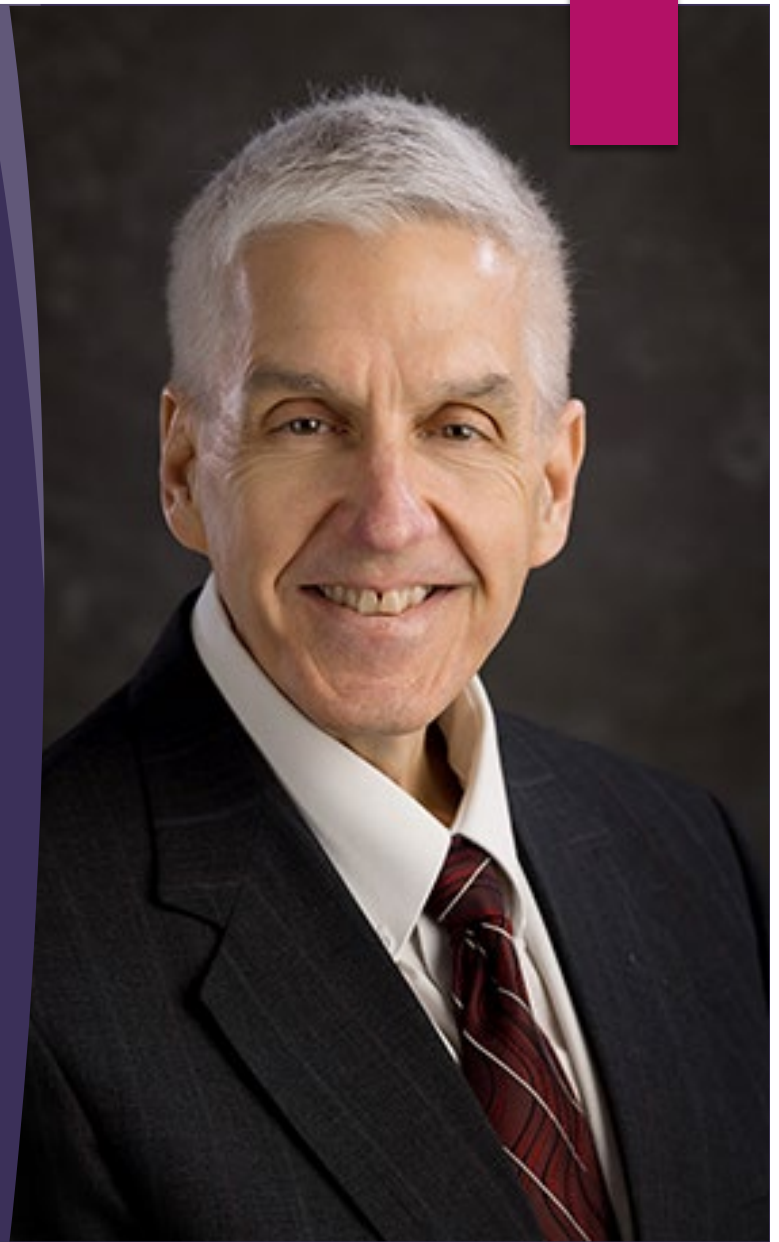
Monthly SPED Webinars

Special Education Programs
August 15, 2023



Welcome Back

Dr. Joseph Graves
South Dakota Secretary of Education



Special Education Programs (SEP)



