

# Monthly SPED Webinar

SPECIAL EDUCATION PROGRAMS  
2023-2024 SCHOOL YEAR  
SEPTEMBER 12, 2023



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## Sped Connections

- ▶ Guest Speaker: Kelly Whiting
  - ▶ Customer Relationship Manager
  - ▶ LRP Publications

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The South Dakota Department of Education partners with LRP Publications to provide all districts in the state with access to *Special Ed Connection*®

With *Special Ed Connection* [www.specialedconnection.com](http://www.specialedconnection.com) you get:

- Legal, regulatory and practical guidance that is necessary to ensure that students with disabilities receive the services to which they are entitled
- Action steps to individualize student services
- News, updates, the latest special education trends
- Ready-made resources that can be used for in-house professional development, staff meetings and in-service activities
- Easy to understand explanations of IDEA, ADA, FERPA and other laws impacting special education

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- Each district has its own unique username/password to log into *Special Ed Connection* [www.specialedconnection.com](http://www.specialedconnection.com)
- The POC for each district's *Special Ed Connection* account is the Special Education Director
- POCs are permitted to give access to *all staff* via a User List Spreadsheet. User lists can be updated at any time throughout the year. Send to the *Special Ed Connection* Training Team - [SECTraining@lrp.com](mailto:SECTraining@lrp.com).
- Each person on your user list will also be signed up to receive the daily eConnections email that comes as part of your subscription
- If you have questions or need your login information contact the *Special Ed Connection* Training Team - [SECTraining@lrp.com](mailto:SECTraining@lrp.com)
- Your subscription includes *unlimited training sessions for you and your staff*! Scheduling a training is a great way to encourage your staff to use this valuable resource. Sessions can be scheduled before, during or after school, or for your next professional development / in-service day. Contact the Training Team to schedule - [SECTraining@lrp.com](mailto:SECTraining@lrp.com)

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# SD-STARS and Special Education

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## Kim Carlson

- ▶ SD-STARS Program Manager since 2015
- ▶ Usually Jay Lamb does the trainings on SD-STARS, but he is under the weather
- ▶ Main contact [STARSHelp@state.sd.us](mailto:STARSHelp@state.sd.us)



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## Agenda

1. What is SD-STARS?
2. Who has access to SD-STARS? How do you log in?
3. What state-published reports are available?
4. What is the Special Education Community in SD-STARS?
5. Who has access to the Special Education Community?
6. When are Special Education Reporting PDFs updated and available?
7. Who is the SD-STARS Team?

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## What is SD-STARS?

- ▶ SD-STARS is a SLDS.
  - ▶ Statewide Longitudinal Data System
  - ▶ Collects and maintains student- and staff-level data
  - ▶ Links data across entities and over time
  - ▶ Makes data accessible through reporting and analysis tools



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Putting the pictures together is “using data” in a longitudinal environment. This is SD-STARS.

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## SD-STARS Vision

**AID:** Educators have the ability to access and use high quality data to *aid* in informing instruction and decision-making.

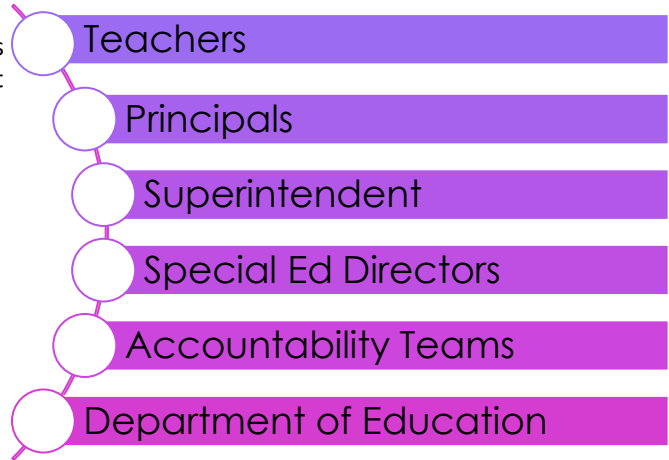
**MEASURE:** Students' outcomes will be *measured* so educators can identify at-risk students, examine achievement gaps, evaluate programs, recognize strengths, and address areas for improvement.

**INFORM:** Stakeholders will develop a more holistic view of our education system and use that picture to *inform* systemic change.

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## Who has access to SD-STARS?

- **Districts determine who gets and what level of access they receive.** Some districts choose not to give teachers access. Contact your SAM for info
- **Permissions in SD-STARS determine what data you see.** Teachers will usually see student-level data for their classroom and school level data in aggregate.



