





Monthly SPED Webinar

Special Education Programs
October 18th, 2022

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Announcement

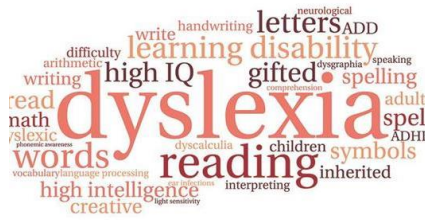


Melissa Bothun has accepted a new position within the Department of Education. Her last day in Special Education Programs is November 8th, 2022.

We would like to wish Melissa the best of luck in her new position in the Office of Standards Learning and Leadership focusing on the Center for Virtual Education and content standards.

Region 2 districts will be contacted the week of November 7th to inform you who your temporary regional representative will be.

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South Dakota DOES recognize dyslexia.

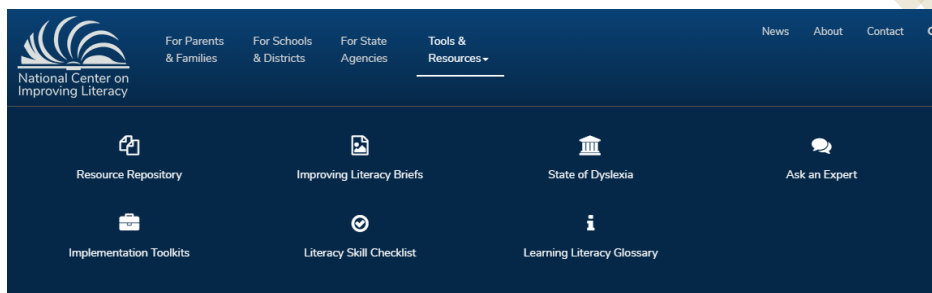
- Dyslexia generally falls under the Specific Learning Disability (SLD) category because it's a type of learning disability.

SD schools DO serve students with dyslexia.

SD Dyslexia webpage
<http://doe.sd.gov/Dyslexia/>

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Dyslexia: Literacy Resources



National Center on Improving Literacy (<https://improvingliteracy.org>)

- Implementation Toolkits for families and educators in various literacy skill areas. Including dyslexia and remote learning.
- Improving Literacy Briefs – Short infographics that describe literacy skills and how families can support literacy development.

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Dyslexia: Literacy Resources

National Center on INTENSIVE INTERVENTION

at American Institutes for Research ■

Intensive intervention and DBI
SELF-PACED MODULE: Learn the basics of intensive intervention
SELF-PACED MODULE: Dig deeper into the 5 steps of DBI
BRIEF: Read a DBI overview
VIDEO: Hear why intensive intervention is important
[Learn More About DBI](#)

Supporting Students During COVID-19
GUIDE: Going Virtual: Considerations for Adjusting Data-Based Individualization Implementation in Response to COVID-19
VIRTUAL LESSONS: Sample Lessons to Support Continuity of Learning
DATA COLLECTION: FAQs on Collecting Progress Monitoring Data Virtually
• Screening and Progress Monitoring Practices in Virtual Settings
[COVID-19 Related Resources](#)

Selecting Assessment
TOOL: Select an MTSS data system
TOOLS CHARTS: Find evidence-based academic screening tools
TOOLS CHARTS: Find evidence-based behavior screening tools
TOOLS CHARTS: Find evidence-based academic progress monitoring tools
TOOLS CHARTS: Find evidence-based behavior progress monitoring tools
[Identify Assessments](#)

Data Use and Planning
GUIDE: Set high-quality behavior IEP goals
GUIDE: Set high-quality academic IEP goals
TOOL: Graph progress monitoring data and set goals
TOOL: Clarify questions to create a hypothesis
TOOL: Consider intensification strategies
[Find Learning Tools](#)

Intervention Platforms and Instructional Strategies
GUIDE: Consider how you can find time to intensify and individualize interventions within the constraints of busy school schedules
TOOLS CHARTS: Find evidence-based academic interventions
TOOLS CHARTS: Find evidence-based behavioral interventions
SAMPLE LESSONS: Intensify interventions for students with reading difficulty
SAMPLE LESSONS: Intensify interventions for students with math difficulty
SAMPLE STRATEGIES: Implement behavioral strategies
[Explore Interventions](#)

Parent and Family Engagement
VIDEOS & TIPS: Video examples and tips to share with parents to encourage practice at home during COVID-19
GUIDE: Engage parents and families in intensive intervention
INFOGRAPHIC: Provide an overview of intensive intervention to parents and families
INFOGRAPHIC: Help parents and families to generate questions in order to learn more about intensive intervention
INFOGRAPHIC: Provide tips for parents and families
[Engage Families](#)

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Dyslexia: Literacy Resources

Family Literacy Tips

Weekly tips and activities in early literacy skills.