Linda Turner, Director

Division of Special
Education and Early
Learning



Wendy Trujillo

SEP Administrator and
Dispute Resolution
Coordinator

Special Education Programs Staff



Brandi Gerry

Implementation Specialist
Region 1 Representative



Beth Schiltz

Accommodations and
Assessment
Region 2 Representative

Special Education Programs Staff



Lori Kwasniewski

HS Transition
Region 3 Representative



Stacy Holzbauer

Alternate Assessment
Region 4 & 5 Representative

Special Education Programs Staff



Melissa Flor

Accountability Specialist
Region 6 & 7
Representative



Md Rezwane Sadik

Data Manager

Special Education Programs Staff



Debra Willert

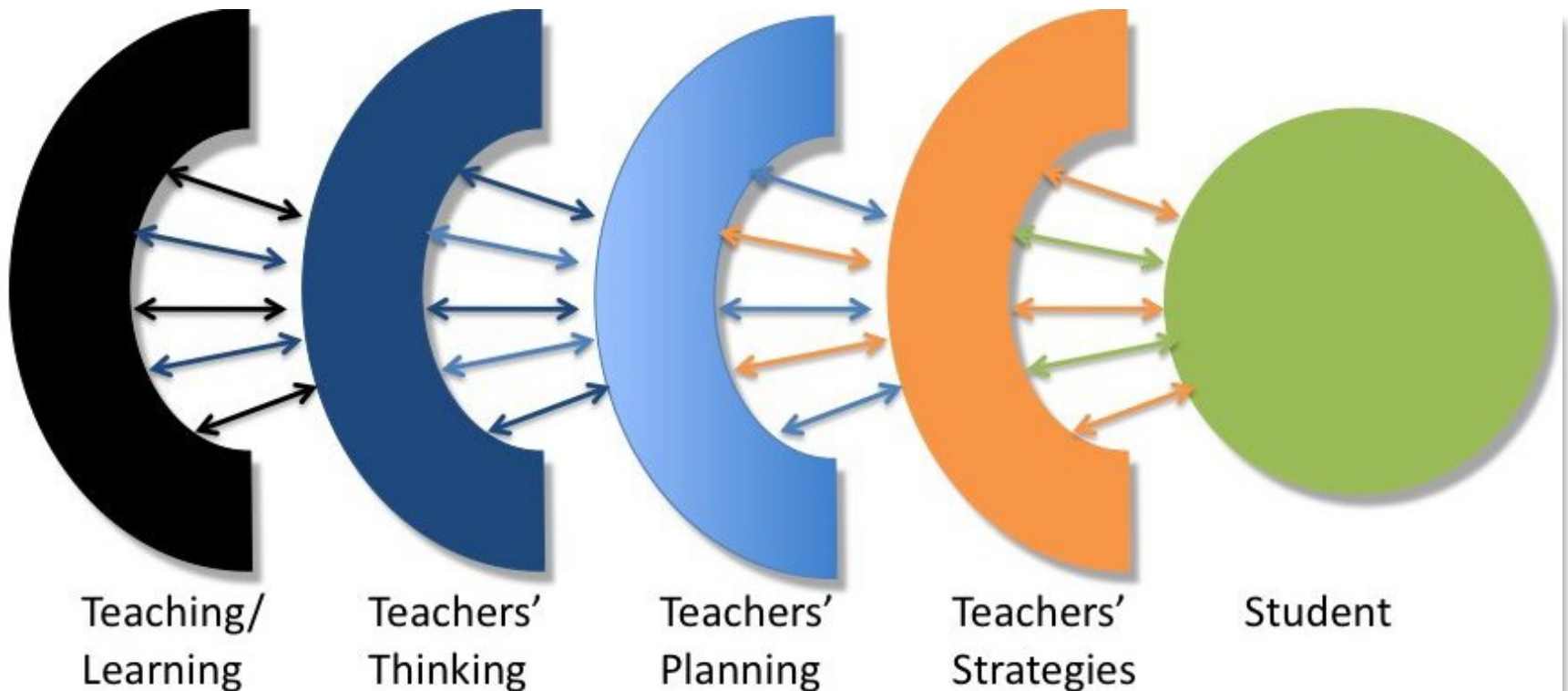
Birth to Three Programs
619 Coordinator



Janet Penticoff

Senior Secretary

Effective Practices



SDWANTED: SDCASE MEMBERS CASE

If you are interested in being a member or need more information, please contact one of us below.

SDCASE EXECUTIVE BOARD MEMBERS

Laura Welch- President

Linda Steele- President Elect

Wendy Otheim- Past President

Patti Ward-Maguire- Secretary

Kyle Babb- Treasurer

SDCASE Member looking for a mentor, please let us know ☺

See you at the next meeting: Thursday, September 21st @ 1:00 PM

In-person at SF IPC building and/or via Zoom

Are you a Sped Advantage User?

Meeting: Thursday, August 24th @ 11:45 AM via Zoom

Email Laura Welch for more information

Plans of Intent vs Alternative Certification

Plans of Intent

- Individuals who hold a valid educator certificate but are teaching in an area for which they are non-authorized may be on a plan of intent for 2 years to complete requirements to add the necessary endorsement.
 - Plans of Intent are entered into the PRF.
 - No waiver is required for the first two years of a plan of intent.
- Individuals who hold no certification may NOT be on a plan of intent.

Alternative Certification

- General Education and CTE Alt Cert allows individuals who hold no educator certificate to teach while pursuing their certificates
 - Gen Ed Alt cert requires a Bachelors degree
 - CTE Alt Cert requires an associate of applied science (A.A.S.) degree or higher in a related CTE field, have 4000 hours of work experience in a related CTE field, or hold a national certification in a related CTE field
- Both require a Preliminary Alternative Certificate first and then an offer of employment from the district.
- Both require an annual renewal application with a submitted progress report until program is complete
- Individuals have 3 years to complete these programs
- *** An applicant for a general education or CTE alternative certificate may NOT teach in the following areas:
 - ☐ Early childhood education;
 - ☐ K-4 self-contained or subject specific;
 - ☐ Early childhood special education; or
 - ☐ K-12 special education.

Alternative Certification (cont.)

- SPED Alternative Certification – Allows individuals with an educator certificate to pursue an alternative pathway to receive the special education endorsement.
 - Individuals must have a certificate and 3 years of teaching experience to pursue SPED Alt cert.
 - Requires an annual renewal application with a progress report until program is complete
 - Individuals have 3 years to complete this program
- Individuals with an educator certificate with no teaching experience may NOT pursue SPED alt cert and must follow the traditional path to obtaining the special education endorsement.
 - Endorsement requirements include 23 credits + Content Praxis test (may need pedagogy depending on prep and previous experience)

Alternative Certification (cont.)

- Administrator Alternative Certification- allows individuals with an educator certificate to serve as an administrator while earning their endorsement.
 - Principal Alt Cert – individuals must have a certificate and 3 or more years of teaching experience
 - Supt Alt Cert – individuals must have a certificate, a masters degree or higher and 3 or more years of experience in a management role
- Both require an annual renewal application with a progress report until program is complete
- Individuals have 5 years to complete these programs

Alternative Certification (cont.)

A plan of intent is not required for an individual on alternative certification

A waiver is not required for an individual who meets the eligibility requirements for Alternative Certification

More information regarding coursework and testing requirements for all areas of Alternative Certification may be found here:

<https://doe.sd.gov/certification/AltCert.aspx>

Professional Learning Platform

The Department of Education is excited to present sded.sd.gov, our new professional learning platform. Powered by Instructure Canvas, this platform will allow users to register for offerings, participate in learning experiences, and access records of training completed through this system.

Global Disclaimer

With the transition from GoSignMeUp to Canvas/Catalog, be aware that issues may occur and some items may be in early development. Contact your instructor of record, training contact, or [relevant DOE office](#) with questions. You can [chat with our Canvas support](#) or call 1-855-235-0207 for assistance.

Global Help

If you have not used Canvas and/or Catalog, please explore the subsequent resources before reaching out for additional support. For any help with Canvas as a student, consider reading through the [Canvas Student Guides](#) or viewing the [Canvas Student Videos](#). There are also guides for instructors, administrators, and other roles, as well as additional community support in the [Canvas Community](#). Help with Catalog is also available through the [Instructure Community](#).



New Professional Development Site



IEP Workshops

Registration in new system

IEP Process

- Basic IEP workshop
- Must have 10 Participants Registered

IEP Advance

- Focus on Evaluation process
- Review of existing data to PPWN Consent
- Tips and Updates

IEP Transition Workshop

- Topics pertain to HS transition requirements and planning
- Must register through the new Professional Learning Platform
- Must have at least 10 participants with maximum of 30
- Workshops
 - August 16, Aberdeen
 - August 22, Chamberlain
 - August 30, Sioux Falls
 - September 12, Rapid City
 - October 18 – Virtual (Already full)
- Contact TSLP regional representative with workshop content questions
 - www.tslp.org

SAVE THE DATE



Topical Webinar - FERPA, educational records, permanent records, record retention and destruction