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## How do you log into SD-STARS?

STEP 1: Go to SD-STARS Website and click on the image

This takes you to...

<https://doestars.sd.gov>.

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## How do you log into SD-STARS?

### STEP 2: Enter your User ID and Password

**@K12.sd.us Users**

**@state.sd.us Users**

**@other Domain Users**

**Password was set by you.**

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## Having problems logging in?

Reach out to your district's **STARS Account Manager (SAM)**

To find out who your SAM is...

On DOE website, look  
for School Directory

Click + next to  
Accredited Schools

Find and Select  
your District

Look for SD-STARS  
Account Manager

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## What state-published reports are available?

### Special Education Category

contain reports specifically for special education.

However, most reports provide information on students in special ed. It may be a Y/N flag or a way to filter to only students who are in special education.

\* These reports are currently turned off until the report card data are finalized.

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## SP.003.01-A – Special Education Exiter

### Questions report will help answer:

- How do general enrollment and special education exits coincide? In other words, are there potential data errors in Infinite Campus?
- Why are students leaving special education services? (i.e., Are most students graduating or dropping out?)
- What are exit trends in special education at a school or district?
- Which students should be included in Indicator 14 Appendix A data collection?



## SP.004.00-A – SPED Accountability Student List

### Questions report will help answer:

- How did students with the primary disability of "specific learning disability" perform on the state assessments? What about students with "emotional disturbance?"
- Which special education students didn't take the state assessments, counting against the participation rate?
- Which special education students scored a Level 1 or Level 2 on the state assessments, counting against the proficiency rate? Level 3 or Level 4, which counts for the proficiency rate?

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## SP.005.00-X – SPED Participation Rate

### Questions report will help answer:

- How did my schools do regarding Indicator 3B for the Special Education State Performance Plan (SPP)?
- Which grade levels have low participation on the state assessments by students in special education? Which have high participation?
- How many students in special education did not take the state ELA assessment? The state math assessment?

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## SP.006.00-X – SPED Proficiency Rate

### Questions report will help answer:

- How did my schools do regarding Indicator 3C for the Special Education State Performance Plan (SPP)?
- Which grade levels have low proficiency rates on state assessments for students in special education? Which have high proficiency rates?

## SP.007.00-X – SPED Performance Plan

### Questions report will help answer:

- How many students in special education took the alternate mathematics and English language arts (ELA) assessments?
- How many students in special education took the regular mathematics and ELA assessments with accommodations? How many did not receive accommodations?
- How many students in special education were proficient in mathematics? In ELA?

## SP.008.00-X – Child Outcomes Summary Form

### Questions report will help answer:

- For my district, what are the results of Indicator 7 Preschool Outcomes reporting?
- Are child outcomes improving or declining in my district?
- Did my district meet the target summary?

## SP.012.00-A – Children with No Assignments

### Questions report will help answer:

- Which students were not included in federal reporting for Preschool Outcomes?
- Why wasn't a child included?

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## SP.013.00-A – Part B Indicator 7 Child List

### Questions report will help answer:

- Which children were included in the Indicator 7 Preschool Outcomes reporting for my district?
- How many children fell into the c and d categories for positive social-emotional skills? Or d and e categories for communication or acquisition and use of knowledge and skills?

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## EN.009.00-X – Special Education Trend

### Questions report will help answer:

- How many students are enrolled in each special education program at a school or district?
- What are the primary disabilities seen in our students?
- How are special education students being served?

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## Where do I go if I need more information on state published reports?

- ▶ SD-STARS Training Center
- ▶ SD-STARS Content Library
- ▶ STARS Certified Trainers
- ▶ Data Interpretation Guides(DIGs)
  - ▶ Can be found in 3 places:
    - ▶ On the bottom of each page of report
    - ▶ Training Center
    - ▶ Content Library

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## What is the Special Education Community?

- ▶ Must log into SD-STARS
  - ▶ Look for **Communities > Special Ed** in the red menu bar
- 
- ▶ The SDDOE Special Education Team facilitates and maintains the content of the community, including the Special Ed Reporting PDFs.

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## Who has access to the Community?

- ▶ SD-STARS is built with security in mind. Users permissions control who has access to different menu and report options.
- ▶ Users who have the permission of either **District: Superintendent** or **District: Special Education Director** will have access to the Special Education Community.

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## When are Special Education Reporting PDFs updated and available?

- ▶ The PDFs in the Special Education Community are updated throughout the year.
- ▶ The Special Education office will send notifications out through the DOE News Alerts or DOE Weekly Update when PDFs become available.