Could be used on social media, websites, newsletters, or other family communication tools.

Reading Focus: **Phonemic Awareness** | Grade: K/1

Get into Guesswork

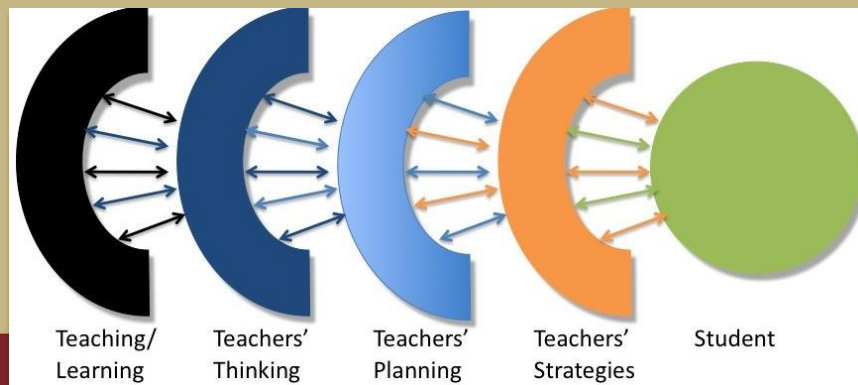
Did you know guessing games such as “I Spy” can be used to work on almost any phonological skill? Want to practice noticing what **sounds** words begin with?

Try “**I spy something red that starts with /s/.**” Continue with other letters of the alphabet.

Another variation is to say, “I spy something that begins with the /b/ sound.”

Contact Lisa Reinhiller (lisa.reinhiller@k12.sd.us) to receive the tips.

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Effective Practices

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IEPQ Tip of the Month: Prioritizing Skills in the PLAAFP



You have a fantastic PLAAFP full of data that gets to the skills related to a student's strengths and needs.

So now what do you do with it?

PRIORITIZE!

A student's IEP must address every AREA of special education eligibility with a goal.



The IEP does not need to address every SKILL with a goal.

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IEPQ Tip of the Month: Prioritizing Skills in the PLAAFP



Considerations when prioritizing skills:

- Standards progression (forwards and backwards)
- Access skills
 - *General curriculum*
 - *Social/emotional/behavioral*
- Notable “gaps” in learning
- Daily living skills
- Family / student priorities
- Transition plan goals

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IEPQ Tip of the Month: Prioritizing Skills in the PLAAFP



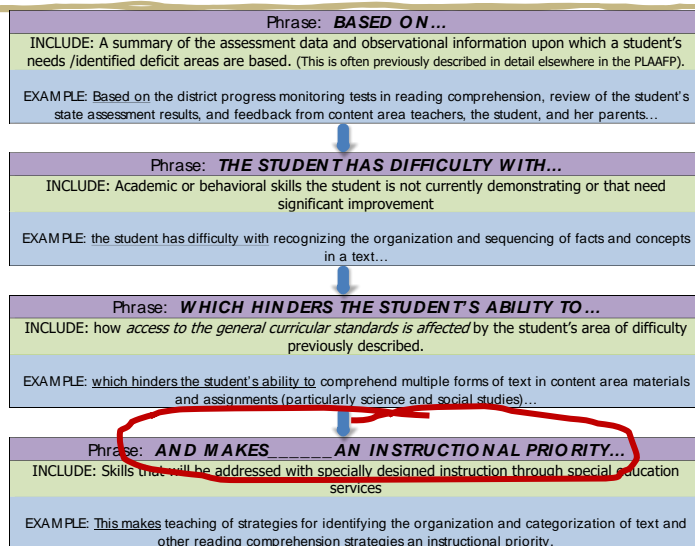
As a team, ask:

- *Where can the focus and instructional time be best targeted to provide this student with essential skills they will need both inside and outside of the school setting?*
- *Can the skills be addressed in the general education setting with the use of accommodations?*
 - If so, it does not need to be addressed as an IEP goal, unless the removal of the accommodation is prioritized by the IEP team.