October 25, 2023

2-4 p.m. CT

More information and registration coming soon

Interim Assessments and Accommodations

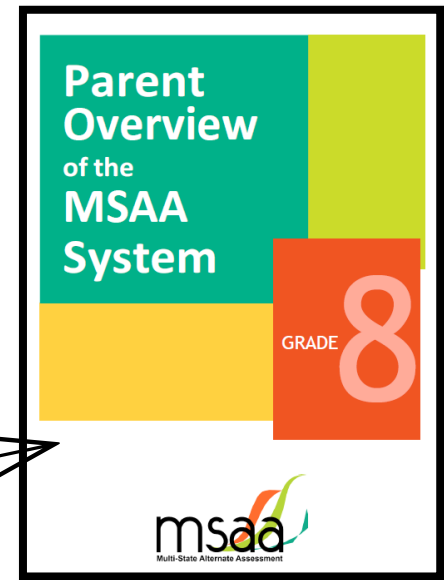
- If using the Interim Assessments
 - Determine if accommodation is appropriate for the assessment being give and the standard(s) being assessed
 - Request accommodations for interim assessments through the TIDE (Test Information Distribution Engine) system forms
- When accommodations are entered in TIDE, they will be there for the spring state assessments.
- Assessment information can be found at:
 - SD Assessment Gateway - <https://sd.portal.cambiumast.com/>
 - SD Assessment website - <https://doe.sd.gov/Assessment/>
- Contact Beth.Schiltz@state.sd.us with questions

2023 MSAA Results

- Results are available for students who participated in the spring 2023 SD Math-Alt and SD ELA-Alt Assessments.
- The results can be downloaded only until **September 8 at 7 p.m. CT.**
- Test Coordinators can access the test results at <https://www.msaaassessment.org/user>
- SPED Directors, please check with your district Test Coordinators to ensure your district results have been downloaded.
- Districts are required to provide parents with the results of individual student performance on all assessments. This includes the alternate assessments.
- Contact DOEassessment@state.sd.us with questions.

2023 MSAA Results/Resources

- New MSAA resources are on the [Alternate Assessment website!](#)
- For SPED Teachers:
 - [2023 Score Report Interpretation Guide](#)
 - How to read score reports?
 - What skills can be worked on next?
- For Parents:
 - [MSAA Parent Guide - Grade 3](#)
 - [MSAA Parent Guide - Grade 4](#)
 - [MSAA Parent Guide - Grade 5](#)
 - [MSAA Parent Guide - Grade 6](#)
 - [MSAA Parent Guide - Grade 7](#)
 - [MSAA Parent Guide - Grade 8](#)
 - [MSAA Parent Guide - Grade HS](#)
- Please give a *Guide* to parents along with their student's MSAA results.



Core Content Connectors Workshop

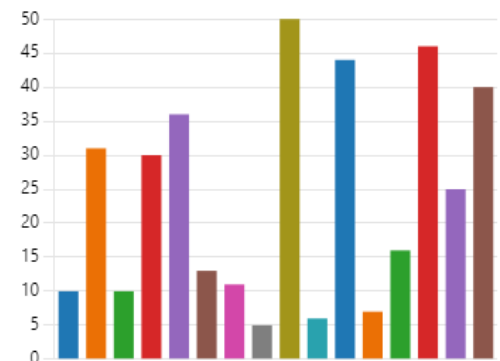
- Core Content Connectors (CCCs) are SD's alternate academic achievement standards for students who participate in the alternate assessment.
- Our office is excited to offer one-day workshops on both sides of the state!
 - **Standards-Based Instruction for Students with Significant Disabilities: How to Utilize Core Content Connectors**
 - **October 16 in Sioux Falls**
 - **October 18 in Rapid City**
- Please share the [Workshop Promotional Flyer](#).
- Anyone involved with students with significant cognitive disabilities is encouraged to register: SPED Teachers, SPED Cooperative Directors, SPED Directors, General Education Teachers, Principals, School Psychologists, Paraprofessionals, Curriculum Directors.
- Register at <https://sded.sd.gov/> by October 10, 2023.
- Contact stacy.holzbauer@state.sd.us with any questions.


Internal Review Data

- 22-23 Internal Review results
 - Referral
 - Prior Written Notice Consent
 - Evaluation
 - PLAAFP
 - Transition (HS)
 - Prior Written Notice
- Top areas of non-compliance
 - PPWN consent
 - Description of Services
 - Completing only evaluations noted on PPWN consent
 - Inviting outside agency for transition process

Internal Review Results

Record of Access	10
Referral	31
Initial Placement	10
Prior Written Notice Consent	30
Evaluation	36
Eligibility for SLD	13
Meeting Notice	11
IEP Cover	5
Present Levels of Academic Achi...	50
Special Factors	6
Transition	44
Related Services	7
Least Restrictive Environment	16
Parental Prior Written Notice	46
Amendment IEP	25
Other	40





Parental Prior Written Notice (PPWN or PWN)

Five Calendar Day Notice Requirements

In South Dakota, prior notice must be given to parents five calendar days before the district's proposed action or refusal goes into effect. Parents have the right to waive the five calendar day prior notice requirement.

The district proposes to implement the above action(s) on [REDACTED].

- I wish to waive the mandatory five calendar day waiting period which will start the changes noted in this prior written notice on [REDACTED]

(Parent Initial) [REDACTED] Date [REDACTED]

- Clarification When To Start 5-day Count

- **24:05:30:04. Prior notice.** Written notice which meets the requirements of § 24:05:30:05 **must be given to the parents five days before the district** proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child. The five-day notice requirement may be waived by the parents.

Clarification on – PPWN and IEP Dates

Situation	Date of current IEP Meeting	Annual IEP review meeting date	Date the PPWN received by the parent?	Date services can begin (5 days after parent received notice)	Parents waived 5 days
School Aged Student	Sept. 8, 2023	Sept. 8, 2024/ Sept. 7, 2024 (District Process)	Mailed on the 11th and projected received on 12th.	Earliest date services can begin Sept. 17, 2023	No
	Oct. 16, 2023	Oct. 15 (16), 2024	Provided before parent left the meeting on October 16, 2023.	Date services begin: October 21	No
Waived 5 days	Oct. 16, 2023	Oct. 15, 2024	Provided to parent before left the meeting on Oct. 16, 2023	Date Service Begin: Oct. 18, 2023	Yes

Document Updated



Tools and Resources Related to Special Education Eligibility

Updated August 8, 2023

- **Tools and Resources Related to Special Education Eligibility (8/2023)**
- **Disclaimer:** This guide is for general information purposes only. You should not rely upon this information as a basis for making legal determinations or decisions.
- New Section: Referral to Eligibility process
- Autism Spectrum Disorder guidance language updated on page 28
- Updated: Prior Written Notice Consent Examples

