



# Monthly SPED Webinar

Special Education Programs  
September 13th, 2022

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## South Dakota ED Plan System for Compliance Monitoring and Data Entry

September 13, 2022



Solutions that Matter

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## About Public Consulting Group

- What we do
  - Partner with public agencies to provide support for organizational missions
  - Experience in all 50 states, clients in six Canadian provinces, and a growing practice in Europe
- Education Practice Area
  - Consulting and technology solutions to assist schools, districts, and state education agencies
  - Range of products and services: professional development, statewide case management solutions, Medicaid reimbursement



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## EdPlan Overview

- Phase I (SY22-23)
  - Compliance Monitoring
  - Indicator 11 & 12
  - Results Driven Accountability (RDA)
- Phase II (SY23-24)
  - Due Process
  - Indicator 8
  - Indicator 14



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## Accessing Data and Data Storage

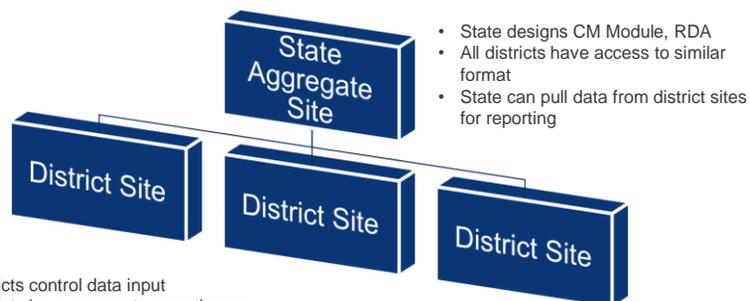
### Each District will have a unique EdPlan site for data

- Districts have been allocated unique EdPlan sites for district data.
- Child Count data from last year has been entered into each district EdPlan site and will remain there.
- Throughout the year, the district will access EdPlan to update student data in a similar manner to Launchpad.
- Districts will also access EdPlan to complete the RDA process.
- When a district is due to complete a monitoring cycle, that process and data will be housed in EdPlan.
- Training will be provided at a later date.



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## Structure



- State designs CM Module, RDA
- All districts have access to similar format
- State can pull data from district sites for reporting

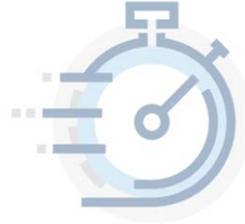
- Districts control data input
- Districts have access to reporting as well
- All processes housed in one place



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## What does this mean for you?

- Initial District Responsibilities
  - Access system and create user accounts for team
  - Create caseloads
- Indicator 11 and 12
  - Districts will update special ed data for appropriate students (previously LaunchPad)
- RDA
  - Complete RDA Process in EdPlan
- Compliance Monitoring
  - Respond to State requests, upload documents



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## Benefits

- **State**
  - DOEs is able to pull data from each district EdPlan site for reporting without the district needed to enter data into a separate State Only system
  - State and Local Admin have access to EdPlan with varying level of permissions, so this will make communication easier.
- **Local Level**
  - The data remains at the local level and under local control.
  - Data is cumulative. Once entered, the data remains in EdPlan so it only needs to be entered once and then updated when necessary
  - Reporting features in EdPlan benefit both the local and state level



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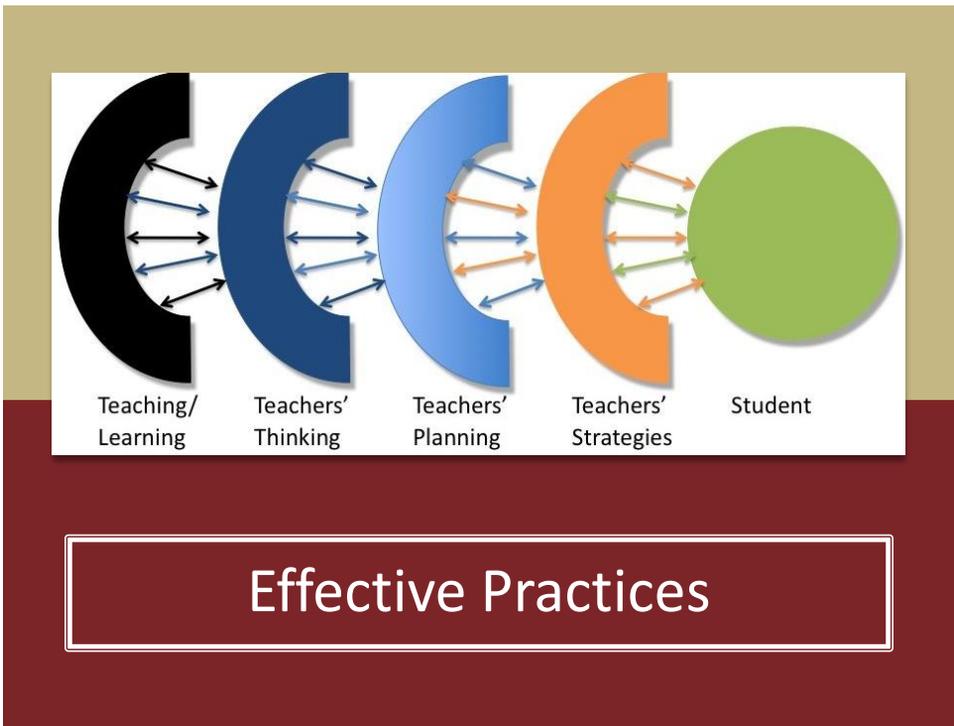