If the student meets the goal,
celebrate!
Then update the IEP with goals to
address other skill needs.

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IEPQ Tip of the Month: Prioritizing Skills in the PLAAFP



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IEPQ Tip of the Month: Prioritizing Skills in the PLAAFP



Access IEPQ at: <https://sd.iepq.org>

home toolbox student scenarios resource library myIEP-Q sdd

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

Evaluation & Reevaluation

Transition

Present Levels of Academic Achievement & Functional Performance

Goals and Objectives/Benchmarks

Consideration of Standards

Measurable Annual Goal

Academic Goals

Functional Goals

Transition Goals

Procedure Codes / Reporting to Parents

Short-term Objectives / Benchmarks

Progress Codes / Comments

Accommodations

Assessment

Consideration of Special Factors

Least Restrictive Environment

Other IEP Topics

Measurable Annual Goal

Goal Assistants

With these Goal Assistants, you can start with a student's deficit areas and grade level and write annual measurable goals and objectives that will be aligned to State Standards and contain the 3 components of a well-written goal/objective (see below). They are designed to assist in ensuring best access to the general education curriculum, while still addressing a child's individual needs.

Prioritization of Goal Skills

Before writing goals, the IEP team should review the PLAAFP data and prioritize the skills that will be addressed with IEP goals for the coming IEP year.

Goals should address the areas of eligibility that require specially-designed instruction AND that are of most importance moving forward. Formal annual goals should be written **ONLY FOR DEFICIT AREAS** (and related skills) IDENTIFIED IN THE ELIGIBILITY DETERMINATION. Each of these deficit areas should be addressed by at least one goal.

SDDOE Information

SDDOE IEPQ tip slides video: Annual Goal Observable Measurable Behaviors

SDDOE IEPQ tip slides video: Considering grade level standards when writing an IEP

SDDOE IEPQ tip slides video: Annual Goal Conditions

SDDOE IEPQ tip slides video: Annual Goal Criteria for Mastery

SDDOE IEPQ tip slides video: Gathering Information about accommodations and modifications in relation to

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Accountability

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Private School Responsibilities

Child Find

- Track Initial evaluations (Indicator 11)
- Complete Re-evaluations

What services will district provide (yearly consultation)?

- Accredited private school
- K-12
- Individual Service Plan
- Do not receive FAPE services.

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Chronic and Acute Health

Comprehensive evaluation data must be collected to assist the team in determining if your child is a child with a disability and whether the child is in need of services. The following areas of evaluation are needed and will be administered or if noted, existing evaluation information will be used (Note: Skill-based assessment data in the suspected areas of disability will be gathered as part of the evaluations administered below):

<input type="checkbox"/> Academic Achievement	<input type="checkbox"/> Articulation	<input type="checkbox"/> Audiological
<input type="checkbox"/> Ability	<input type="checkbox"/> Language	<input type="checkbox"/> Ophthalmological
<input type="checkbox"/> Observation	<input type="checkbox"/> Fluency	<input type="checkbox"/> Chronic/Acute Health (Diagnosis)
<input type="checkbox"/> Adaptive Behavior (to include social)	<input type="checkbox"/> Voice	<input type="checkbox"/> Current Medical Data/Records
<input type="checkbox"/> Behavior	<input type="checkbox"/> Fine Motor	<input type="checkbox"/> Autism Specific Instrument
<input type="checkbox"/> Transition	<input type="checkbox"/> Gross Motor	<input type="checkbox"/> Orientation/Mobility
<input type="checkbox"/> Developmental (Cognitive, Adaptive, Motor, Communication, Personal/Social)	<input type="checkbox"/> Braille	

1. What does team need to determine eligibility?

2. Does it require a diagnosis in order to qualify (OHI, Orthopedic Impairment, Etc..)?

Chronic/Acute (Diagnosis) Health Box:

- Examples: ADHD, Asthma, ADD, diabetes, Epilepsy, Tourette syndrome, FASD, etc..

