

# Monthly SPED Webinar

Special Education Programs  
2024-2025 School Year  
October 15, 2024



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Division of  
Developmental  
Disabilities

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Dakota at Home to Supports  
DDD Services Overview



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## Effective Practices

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### THING TO CONSIDER WITH BEHAVIOR PLANS AND GOALS

1. The Behavior Plan is part of the IEP.
2. For Manifestation Determination purposes-is Behavior Plan being implemented correctly?
3. Do the plan and the student's goals address the missing SKILLS?
  - a. What's the current behavior we need to focus on?
  - b. Why is the student choosing this behavior?
  - c. What do we want them to do instead of there current behavior?
  - d. What SKILLS do we need to teach them for success?

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## BILLY'S GOALS

Billy screams and hits his classmates when they have an object he wants. When he screams and hits, his classmates gives him the object. Staff have decided they want Billy to ask for desired objects appropriately.

- What's the current behavior we need to focus on?
- Why is the student choosing this behavior?
- What do we want them to do instead of there current behavior?
- What SKILLS do we need to teach them for success?

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## WHAT WOULD YOU CHANGE?


Goal: When he wants an object, Billy will ask classmates for desired objects appropriately with 80% accuracy, 9 out of 10 times.

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## CONSIDER:

- When Billy wants to use an object currently in use by another student, he will use one of the two **previously taught phrases** (can I have a turn, when you're done, can I have that) with less than two prompts from staff, 8 out of 10 times in a one-month period, as measured by observations and documentation.
  - What's being taught?
  - How is it being taught?
  - Where is it being taught?

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WHAT HAPPENS  
WHEN BILLY  
DOESN'T GET THE  
RESPONSE HE  
WANTS?

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## SECOND GOAL:

- When Billy becomes upset, frustrated, or angry, he will use a **previously taught**, self-regulation/coping strategy (movement break, deep breathing, quiet space break, deep pressure/heavy work activity, etc.) to avoid engaging in unsafe behavior, with one reminder, on 4 out of 5 opportunities, as measured by observations and documentation.

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## SPED Connection Highlights

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

- [Hello stranger: Clarify when, how advocates can participate in IEP meetings](#)
- [IEP team member can wear multiple hats including serving as APE expert](#)
- [Headed in the right direction: OCR data show decline in 504, ADA filings against S.D. districts](#)
- [Retain special educators by prioritizing mental health, social-emotional well-being](#)
- [Use caution when taking advantage of artificial intelligence in special education](#)
- [Educational placement versus location: What's the difference?](#)

Join the  
SpedConnection  
email Listserv



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

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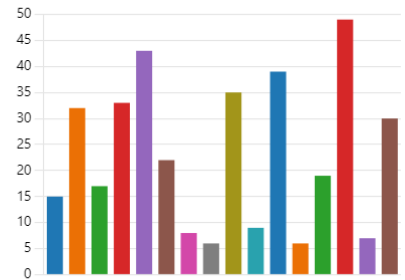


# Accountability

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## 2023-2024 Internal Review Reporting

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# 24-25 Internal Review Submission

- Internal Review requirements:
  - Between July 1, 2024 to June 1, 2025
  - Each case manager for a district will select 1 file to complete an internal review.
  - Staff should provide feedback in the comments section to help district administrator identify areas of training needed.
  - Information and example documents found at [Accountability Website](#) under Results Driven Accountability (RDA)



**Information to submit by administrator:** The district Sped Director will submit district level areas identified as professional development needs.

- Submit at <https://forms.office.com/g/Y4ND5zBUjp> or use the QR code.

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## POLICY, PROCEDURE, AND PRACTICE (PART 2)

- September discussion
- Positive reasons to have internal written procedures
  - Staff turnover
  - Identify areas to improve efficiency
- What if we don't have written procedures or areas that are missing?
  - Identify an area to start drafting
  - Where might we store the written procedures?
  - How will staff access it?
- Every monthly call will have an area for written procedures and some suggestions/examples.



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## WHAT IS THE DISTRICT'S CHILD COUNT PROCEDURES?

All students eligible and have an IEP in place on December 1

- When do you start the validation process?
- What resources will the district or staff need?
- Who will be involved and what will they do?

This snapshot example is a starting point. Your written procedures will be developed based on what fits the district.

The School District will utilize resources provided by the SDDOE for accurately reporting the Special Education Child Count, including the following:

- Student Data Collections Desk Guide - <https://doe.sd.gov/ofm/documents/DeskGuide-0824.pdf>
- December Child Count Data Collection PowerPoint - <https://doe.sd.gov/ofm/data-childcount.aspx>
- The case managers have access to the LRE Calculator:
- Case managers also have access to the District SIMS Data Sheet - <https://doe.sd.gov/sped/documents/SIMSReport-1122.pdf>

Procedures:

- For new students to the District:
  - The Administrative Assistant will get the special education records to the respective Special Education Case Manager.
  - The Case Manager and Administrative Assistant will enter the Child Count information and start date into the State's Information Management System – Infinite Campus.
  - The Case Manager will start a new student record in Sped Advantage, the District's special education paperwork management system.
- When changes are made to a student's IEP:
  - The Case Manager will complete a SIMS sheet and give it to the Administrative Assistant to enter changes.
- When a student exits special education:
  - The Case Manager will complete a SIMS sheet and give it to the Administrative Assistant or to the Special Education Director to enter an exit date and exit code.
- Child Count Verification Procedures:
  - Periodically throughout the school year, the Special Education Director sends PDF copies of the Child Count report to the Case Managers to check and verify. Each Case Manager prints their own copy, highlights the name of each student on their caseload, checks the information, and marks the errors or notes any students who are missing from the report before sending it back to the Special Education Director for corrections on Infinite Campus.
  - For the December 1 Child Count, the District follows the procedure above, but the Case Managers are also required to provide copies of the signed front pages for each IEP that