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Accommodations and Modifications –

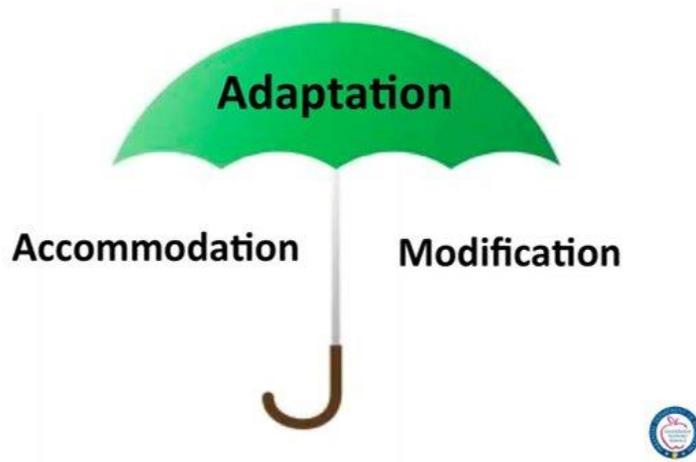
WAIT, they're not the same?



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You are making an adaptation whenever you make an accommodation and/or modification.



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### Accommodations and Modifications

#### Accommodations

An accommodation is a support or service that is provided to help a student fully access the general education curriculum. Accommodations provided during classroom instruction and assessments must also be provided during state assessments, if permitted.

- Change **how** a child learns or accesses the curriculum
- Change the way materials are presented
- Change the way a student can respond
- Allow students with disabilities the opportunity to complete the same curricular activities as peers
- Keep intact the objectives of the content or activity
- Enable the student to bypass the effects of the disability
- Help remove barriers

#### Modifications

Modifications are changes to course content, required work, or instructional level. They change the learning goal for an individual student and are used when the general curriculum is too advanced for a student. Modifications usually involve changing an assignment or objective.

- Change **what** a child is taught or expected to do in school
- Individualizes changes made to the content and performance expectations for students
- Change the **complexity** level of information
- Modify the course or activities/objectives to meet the needs of the learner
- Allow a student with a more significant learning need to experience the same curriculum as his or her peers, but with different learning outcomes
- Utilizes different grading criteria and/or credits received compared to peers



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Providing the same support does not meet everyone's needs.

Providing different levels of supports meets each individual's needs without providing advantage.

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## What might accommodations look like?

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## Accommodation Categories

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Environmental or setting accommodations focus on **where**

Schedule or timing accommodations focus on **when**

Instructional or presentation accommodations answer **how**

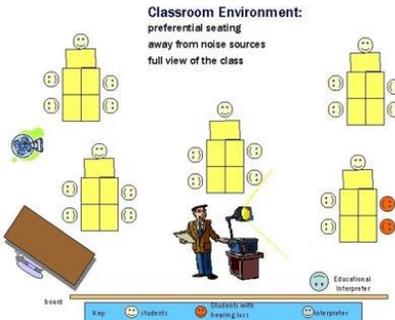
Response accommodations answer **what**

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# Accommodation Examples

## Preferential seating



- Workspace free of distractions
- Small group instruction
- Offering breaks
- Breaking down assignments and projects into mini deadlines
- Visual aids and supports
- Pre-teach vocabulary
- Questions read aloud
- Graphic organizers or concept maps
- Scribe or oral responses
- Typed rather than handwritten assignment option