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• When do we check Current Medical Data/Records?

• For programming and needs of the student, does team require most updated medical information for the student?

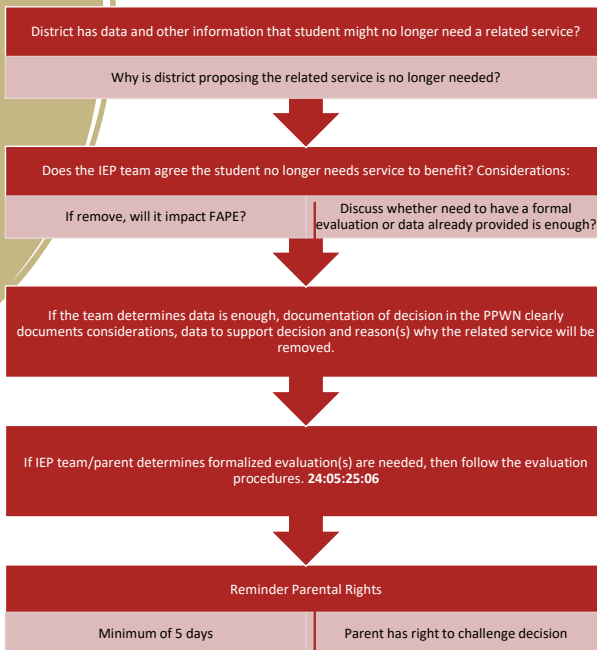
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Determination of Related Services

- **24:05:27:04. Determination of related services.** In deciding whether a particular developmental, corrective, or other supportive service is a related service, the **members of the IEP team** shall review the results of the individual evaluations used to determine the child's need for special education. Based on the specific special education services to be provided, **the team shall determine whether or not related services are required in order to assist the child to benefit from the special education program.**

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Related Service Dismissal Clarification



ARSD:
24:05:27:03
24:05:27:04
24:05:25:06

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Updates from Northern Plains Law Conference

Excerpts from Brandon Wrights session on “FAPE IN ACTION: What Does Educational Progress Look Like Five Years After Endrew F?

Miller, Tracy, Braun, Funk & Miller, Ltd.
www.millertracy.com

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ENDREW F. IN PRACTICE

A student's mastery of her IEP goals does not in itself demonstrate that she is making progress that is appropriate in light of her circumstances. Districts may need to look at a student's full educational record to determine whether she is receiving FAPE in a particular setting. In a case involving a Texas student, the student met 11 of her 17 IEP goals, the district pointed out that she was failing every academic subject, rarely interacted with peers, and engaged in disruptive behaviors. That evidence strengthened the district's argument that the student needed a special education placement for academic instruction. *H.W. v. Comal Indep. Sch. Dist.*, 81 IDELR 2 (5th Cir. 2022).



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Evaluation/ Reevaluations Importance

ENDREW F. IN PRACTICE

Z.B. v. District of Columbia, 888 F.3d 515 (D.C. Cir. 2018):

"The evaluation and information-gathering procedures of the IDEA are designed to position the IEP team -- composed of both school personnel and parents -- to create an IEP tailored to the student's special educational needs. Failure to follow those procedures may yield an IEP that is not appropriately tailored to the student, denying her an appropriate education."

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ENDREW F. IN PRACTICE

Z.B. v. District of Columbia, 888 F.3d 515 (D.C. Cir. 2018):

"Because an IEP must be tailored to the student's reasonably known needs at the time it is offered, the **underlying evaluation of the student is fundamental to creating an appropriate educational program.** ... The evaluation requirement 'serves a critical purpose: it allows the child's IEP Team to have a complete picture of the child's functional, developmental, and academic needs, which in turn allows the team to design an individualized and appropriate educational plan tailored to the needs of the individual child."

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Present Levels

- Discussed in the fall 2022 IEP workshops
- Present Levels Qualitative and Quantitative measures
- "Stranger" test
- Clear link to goals and objective

ENDREW F. IN PRACTICE

- ❖ Write the present levels, and then write the goals.
- ❖ The present levels must be current, and should also make reference to the most recent evaluation.