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## Who is the SD-STARS Team?

Name	Email
Jay Lamb, Support Lead	<a href="mailto:Jay.Lamb@state.sd.us">Jay.Lamb@state.sd.us</a> 605-295-7260
Michael Ochoa, Report Lead	<a href="mailto:Michael.Ochoa@state.sd.us">Michael.Ochoa@state.sd.us</a> 605-295-3893
Kim Carlson, Program Specialist	<a href="mailto:Kim.Carlson@state.sd.us">Kim.Carlson@state.sd.us</a> 605-773-8062
Jake Cummings, Program Specialist	<a href="mailto:Jake.Cummings@state.sd.us">Jake.Cummings@state.sd.us</a> 605-295-3322
Sara Kock, Team Lead	<a href="mailto:Sara.Kock@state.sd.us">Sara.Kock@state.sd.us</a> 605-220-6548
SD-STARS Help Desk	<a href="mailto:STARSHelp@state.sd.us">STARSHelp@state.sd.us</a>
SD-STARS Public Website	<a href="http://doe.sd.gov/sdstars/">http://doe.sd.gov/sdstars/</a>
SD-STARS Listserv	Sign up at: <a href="https://www.k12.sd.us/MailingLists/SD-STARS">https://www.k12.sd.us/MailingLists/SD-STARS</a>

## Effective practices

## Professional Learning Platform

The Department of Education is excited to present [sded.sd.gov](https://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

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## Tips with New Professional Learning Platform (PLP) Site



COURSES IS THE COMMON TERM FOR REGISTERED EVENTS AND FOUND ON THE DASHBOARD



UNENROLL: CONTACT THE INSTRUCTOR



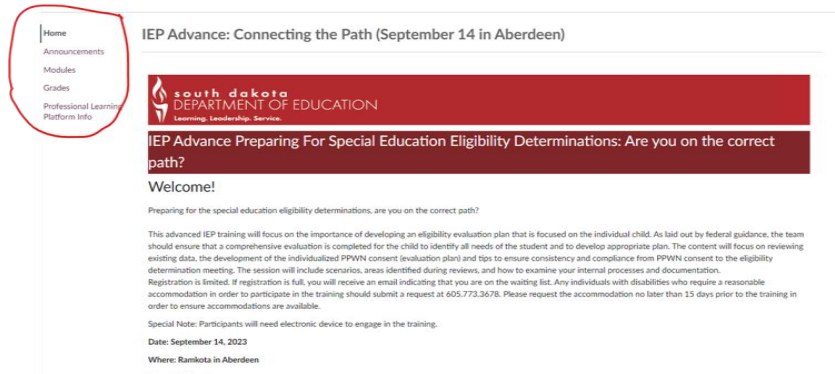
ALL CECH OFFERED BY THE DEPARTMENT WILL BE STORED IN THIS SITE.

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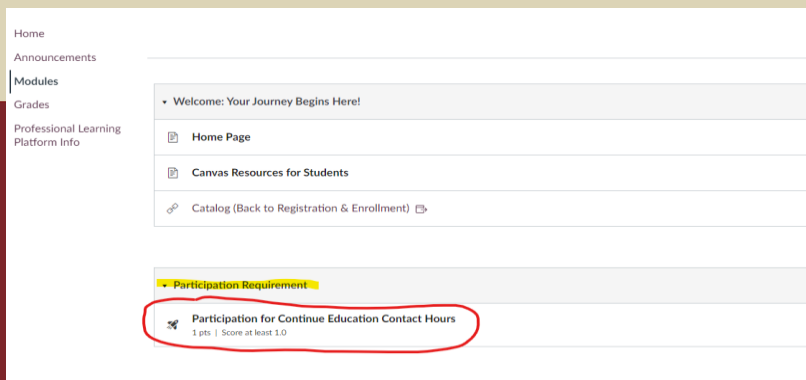
# Components of the course

- **Home** is screen first see on the site with title and introduction information
- **Announcements** provide updated information to the participants
- **Modules** where participants will access information to learn and assignments to complete
- **Professional Learning Platform** will take to the main registration site
- Depending on course framework, other components available



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In the modules, participants will have at least one or more course requirements to complete. By completing the requirement(s), the participant will obtain Continue Education Contact Hours.