Campus Data Collection Resources

Student Data Collections Desk Guide

All information on coding enrollment information into campus

SPED Data Reporting Sheet

Case Managers can provide to the person entering data into Campus enrollment

Special Education Data Reporting Enrollment Sheet (8.2020)

Student Name:	SIMS #
Effective Date:	End Date (or date change takes effect):
Special Education Placement Category (Circle One) <u>School Age 6-21 and 5-year olds enrolled in Junior Kindergarten and Kindergarten</u> 0100 – General Classroom w/Modifications 80-100% 0110 – Resource Room 40-79% 0120 – Self Contained Classroom 0-39% 0130 – Separate Day School 0140 – Residential Facility 0150 – Home/Hospital Program <u>Preschool Age 3-5 (Except 5-year olds in Junior Kindergarten and Kindergarten-use 0100 Codes)</u> 0310 – EC 10 hours +, services in Reg EC 0315 – EC 10 hours +, services in other location 0325 – EC less than 10 hours, services in Reg EC 0330 – EC less than 10 hours, services in other location 0335 – Special Education Class 0345 – Separate School 0355 – Residential Facility	Instruction Program Type (Circle One) (This is determined by the coding used for the Cost Analysis completed by business manager or special ed director) A. Mild to Moderate Disabilities B. Severe Disabilities C. Speech Only D. Early Childhood (ages 3-5 except 5-year olds in Junior Kindergarten and Kindergarten) E. Day Program F. Residential Program
IEP Program Exit Reason (Make sure this matches the exit code on the general enrollment record if it ends the entire enrollment) 1. Not Receiving Sped Services 2. Graduated with Regular High School Diploma 3. Continues – Completed IEP Team Modified Course	Special Education Primary Disability Areas (Circle One) 0500 – Deaf-Blindness 0505 – Emotional Disturbance 0510 – Cognitive Disability 0515 – Hearing Loss 0525 – Specific Learning Disability 0530 – Multiple Disabilities 0535 – Orthopedic Impairment 0540 – Vision Loss 0545 – Deafness 0550 – Speech/Language Disorder 0555 – Other Health Impaired 0560 – Autism Spectrum Disorder 0565 – Traumatic Brain Injury 0570 – Developmental Delay

Indicator 8: Parent Involvement

2022-2023 Results

- District Reports with 2022-2023 Parent Involvement Survey results will be available on SD-STAR in the coming weeks.
- Statewide Results:
 - Parent Involvement Score: increased from 87.28% to **88.24%**
 - Survey Response Rate: increased from 25.48% to **26.26%**
 - Both State Targets were met



Congratulations to district SPED Staff on all the work you do to facilitate positive parent involvement in the IEP process!

Indicator 8: Parent Involvement

2023-2024 Surveys

- 2023-2024 Parent Involvement Surveys and envelopes were distributed to every district this summer.
- If your district surveys/envelopes have not been received, please inform stacy.holzbauer@state.sd.us this month.
- Let our office know if you need additional surveys printed or surveys printed in various languages.
- The survey is also available for parents ONLINE in English and Spanish at:
 - <https://survey.alchemer.com/s3/7323513/SDI8>
- Further parent survey resources, included an [Indicator 8 Overview](#), can be found on the [DOE SPP Page](#) under "Indicator 8."

Indicator 8: Parent Involvement


Training Webinar

- Training Webinar:
 - **Improving Parent Involvement in the IEP Process**
 - **Friday, September 1 at 10 a.m. CT (11:00am MT)**
 - One hour/One CECH
- How to use district survey results to improve district outcomes:
 - Improve district positive parent involvement
 - Increase district response rate of SD Parent Involvement Survey
 - SPED Directors, SPED Teachers, Related Service Providers
- Register at <https://sded.sd.gov/> by August 31.
- Contact stacy.holzbauer@state.sd.us with any questions.

Indicator 6

Least Restrictive Environment Students aged 3-5 Results Indicator

Continuum of Alternative Placements (Preschool Ages 3-5)

- 
- ☐ 0310 Early Childhood Setting-10 hrs.+ /week services in Reg EC program
 - ☐ 0315 Early Childhood Setting-10 hrs.+ /week services in other location
 - ☐ 0325 Early Childhood Setting-Less than 10hrs/wk. services in Reg EC program
 - ☐ 0330 Early Childhood Setting-Less than 10hrs/wk. services in other location
 - ☐ 0335 Special Education Class
 - ☐ 0345 Separate School
 - ☐ 0355 Residential Facility
 - ☐ 0365 Home
 - ☐ 0375 Service Provider Location

https://ectacenter.org/~pdfs/topics/inclusion/research/Brief_Inclusion_Fact_Sheet_R.pdf

<https://ectacenter.org/~pdfs/topics/inclusion/team-decisions-guiding-questions.pdf>

- Junior Kindergarten/Kindergarten 2023-24 (this school year) (0100)
 - Servicing students in the early childhood setting:
 - Think about 1 or 2 students who could be receiving the majority of their services in the EC setting.
 - Take a small step towards collaborating with other staff members/administration to determine the supports needed to provide services in the least restrictive environment
- 0310
- 0325
- <https://doe.sd.gov/sped/SPP.aspx>

Indicator 7 -Preschool Outcomes

Battelle Developmental Inventory (BDI)
Results Indicator

- BDI Account Holder (AH)
 - New – SPED Director – AH?
 - Request to Riverside to change account holder
 - Completed within the BDI Dashboard – if possible, have previous AH request change
 - Staff left/change
 - Make staff member inactive
 - 5 staff members per subscription
 - Extra staff inactivates the account
- <https://riversidescore.com/>

Indicator 7 -Preschool Outcomes

Battelle Developmental Inventory (BDI)
Results Indicator

BIG REMINDER!!!

- Student enters Part B 619 or Part C with the BDI-2 the student MUST exit with the BDI-2.
- If given the BDI-3 for exiting:
 - BDI-2 and BDI-3 scores cannot be compared due to norming of the test.
 - Student/child data cannot be included in Indicator 7.
- District needs to complete location in the BDI-3. Still some districts missing school assignment for each student.

Indicator 11

Child Find Initial Evaluations age 3-21

100% Compliance Due August 1 of each year

Measures

25-school day timeline

How to count 25 –school days?

Day 1 begins with the day consent was received by the district

School not in session or received at the end of the school day

Day 1 begins the next business day school is in session

Holidays/full day school closures such as snow days are not included in the 25-school day count.