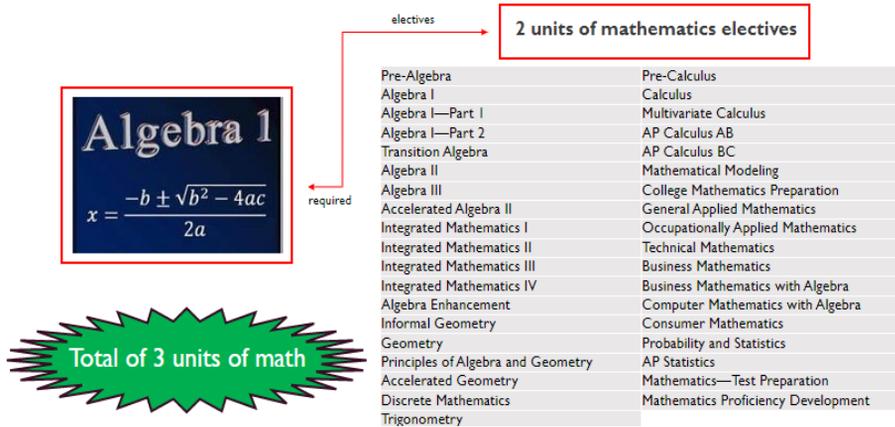
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## When looking at accommodations for high school students

- What might accommodations look like:
  - Audio textbooks
  - Speech-to-text software
  - Providing more time
  - Along with all the others mentioned previously such as preferential seating, breaks, etc...

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## Graduation Requirements – Mathematics must include



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**Possible Elective**

## Algebra Enhancement

Course Code 02069

- Algebra Enhancement courses reinforce, review, and expand concepts taught in the Algebra course.
- This course offers structured support to students who are concurrently enrolled in Algebra 1.
- This course includes material to prepare students for the Algebra 1

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# Mathematics

## Slowing down pace of course and extending time frame

Alg. I Semester 1	Alg. I Semester 2	Elect. Semester 1	Elect. Semester 2	Elect. Semester 1	Elect. Semester 2		
Year One		Year Two		Year Three		Year Four	

Algebra Enhancement Fall Sem	Algebra Enhancement Spring Sem		
Alg. I Semester 1	Alg. I Semester 2	Elect. Semester 1	Elect. Semester 2
Year One		Year Two	
		Year Three	
		Year Four	

Alg. I Semester 1	Alg. I Semester 2	Elect. Semester 1	Elect. Semester 2	Elect. Semester 1	Elect. Semester 2
Year One		Year Two		Year Three	
				Year Four	

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## Some examples of modifications

- Shortening assignments to only include easy problems
- Changing the complexity of the content
- Eliminating answers on multiple choice questions
- Changing multiple choice questions to true/false questions
- Providing word bank when not given to all students

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# Consequences of Modifications



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## South Dakota has one diploma

**However,** IEP teams may modify the course requirements needed to receive a diploma

**This should be done with caution and by fully informing the parents and student of any implications that may be a result from modifying the course requirements.**

**Definition of a Regular High School Diploma: Students who exit an educational program through receipt of a regular high school diploma identical to that for which students without disabilities are eligible.**

- These students met the same standards for graduation as those for students without disabilities.
- Does not include an alternative degree not fully aligned with the state's academic standards, such as a certificate or GED.
- The IEP team must denote whether the student will meet the same graduation course requirements as students without disabilities or if the IEP team is modifying the course requirements.
- If modifying the graduation requirements, IEP teams must document on the comments in this section courses that will be modify and document on the prior written notice the decision and reason.
- The IEP team should bring forward the modified graduation course(s) each year.
- If the student's course requirements are modified, then Free Appropriate Public Education (FAPE) does not end until they meet all regular diploma requirements similar to their peers or age out.

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## Caution should be taken

- When modifying course work even at the elementary level as this may set a student on a trajectory for not receiving a regular signed diploma
- Always discuss what modifying course work means with the parents

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## IEP Quality Tip of the Month Accommodations



### Accommodation

- A change in **HOW** the student accesses curriculum materials or tasks and demonstrates learning.
- It **DOES NOT CHANGE** what the student is expected to learn or demonstrate.

### Modification

- A change in **WHAT** a student is expected to learn and demonstrate by **CHANGING** the level, priority, or complexity of the content.

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# IEP Quality Tip of the Month Accommodations and Modifications



## Accommodation Considerations:

Will the student always/usually have access to the accommodation or modification?