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## Interim assessments and accommodations

- ▶ If utilizing interim assessments through the SD Assessment system
  - ▶ Work with testing coordinator to get supports and accommodations enabled
  - ▶ Once set will be available in the spring
    - ▶ Set within the TIDE (Test Information Distribution Engine) system
    - ▶ Districts can set the supports
    - ▶ Some accommodations set at state level
    - ▶ Forms in TIDE to request the accommodations

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## Speech-to-Text Accommodation

- ▶ For: students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce text or commands using computer keys
- ▶ Should be needed for instructions
- ▶ Available as embedded (within the testing platform) or non-embedded (outside of the testing platform)
  - ▶ Don't use the non-embedded accommodations form if student needs the embedded form
- ▶ Student will need separate setting and computer with microphone
- ▶ Student will have to edit answers
- ▶ [SD Tools, Supports, and Accommodations](#) has more information

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# Accountability

COMPLIANCE POLICY, PRACTICES, AND PROCEDURES

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## Alternate Assessment: 1% Monitoring

- ▶ Visit the 1% Monitoring section on the [Alternate Assessment Website](#) for more information.
- ▶ Last week, DOE notified any districts that had 2023 alternate assessment participation over 1% or Red Flag students. Any district over 1% participation will submit a [District 1% Participation Justification](#).
- ▶ Contact [Stacy.Holzbauer@state.sd.us](mailto:Stacy.Holzbauer@state.sd.us) with any 1% monitoring or Alternate Assessment participation questions.

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## Alternate Assessment: Participation and CCCs

- ▶ Webinar on Identifying Student Participation in the Alternate Assessment:
  - ▶ [Sept 26 at 12pm-1pm CT \(11am-12pm MT\)](#)
- ▶ Reminder that students participating in Alternate Assessment need to meet the three criteria per the [Alternate Assessment Participation Form](#) (complete and attach to IEP):
  1. Student has a significant cognitive disability.
  2. Student requires extensive instruction and support to acquire and maintain skills.
  3. Student learns through alternate academic achievement standards (AAAS).
    - ▶ Overview of Core Content Connectors [PowerPoint](#)
    - ▶ Standards-Based Instruction: Core Content Connector [In-person Workshops](#):
      - ▶ [Oct 16](#) in Sioux Falls or [Oct 18](#) in Rapid City

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## State Assessment: Interim Trainings

- ▶ For students with disabilities taking the regular assessment, Interim Assessments available in [TIDE](#):
  - ▶ Are an excellent instructional resource towards grade-level skills
  - ▶ Increase familiarity and comfort level with the state assessment platform
- ▶ Interim Training dates 10am to 3pm (local time):
  - ▶ [Sept. 15 – Sioux Falls](#)
  - ▶ [Sept. 22 – Watertown](#)
  - ▶ [Sept. 25 – Chamberlain](#)
  - ▶ [Sept. 26 - Sturgis](#)
- ▶ Contact [Rebecca.Frerichs@state.sd.us](mailto:Rebecca.Frerichs@state.sd.us) with questions.

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## Revocation of Consent

- ▶ Purpose: Student enrolled in school and eligible for special education but parent or the student (if age of majority) no longer wants special education services can revoke consent in writing for services to end.

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## Revocation District Procedures

- ▶ When a parent revokes consent to special education services, the district is required to provide prior written notice that revoking consent means:
  1. Is not required to convene an IEP team meeting or develop an IEP;
  2. Will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the student because of the failure to provide further special education and related services;
  3. May not seek to use consent override procedures such as mediation or due process procedures to obtain an agreement or a ruling that services may be provided to the student;
  4. May not continue to provide special education and related services to the student, but must provide Prior Written Notice before ceasing the provision of special education and related services.

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## Revocation Q and A

- ▶ Q: Parent has determined to provide alternative instruction (Home School).
- ▶ A: Revocation of consent is not required. If district's policy does not provide sped services, then PPWN should be sent to inform parents and if return district will review special education eligibility and information.
- ▶ Q: Student is in elementary school and parent determined no longer want special education services.
- ▶ A: Yes revocation consent procedures. The parent documents in writing they no longer want special education services, then district follow revocation procedures.

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## Revocation Q and A (page 2)

- ▶ Q: Student is 18 years old and still enrolled in high school. Student does not want to be in special education any longer.
- ▶ A: Adult student can revoke consent for services and the district will follow procedures. Unless, parents are the legal guardians or have retained educational rights.
- ▶ Q: Student qualifies for reading, math and speech language services. Parent does not want speech language services any longer.
- ▶ A: IEP team will determine if speech language services are required to provide FAPE to child. This is not a revocation of consent process.