Virtual days are counted in the 25-school day count.

Indicator 12

Timely Transition Birth-3 to Part B 619

100 % Compliance Due September 1 of each year

Measures

Timely transition prior to child's 3rd birthday

Evaluations, eligibility determined, and if eligible IEP written before the child turns 3 years old

Services begin on or after the child's third birthday

Indicator 14: Appendix A

Demographic data has been uploaded into LaunchPad

Districts need to:

- Check uploaded information such as student's address and phone number

- Complete a few questions (Questions 16, 17, 20, and 21 as these come from the student's IEP; and family contact information)

How-to document can be found
at <https://doe.sd.gov/sped/SPP.aspx> in the Indicators section

Due Oct 1st

Login is unique to Indicator 14

- Last year's login and password will work – district specific

- Contact Lori.Kwasniewski@state.sd.us for lost or forgotten passwords

<https://apps.sd.gov/DP42LaunchPad/Logon.aspx>

Indicator 14: Appendix A

Issues that may occur

Student has returned to school, they should be removed

Student is listed twice, one needs to be removed

Student transferred to another district, should be added to the most current district

Other errors?

Only state staff can remove students

Contact Lori.Kwasniewski@state.sd.us

A photograph of the Mount Rushmore National Memorial in South Dakota, featuring the carved faces of four U.S. presidents: George Washington, John Adams, Thomas Jefferson, and Abraham Lincoln. The image is overlaid with a semi-transparent purple filter. In the top right corner, there is a solid magenta vertical bar.

South Dakota's IDEA Part B Determination

SOUTH DAKOTA'S DETERMINATION

YEAR OF DATA REPORTED

Based on the APR submitted in February 2023

Data set is from FFY21 (21-22 school year)
Except lag indicators which are FFY20 (20-21 school year)

South Dakota received :

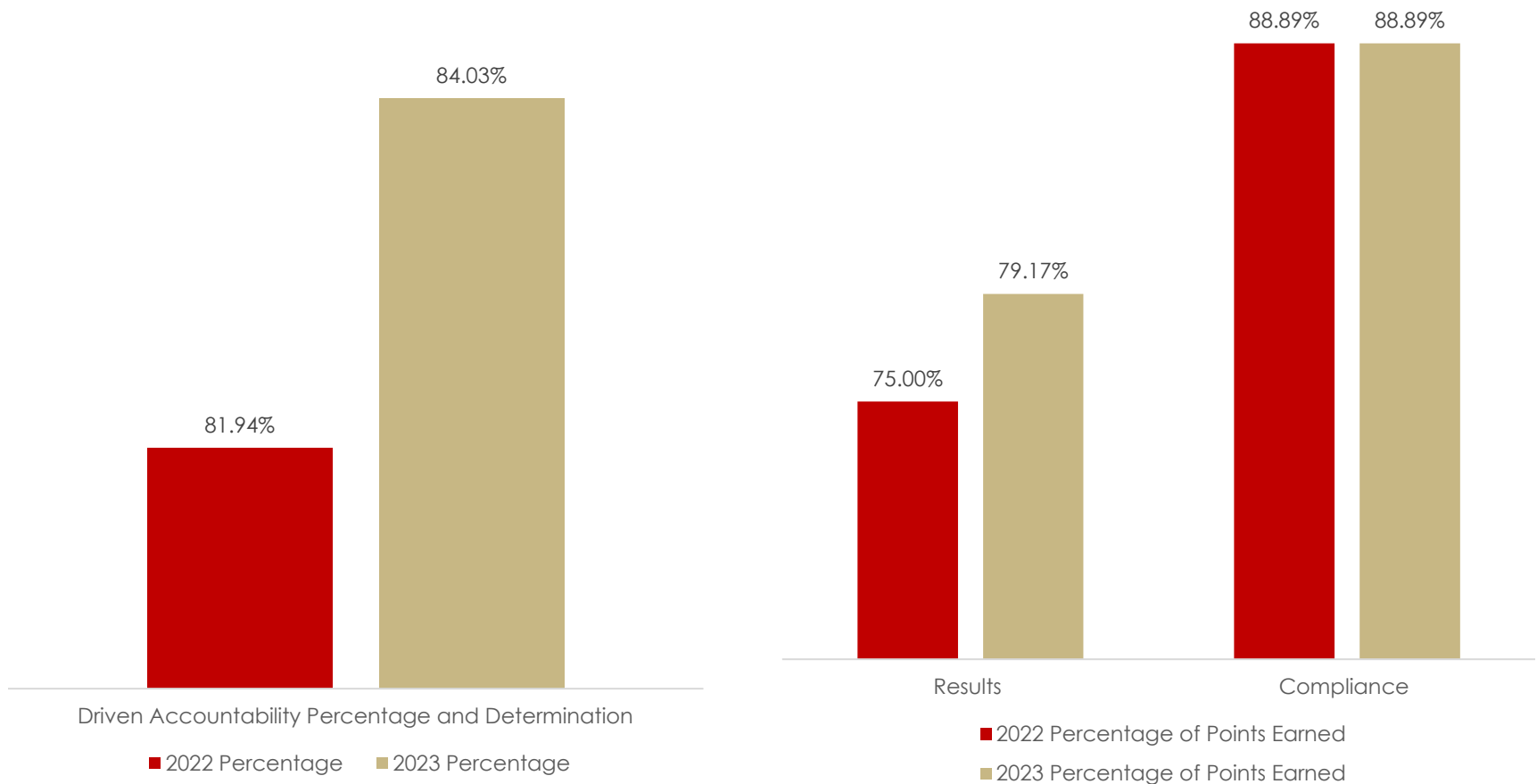
- 16 out of 18 points for Compliance for a score of 88.89%
- 19 out of 24 points for Results for a score of 79.17%


Scores are averaged to yield the final percent and determination of:


84.03%- Meets Requirements

- (Last year – 81.94% - Meets Requirements)

Results Driven Accountability Rating



- 
- Indicator 4B: Suspension/Expulsion by Race/Ethnicity
 - Indicator 9: Disproportionate Representations
 - Indicator 10: Disproportionate Representations in Specific Eligibility Categories
 - Indicator 11: Child Find
 - Indicator 12: Early Childhood Transition
 - Indicator 13: Secondary Transition