- Outside of school
- Moving from grade to grade
- After graduation

Are accommodations matched to student learning needs?

Has the student used accommodations?

- If so, what is their relative effectiveness?

Is there under-accommodation or over-accommodation?

- Are selected supports available for instruction/assessment?
- Is there data to show the student needs/uses all of the selected accommodations?

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# IEP Quality Tip of the Month Accommodations and Modifications



## Collect data on the use of accommodations.

Accommodation Monitoring Form							
Name: _____		Grade: _____		Teacher: _____			
Content Area(s): _____							
ACCOMMODATION (S)	How Often Used?				How Helpful?		
	Routine Classroom Practice for All Students (Universal Design)	All the Time	Occasionally	Never	Very Helpful	Somewhat Helpful	Not Helpful
Presentation							
Response							
Scheduling/Timing							

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# IEP Quality Tip of the Month Accommodations and Modifications

Information at: <https://sd.iepq.org>  
<https://sd.iepq.org/help-topics-book/accommodations>

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.

**REMEMINDER: 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 student is expected to learn and demonstrate by changing the level, priority or content. The [Understood.org](https://www.understood.org) website has a page that explains this in more detail with a chart of examples.

**SDDOE Information**  
SDDOE IEPQ tip slides video: Accommodations and modifications

**Toolbox**  
Accommodations Monitoring Form (PDF) [📄](#)  
Sample Accommodations & Modifications (PDF) [📄](#)  
IEP Quick Reference Sheet (Word) [📄](#)  
Accommodations listed by student's area of difficulty (Word dot) [📄](#)  
CCSSO Accommodations

**Email Brandi Gerry**  
[Brandi.Gerry@state.sd.us](mailto:Brandi.Gerry@state.sd.us)  
for access to IEPQ.

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GRIT

EXCELLENCE

RESULTS

ACCOUNTABILITY

THOUGHTFULNESS

**Accountability**

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## Accommodations/Supports/Modifications

- The IEP team will need to determine what supports the student will need to be successful in accessing the general curriculum.
- Supports can include accommodation, supports in classroom for student and staff, and/or modifications.
- The IEP team will consider how the disability will impact access to general curriculum based on student's strengths and needs.
- What are the student's learning characteristics?
- What will happen in the classroom regarding tasks and demands?
- What is the purpose/goal of the task/demand in the classroom?
- How will the disability be affected by the situations?
- What supports will the student need to access the general curriculum?
- Will the supports needed to access the curriculum impact modification of the course standards taught?

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## Documentation

### Dropdown – Modified Tests

- What do you mean modified tests?
- Is it reducing number of test questions? Which ones? How many?
- How does a teacher know what that means?

Accommodations and Modifications			
Accommodations/Modifications/Supplementary Aides and Services	Frequency	Location	Duration
1.			
2.			
3.			
4.			
5.			
Statement of the program modifications or supports for school personnel (as appropriate)			

Better example:

- When given a multiple-choice test questions with more than 2 choices, student will need to be able to remove (blacking out or deleting other choices) until make choice.

### Supports/Services:

Special education support (Para or teacher) in general classroom to support student accommodation and behavior strategies

Teaching staff will be trained in communication device of the student.

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## Alternate Assessment: Eligibility

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- Participation in the Alternate State Assessment is only for students with a "significant cognitive disability," typically with an IQ 55 or lower.
- <https://doe.sd.gov/assessment/alternate.aspx>

<ul style="list-style-type: none"> <li>– <a href="#">Guidance Documents for Participation in the Alternate Assessment</a> <ul style="list-style-type: none"> <li>• <a href="#">Guidance for IEP Teams on Participation on the Alternate Assessment</a></li> <li>• <a href="#">Participation Guidelines – Eligibility Form (required)</a></li> <li>• <a href="#">Documentation of Evidence Worksheet</a></li> </ul> </li> </ul>
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## Alternate Assessment: Documentation

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- If an IEP team determines a student is eligible, then the **Participation Guidelines–Eligibility Form** must be completed and filed with the student's IEP.
  - This documentation will aid districts who need to submit justification for exceeding the 1% cap.