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## Disability Affects: Snapshots from IEP Technical Assistance Guide

**How the student's disability affects the student's involvement in the general curriculum**

- ▶ Document the impact the student's disability has on the student's ability to perform in the general education curriculum (or age-appropriate activity if the student is a preschooler).
- ▶ Describe what the disability "looks like" as it presents itself in the general education setting.
- ▶ DO NOT: Make or write placement decision such as, "Student needs assistance from the resource room to be successful."




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## Transfer Procedures: Snapshots from IEP Technical Assistance Guide

**Transfer Procedures Reminders**

- ☐ Review IEP to determine comparable services
- ☐ Review eligibility documents to determine if meet South Dakota eligibility
- ☐ If new IEP or eligibility needs updated, please follow appropriate procedures.
- ☐ Don't forget the Parental Prior Written Notice
- ☐ More information on page 46 to 48

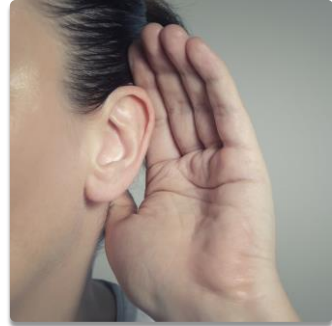



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## Related Service Examples

- ▶ We would like to hear from district speech language therapists, occupational therapists, and physical therapists in providing input in the IEP Technical Assistance Guide updates.
  - ▶ Add related services examples of age appropriate skills, assessments, goals, and other considerations
- ▶ Level of commitment: virtual meeting and provide suggestions electronically
- ▶ Contact [Melissa.Flor@state.sd.us](mailto:Melissa.Flor@state.sd.us) if interested.



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# Data

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## Indicator 7: BDI – 3 Clinical Training

- ▶ New district staff
- ▶ OR
- ▶ Returning staff can register again (refresher course)

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

### Included in Clinical Training

Developmental Complete ×

- Course 1:
  - [Overview and Administration](#)
  - [Participant Guide](#)
- Course 2:
  - [Scoring Practice](#)
  - [Participant Guide](#)
  - [Sample Test Record Form \(Birth to 2\)](#)
  - [Sample Test Record Form \(Ages 3 to 7\)](#)
- Course 3:
  - [Riverside Score and MDS](#)
  - [Participant Guide](#)
- Course 4:
  - [Riverside Score: Account Holder Tasks](#)

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## Indicator 14 – Appendix A

- ▶ **Reminder: Due Monday October 2**
- ▶ Districts need to:
  - ▶ Check uploaded information for accuracy
  - ▶ Complete questions
    - ▶ Part 2: **16, 17, 20, 21 AND Parent/Guardian contact Information** SAVE
    - ▶ 'How To' document found at <https://doe.sd.gov/sped/SPP.a.spx> (scroll to Indicator 14 Appendix A)
  - ▶ Contact Lori ([Lori.Kwasniewski@state.sd.us](mailto:Lori.Kwasniewski@state.sd.us)) if student:
    - ▶ Returned to school
    - ▶ Listed twice
    - ▶ Transferred to another district

## Indicator 14 – Appendix A

- ▶ Check for incomplete data
  - ▶ Main Menu choose the Reports link
  - ▶ From the drop down select SchoolDistricts
    - ▶ Select District's Incomplete Appendix A Data
    - ▶ Report parameter screen—view option PDF   VIEW
    - ▶ School Year   2023           View Report

Complete data in Action steps

- ▶ Link: <https://us02web.zoom.us/j/86232186679?pwd=czBUOGVvSE00S0tLaXlXeXVyZmFhQT09>
- ▶ Recording will be posted on the TSLP website in the events section - <https://tslp.org/events/>

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# Miscellaneous

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Saturday Mornings with NRCP

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## Special Education Resources

- ▶ Special Education Programs Website - <https://doe.sd.gov/sped/>
- ▶ Annual IEP Workshops – register at <https://doe.sd.gov/SEED/index.aspx>
  - ▶ Basic – IEP Process
  - ▶ Advanced – Specialized Topic
  - ▶ Transition – Secondary Transition
  - ▶ Early Childhood
- ▶ SpedConnections
  - ▶ All public school districts receive a paid subscription to access guidance on special education topics
  - ▶ Contact [Wendy.Trujillo@state.sd.us](mailto:Wendy.Trujillo@state.sd.us) if you need your access information
- ▶ SPED Topical Webinars and Legal Updates recordings - <https://doe.sd.gov/sped/webinars.aspx>
- ▶ CADRE for dispute resolution - <https://www.cadeworks.org/>

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## Next Sped Webinar

October 17, 2023

**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](#).**

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