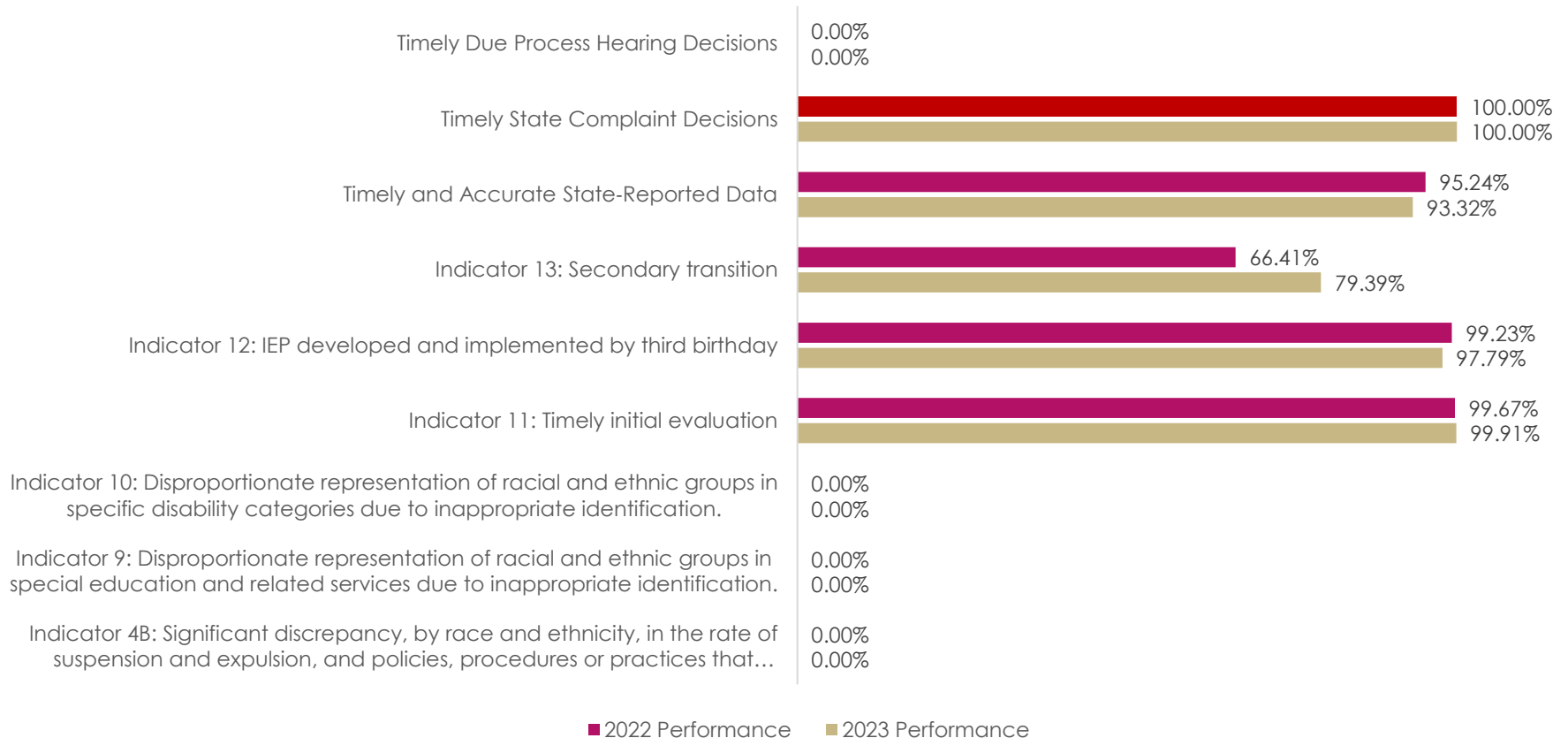
- 
- Other Factors
 - Timely and accurate state-reported data
 - Timely State Complaint Decisions
 - Timely Due Process Hearing Decisions
 - Long – Standing Noncompliance

COMPLIANCE MATRIX

Part B Compliance Indicator	Performance (%)	Score
Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	0.00%	2
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	0.00%	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	0.00%	2
Indicator 11: Timely initial evaluation	99.91%	2
Indicator 12: IEP developed and implemented by third birthday	97.79%	2
Indicator 13: Secondary transition	79.39%	1
Timely and Accurate State-Reported Data (*missed 4a for valid and reliable)	93.32%	1
Timely State Complaint Decisions	100.00%	2
Timely Due Process Hearing Decisions	N/A	N/A
Longstanding Noncompliance		2
Specific Conditions	None	
Uncorrected identified noncompliance	None	