<ul style="list-style-type: none"> <li>– <a href="#">Guidance Documents for Participation in the Alternate Assessment</a> <ul style="list-style-type: none"> <li>• <a href="#">Guidance for IEP Teams on Participation on the Alternate Assessment</a></li> <li>• <a href="#">Participation Guidelines – Eligibility Form (required)</a></li> <li>• <a href="#">Documentation of Evidence Worksheet</a></li> </ul> </li> </ul>
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## Alternate Assessment: CCCs

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- Core Content Connectors (CCCs) are a "bridge" to grade-level Content Standards. IEP teams should use CCCs when developing IEP goals and objectives for students taking the Alternate Assessment.
- <https://doe.sd.gov/assessment/alternate.aspx>

Core Content Connectors (CCCs)			
ELA	<a href="#">K-5</a>	<a href="#">6-8</a>	<a href="#">9-12</a>
Math	<a href="#">K-5</a>	<a href="#">6-8</a>	<a href="#">9-12</a>
Science	<a href="#">K-5</a>	<a href="#">6-8</a>	<a href="#">9-12</a>

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## Alternate Assessment: 1% cap

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- Every Student Succeeds Act (ESSA):
  - Limits the number of students who may take the Alternate Assessment to no more than 1% of the total number of students in the state who were assessed.
- 2021-2022 data showed that South Dakota stayed under the 1% cap. THANK YOU districts for your diligence in appropriately determining assessments for students.



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# Alternate Assessment: Contact

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If you have any questions, contact:

**Stacy Holzbauer**  
**Alternate Assessment Coordinator**  
**DOE Special Education Programs**  
[Stacy.holzbauer@state.sd.us](mailto:Stacy.holzbauer@state.sd.us)  
**605-295-3441**

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Developmental  
 Delay Age  
 Change

Effective August 14, 2022

- Three years of age but less than nine years of age

The BDI must be given for Progress Monitoring (Indicator 7):

- Receiving more than 6 months of special education and/or related services age 3-5 (Part B 619 program)
- Must be given prior to the student turning 6.

Question and Answer Document

- <https://doe.sd.gov/sped/IEP.aspx>
- <https://doe.sd.gov/sped/Early-Intervention.aspx>

Contact: [Debra.Willert@state.sd.us](mailto:Debra.Willert@state.sd.us)

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## Alternative Instruction (Homeschool)

Department of Education information about Alternative Instruction is located at <https://doe.sd.gov/oatg/homeschooling.aspx>

- Alternative Instruction Notification FAQ
  - Section 5 discuss special education district responsibilities

**Question: Are we required to have parents revoke consent if the parents opt for alternative instruction?**

- No, revocation of consent is only used for when children are in school, and parents no longer want child to receive special education services. Refer to 5.2

**Question: What is the process when a student returns from alternative instruction?**

- Refer to 5.1

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Data

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## Indicator 6

Least Restrictive Environment (LRE) –Preschool Environments

### Infinite Campus

- Receiving special education/related services
- Special Ed Field

### Change in LRE

- Age 5 in Kindergarten or JK
- 0100 Code
- December 1 Child Count

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## Indicator 8: Parent Involvement

- Parent Surveys were distributed to cooperatives and districts this summer.
- If you have not received your parent surveys, check with your cooperative or superintendent or SPED director.
- If you need additional surveys, e-mail: [stacy.holzbauer@state.sd.us](mailto:stacy.holzbauer@state.sd.us)

south dakota DEPARTMENT OF EDUCATION <small>ensuring a bright future</small>	
Dear Parents/Guardians:	
This is a survey for families with children receiving special education including speech language services. This is your opportunity to provide CONFIDENTIAL input to improve services and results for children and families in South Dakota. Your responses are extremely important to us. Please take the time to complete this brief survey and return it using the stamped, addressed envelope that is provided.	
** NOW AVAILABLE! If you would prefer to complete the survey online, please access using the link or scan the QR code:	
<a href="https://survey.alibemr.com/333607731326">https://survey.alibemr.com/333607731326</a>	
	
<b>What is being asked?</b>	Information on your experience and family involvement with your child's special education services.
<b>Who is asking for this information?</b>	South Dakota Department of Education and the U.S. Office of Special Education Programs.
<b>Why am I being asked to complete this survey?</b>	To help guide efforts to improve services and results for children and families. The survey will be summarized for the state as a whole and broken out by individual school district. The summary information will be provided to each school district and also the U.S. Department of Education's Office of Special Education Programs in order to fulfill a federal requirement regarding parent feedback.
<b>How will my answers be kept anonymous?</b>	Your responses are completely anonymous. There is nothing on the forms that will identify you other than what district the survey is from. Questionnaires will be mailed to Technical Assistance for Excellence in Special Education (TAESE) for analysis. Only summary data concerning district-wide data will be shared with the district and South Dakota Department of Education.
<b>What do I need to do?</b>	Complete the enclosed survey, insert it in the addressed envelope provided and drop it in the mail box postage necessary, by May 31, 2023.
If you have any questions, need an alternate format, or assistance completing the survey, contact:	
South Dakota Department of Education Special Education Programs 605-773-3878	
Thank you for your participation.	
	