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ENDREW F. IN PRACTICE

- ❖ Present levels should be written with specificity, including both qualitative and quantitative measures of the student's performance, such that a "stranger" could write an appropriate goal for the student based on the present level statements.
- ❖ There should be a clear and objective link between the present levels and the goals, benchmarks, and objectives.

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ENDREW F. IN PRACTICE

The U.S. Department of Education has suggested that “In determining whether an IEP is reasonably calculated to enable the child to make progress, the IEP Team should consider the child’s previous rate of academic growth, whether the child is on track to achieve or exceed grade-level proficiency, any behaviors interfering with the child’s progress, and additional information and input provided by the child’s parents.” *Questions and Answers on Endrew F.* 71 IDELR 68 (OSEP, December 7, 2017): [Question

10, Page 4]

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Goals Should Be...

- Attainable and Ambitious
- Monitored for Progress
- Repeating goals may be that the district’s IEP is flawed.
- IEP goal should be written so anyone can implement

ENDREW F. IN PRACTICE

- ❖ A goal should be written for what the team expects the student to achieve within a year, so that the same goal is not repeated year to year. It must be **attainable**, but **ambitious**.
- ❖ A student’s failure to make measurable progress towards goals, and the team’s repeating IEP goals that the student has still not mastered, can be evidence that the district’s IEP is flawed.

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Northern Plains Law Conference

October ,

ENDREW F. IN PRACTICE

- ❖ Goals should be expressed in objective terms so that the team can make an analysis of whether the child was making progress.
- ❖ An IEP goal is appropriate if a person unfamiliar with the IEP would be able to implement the goal, implement the assessment of the student’s progress, and determine the student’s progress was satisfactory.

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Data

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Indicator 7

SD STARS

Reports ▾

SP.008.00-X – Child Outcomes Summary Form
 SP.009.00-X – Indicator 7 - Social Emotional Skills
 SP.010.00-X – Indicator 7 - Acquiring Knowledge and Skills
 SP.011.00-X – Indicator 7 - Use of Appropriate Behaviors
 SP.012.00-A – Children with No Assignments
 SP.013.00-A – Part B Indicator 7 Child List

Provides a list of children that could not be included in the federal reporting for Indicator 7 Preschool Outcomes as well as the children's BDI data.

[SP.012.00-A – Children with No Assignments](#)

Why is the student shown in Children with No Assignments?

Program : Note 1	Program : Note 2

Missing Program Note or Program Label

Other reasons:

Name

DOB

Missing scores/incomplete assessment

Debra.willert@state.sd.us

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Preparing for Child Count

To Prepare

- Pull data from Infinite Campus and begin reviewing
- Make corrections in campus prior to December 1st
- IEP's must be in effect and student receiving services on December 1 for the student to be counted on child count.

Timelines for December 1st, 2022 Child Count

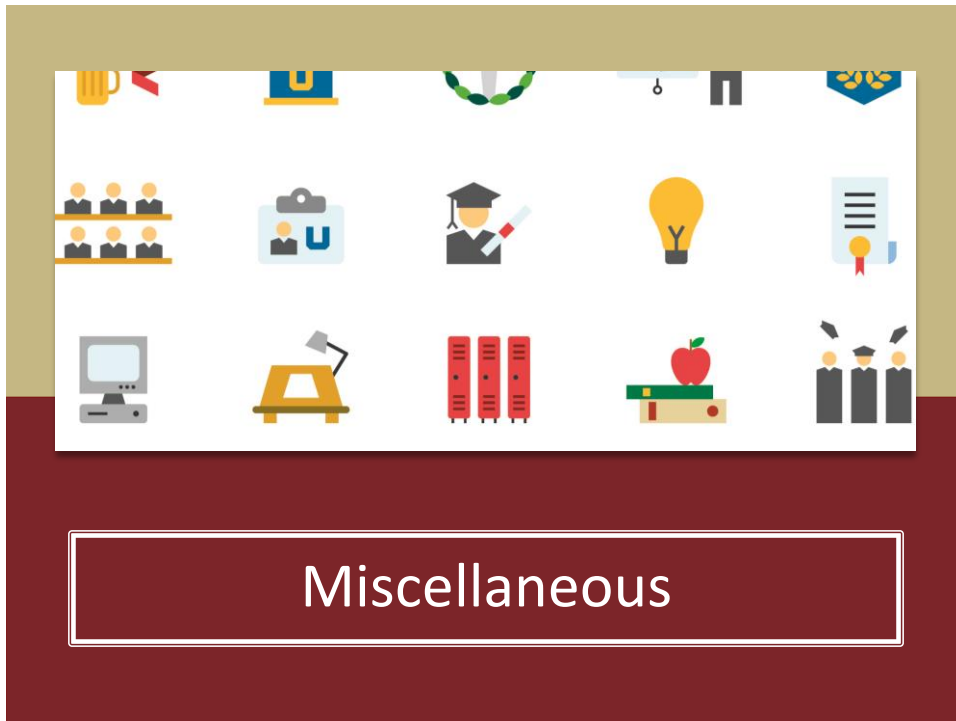
- Districts begin uploading December 1st
- Child count must be submitted by January 13, 2023
- Superintendent Final Certification by February 17, 2023
- Child Count submission information available at <https://doe.sd.gov/ofm/data-childcount.aspx>