Compliance Indicators

Part B Compliance Indicators



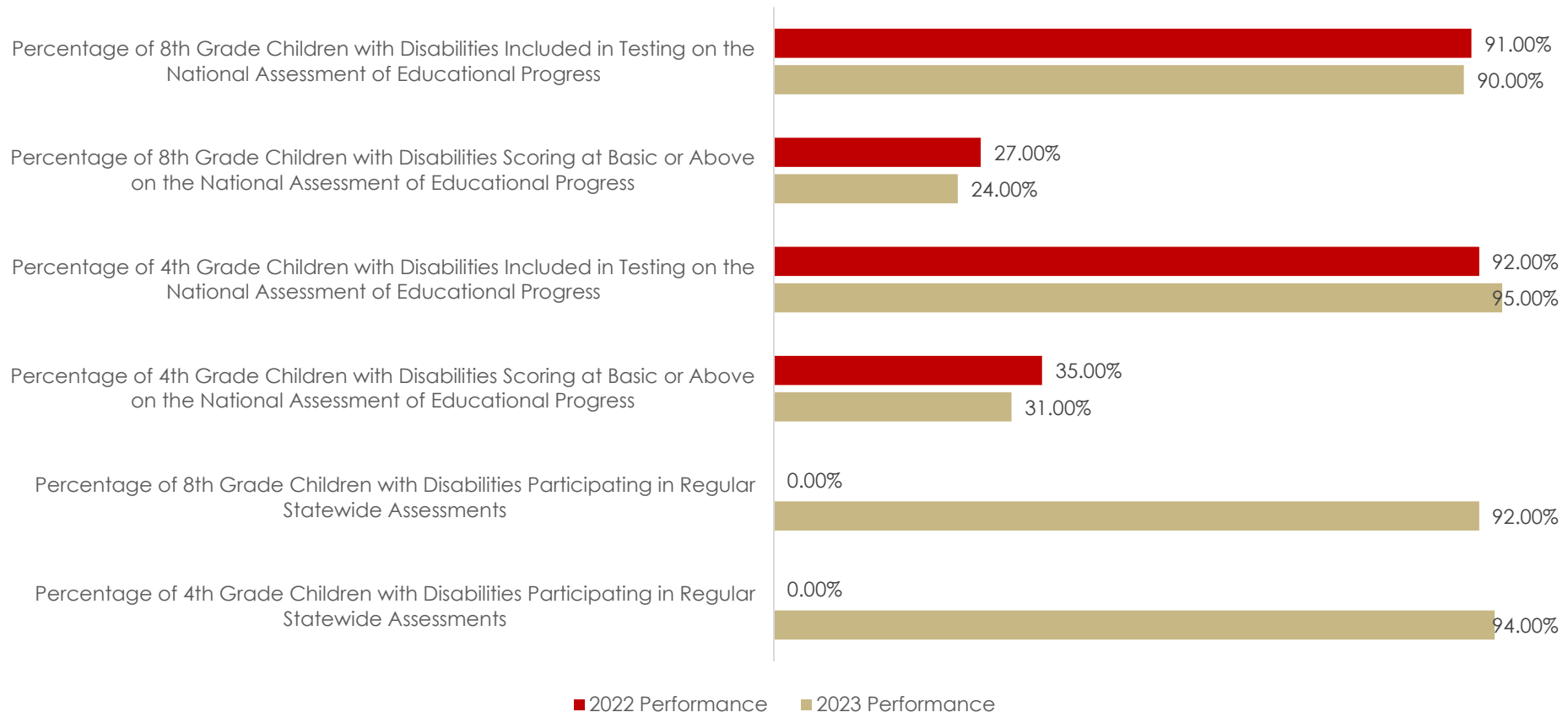


The Results Matrix reflects the following data:

- NAEP assessment in reading and math at 4th and 8th grade calculated separately:
 - The percentage of SWD scoring at basic or above on the NAEP;
 - The percentage of SWD included in NAEP testing (*0 or 1 point*);
- Percentage of SWD participating in regular Statewide assessments at 4th and 8th grade calculated separately
- The percentage of SWD exiting school by graduating with a **regular** high school diploma.
- The percentage of SWD exiting school by dropping out.