Special Education Programs Director Linda Turner	

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## Indicator 8: Parent Involvement

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### What does Indicator 8 measure for each district?

1. Survey Response Rate
2. Parent Involvement

Indicator	Goal Percentage
<u>Survey Response Rate:</u> Number of parent surveys that are returned <i>(in comparison with the number of students reported on district child count)</i>	10%
<u>Parent Involvement Rate:</u> Number of respondent parents who report school facilitated parent involvement	85%

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## Indicator 8: Parent Involvement

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### How can districts meet their goals?

1. Survey Response Rate – Goal 10%
  - Administer surveys in person via paper, computer, QR code before or after IEP meetings, at Parent/Teacher conferences.
  - Distribute surveys via mail or by e-mailing the link.
2. Parent Involvement – Goal 85%
  - Contact parent at beginning of school year, quarterly, P/T conferences, IEP meetings.
  - Ask for their input. Thank them. Keep them informed.

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## Indicator 8: Parent Involvement

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### Administration/Teachers...What is your district's plan?

- How will surveys be distributed to parents?
- How will teachers monitor/record which parents have completed their surveys?
- Overall, how can **parent involvement** be increased?

Contact Stacy Holzbauer with questions:

- [Stacy.holzbauer@state.sd.us](mailto:Stacy.holzbauer@state.sd.us) or 605-295-3441

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## Indicator 14 – Appendix A

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- District need to:
  - Check uploaded information for accuracy
  - Complete the few questions that need to be answered (#16, 17,20, 21 & Parent/Family contact info)
  - Contact Beth if student:
    - Returned to school
    - Listed twice
    - Transferred to another district
- [Beth.Schiltz@state.sd.us](mailto:Beth.Schiltz@state.sd.us)
- Due date: **October 1st**

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## IEP Facilitation Training

- Have you experienced an IEP meeting where the parties don't agree or attendee's emotions are high and it stops the team from being able to develop an appropriate IEP or move forward?
- Do you have the necessary tools in your IEP meeting toolbox to redirect a contentious meeting?

IEP Facilitation training is geared for attendees to use within the school districts they work at.

If you would like to improve or refresh your facilitation skills to assist with reducing conflict, please join us November 7<sup>th</sup> in Rapid City or November 9<sup>th</sup> in Sioux Falls.

For more information and to register [click here](#).

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## Transition – Upcoming Events

**Let's Talk Work** – A one day conference designed specifically for high school students who have a disability focusing on employment

- 11/10/22 - Rapid City, The Monument
- 11/16/22 - Sioux Falls, Sanford Center
- 11/16/22 - Fort Pierre, AmericInn Conference Center
- 11/16/22 - Aberdeen, Boys & Girls Club
- 1/24/23 - Mitchell, Highland Conference Center

For more details check out the <https://TSLP.org/events/> website or contact your TSLP region representative

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## Transition - YLF

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YLF – Youth Leadership Forum ) is a five-day leadership training and career awareness program for high school students with disabilities. It provides training in leadership, self-advocacy skills and career awareness. Approximately 45 students throughout South Dakota are selected each year.

Application is on the website at <https://tslp.org>

**Application deadline is December 23, 2022**

Start now talking to your high school youth about this opportunity.

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## Transition Round-Up

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- Webinars provided for HS Special Education teachers to:
  - Find out what's working in other districts
  - Receive information on focused topics
- Provided last Wednesday of the month at 3:00 PM CT
  - Webinars are recorded
- First webinar will be Sept 28, 2022
  - Topic – Vocational Rehabilitation – how they can help high school students
- Watch for the zoom link to the webinar (will be emailed out on the Sped Transition Listserv)
- Sign up for the Sped Transition Listserv
  - <https://www.k12.sd.us/MailingLists/DOESpecialEdTransition>

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## SEP Staff Out of Office

Limited availability Sept. 19-23, 2022

The majority of SEP staff will be attending a national conference. All staff will be checking email and messages and respond as promptly as possible. Thank you for your understanding and patience.

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## Next SPED Webinar

October 18th, 2022

Monthly SPED webinars are no longer posted online

Monthly handouts can be found at

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

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