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Indicator 8 Results: Parent Involvement

- Districts statewide met the 2021-2022 target. Over 81% of respondent parents reported that their school facilitated parent involvement.
CONGRATULATIONS!
- Full district reports are on SD-STARS Special Ed Community page.
- Districts under the targets for survey response rate (10%) or positive parent involvement (81%) were notified last week.
 - Response Rate: How can your district get more parent surveys distributed and collected?
 - Parent Involvement: How can your district increase communication, partnership, IEP involvement, and information to parents?
- Questions about parent surveys: stacy.holzbauer@state.sd.us

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- 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 with eligibility decisions?
- 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 7th in Rapid City or November 9th in Sioux Falls.

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

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Alternate Assessment – District 1% Justifications

- Recent clarification on District 1% Justifications per the Elementary and Secondary Education Act (ESEA):

- States must:
 - Not prohibit an LEA from assessing more than 1.0% with an AA-AAAS.
 - Require that an LEA submit information justifying the need of the LEA to assess more than 1.0% of its assessed students with an AA-AAAS.
 - Provide appropriate oversight, as determined by the State, of an LEA that is required to submit information to the State.
 - Make the information submitted by an LEA publicly available.

- SD DOE must follow these federal requirements.

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Alternate Assessment – District 1% Justifications

- Letters were sent last week to districts needing 1% Justifications.
 - We understand that some districts are over 1% participation due to small enrollment or district demographics.
 - District 1% Justifications should explain district circumstances and district procedure for correctly identifying student participation.
- Letters also included if a district had Red Flag students.
 - Red Flags include certain disability categories, placement, highest skill level entered, or highest score achieved, on the MSAA system.
 - This is a great opportunity for districts to consider if their students are being challenged to their fullest potential in the general education curriculum.
 - Remember: Participation on the alternate assessment is made in the best interest of the student by their local IEP team.

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Alternate Assessment – District Support

- **Eligibility Guidance** and Criteria are on the DOE website:
- [Guidance for IEP Teams on Participation on the Alternate Assessment](#)
- [Participation Guidelines – Eligibility Form](#)
- [Documentation of Evidence Worksheet](#)
- **Virtual Training** on determining alternate assessment eligibility will be available next month on GoSignMeUp.

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Alternate Assessment – District Contact

- If you have students taking the spring 2023 Multi-State Alternate Assessment (MSAA):
 - **Identify** your district's point of contact for the MSAA.
 - **E-mail** the person's name and email address, along with your district name, to DOEassessment@state.sd.us by **October 21, this Friday.**
- Questions about alternate assessment eligibility:
 - Stacy Holzbauer, Alternate Assessment Coordinator
 - Stacy.holzbauer@state.sd.us or 605-295-3441

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- Free, online tutoring for South Dakota K-12 students
- One-on-one tutoring with teacher-prep candidates
- Registration must be completed by the parent
- Our Dakota Dreams: <https://ourdakotadreams.com/launch-your-dream/online-tutoring-program/>
 - Flyers
 - Sample messaging
 - Toolkit

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Next Monthly SPED Webinar

November 15th, 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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