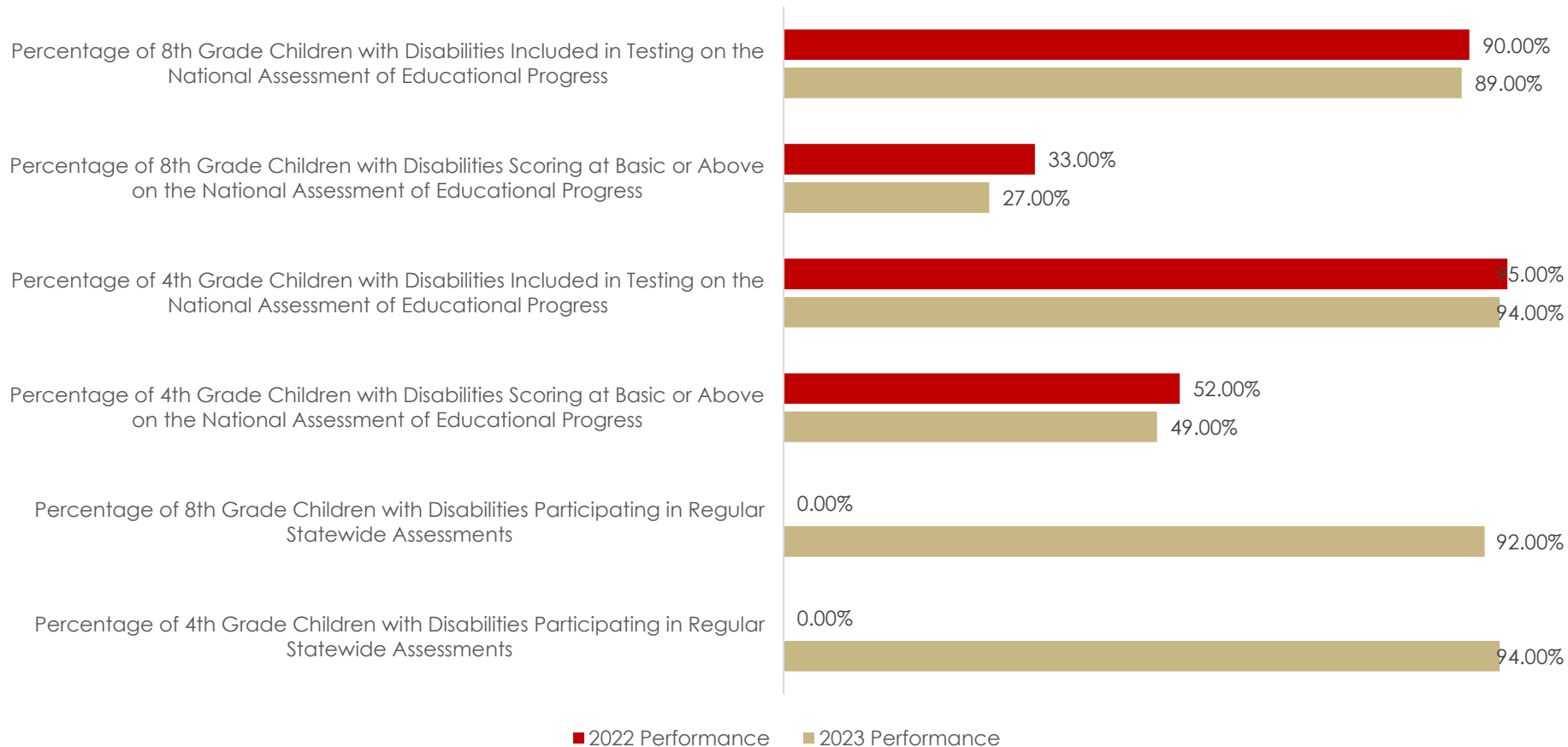
Reading Elements

Reading Assessment Elements

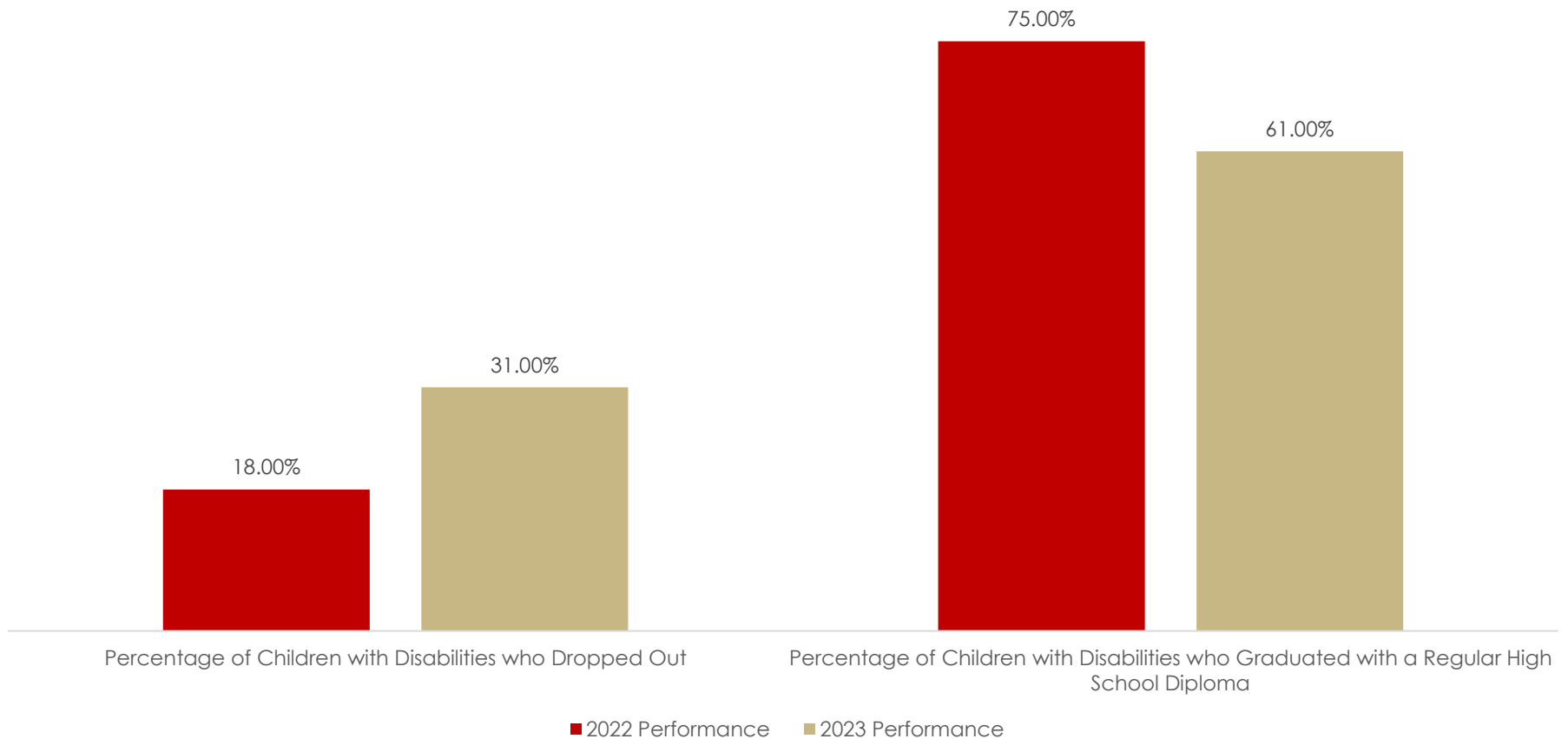


Math Elements

Math Assessment Elements



Drop Out and Graduation



Results Matrix Scoring

Scoring based on rank order against other states for:

- NAEP proficiency
- Graduation
- Drop out

Set percent for participation on NAEP (either 0 or 1)

Results Elements	RDA Score= 0	RDA Score= 1	RDA Score= 2
Participation Rate of 4th and 8th Grade CWD on Regular Statewide Assessments (reading and math, separately)	<80	80-89	>=90
Percentage of 4th grade CWD scoring Basic or above on reading NAEP	<21	21-24	>=25
Percentage of 8th grade CWD scoring Basic or above on reading NAEP	<24	24-29	>=30
Percentage of 4th grade CWD scoring Basic or above on math NAEP	<37	37-43	>=44
Percentage of 8th grade CWD scoring Basic or above on math NAEP	<18	18-23	>=24
Percentage of CWD Exiting School by Graduating with a Regular High School Diploma	<72	72-79	>=80
Percentage of CWD Exiting School by Dropping Out	>19	19-12	<=11

Area of Improvement

Indicator 13 – increased from previous year, however need to strive to be over 90%

Appropriate measurable postsecondary goals on IEPs for youth 16 and older.

This is reviewed during on-site reviews. Districts should work with their [TSLP](#) liaison prior to on-site reviews to ensure compliance.

State assessment and NAEP participation is rebounding

Strong in compliance indicators

Areas to Improve

- Graduation and dropout rate
 - SD ranks in the bottom third in both areas in comparison to all states.
- Ensure timely evaluations, particularly transitioning from Birth to 3 to preschool

District Reports

DISTRICT DATA REPORTS



District data has been released and districts can see how they are performing compared to state targets.



<http://doe.sd.gov/sped/spp.aspx>



District determinations are being prepared. Notice will be sent when they are posted in SD STARS in the Special Ed Community section.

Stakeholder Opportunity

Special Education Statewide Annual Drill Down

SEP is looking for stakeholders from diverse backgrounds to join the Office of Special Education Programs in reviewing the State Performance Plan (SPP) indicators and will examine and analyze data reports surrounding students with disabilities. Anticipated outcomes of the meeting will be to engage stakeholders to help make data-based decisions that drive professional development and program improvement efforts.

Indicators we will focus primarily on include:

- Indicator 1 – Graduation Rate
- Indicator 2 – Dropout Rate
- Indicator 3 – Participation/Proficiency on Assessment
- Indicator 4 – Rate of Suspension and Expulsion
- Indicator 8 – Parent Involvement

Where: Pierre, SD

When: September 19

If you are interested in attending, reach out to Wendy.Trujillo@state.sd.us



Tri-State Law Conference

November 2 – 3, 2023, Omaha, NE

<https://web.cvent.com/event/f5de7ef5-74e1-49b8-b0de-7665d0ad46c2/summary>

Next SPED Webinar

Due to scheduling conflict the
next webinar is scheduled for

September 12, 2023

<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.