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## INITIAL EVALUATION TIMELINE EXTENSION OF EVALUATIONS

**ARSD 24:05:25:03.02. Exception to initial evaluation timeline.** The timeline described in § 24:05:25:03 does not apply to a school district if:

- (1) The parent of a child repeatedly fails or refuses to produce the child for the evaluation; or
- (2) A child enrolls in a school of another school district after the relevant timeline in § 24:05:25:03 has begun, and before a determination by the child's previous school district as to whether the child is a child with a disability.

The exception in this section applies only if the subsequent school district is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and subsequent school district agree to a specific time when the evaluation will be completed.

Extenuating circumstances that might result in an extension:

- Waiting for an outside autism evaluation
- Student ill for majority of testing timeline
- Scheduling issues with the parent

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## INITIAL EVALUATION TIMELINE EXTENSION OF EVALUATIONS CONT...

In the Indicator 11 submissions, SEP is noticing a pattern of extensions occurring. One common situation is the questionnaire or rating scales that are given to parent/teacher/provider, etc. not being returned within the 25 school days. What would be the process to determine if an extension is needed in this case?

1. What is the reason the form is not getting returned and what are the district's steps to support.
2. Does the missing rating scale or questionnaire perspective impact the validity and reliability of the assessment for eligibility?
  - a. If yes, then need to communicate with the parent about the reason for the extension and timeline. Document the agreement, preferably on the PPWN consent form.
  - b. If no, the IEP team may meet to determine eligibility. Document on the PPWN the questionnaire or rating scale was not returned, why the team moved forward without it, and what will happen if returned at a later date.

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## INITIAL EVALUATION TIMELINE EXTENSION OF EVALUATIONS CONTINUED...

- Review your districts Indicator 11 data
- Look for patterns of extensions such as:
  - Reasons not completed on time
  - Disability Categories
  - Types of evaluations being conducted that require extensions
  - Etc.
- When a district has several, similar reasons for requesting extensions, the district should consider how they can intervene to stop that pattern.
  - What support can the district provide to receive evaluations back?
  - Are the district evaluation procedures being implemented correctly?
  - Who is available as backup for evaluations in case an evaluator is not available due to emergency?
  - Does the district need to review, revise, and/or train on their evaluation procedures?

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## TRANSITION FROM PART C TO PART B REMINDER

- When receiving a referral to evaluate a Part C (Birth to Three) student
  - The district must obtain a consent for services that aligns with Part B requirements
    - ARSD 24:05:25:02.01. Parental consent for initial evaluation
    - ARSD 24:05:30:05. Content of notice
- Part C to Part B transition timeline
  - <https://doe.sd.gov/sped/documents/TransitionsTimeline.pdf>

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## Least Restrictive Environment - Placement

### **ARSD 24:05:28:01. Least restrictive program to be provided.**

- It is the LEAs responsibility to provide FAPE by determining the students least restrictive environment
  - Determine whether the district can satisfactorily educate the student in the general education setting with the use of supplementary aids and services
  - Focus on the students' needs and what setting will meet the students needs
    - Not based on
      - Disability category
      - Funding
      - Availability of settings (i.e. district general ed preschool)
      - District or individual preferences

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# Preschool LRE Resources

## SPED Connection Resources

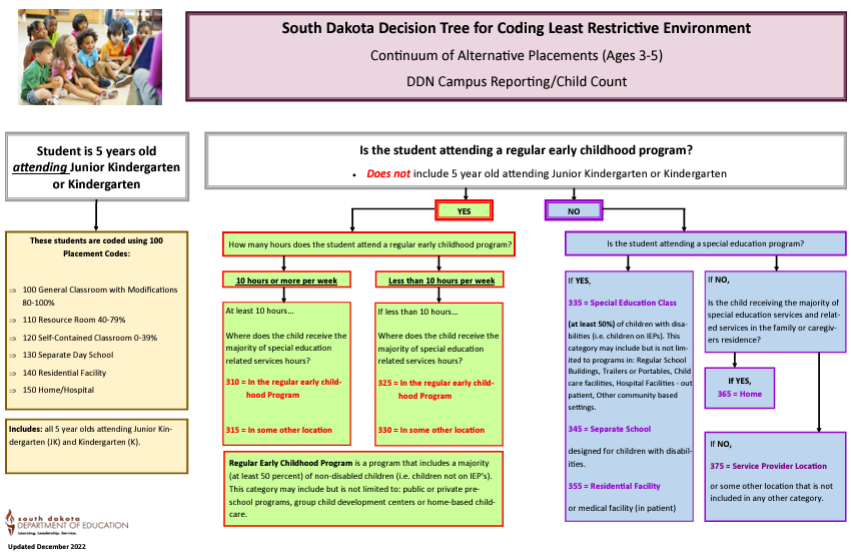
- OSEP reiterates LRE's application to preschool settings
- SmartStart: Placement -- Placing Preschoolers
- SmartStart: FAPE -- Entitlement to FAPE

## Office of Special Education Programs

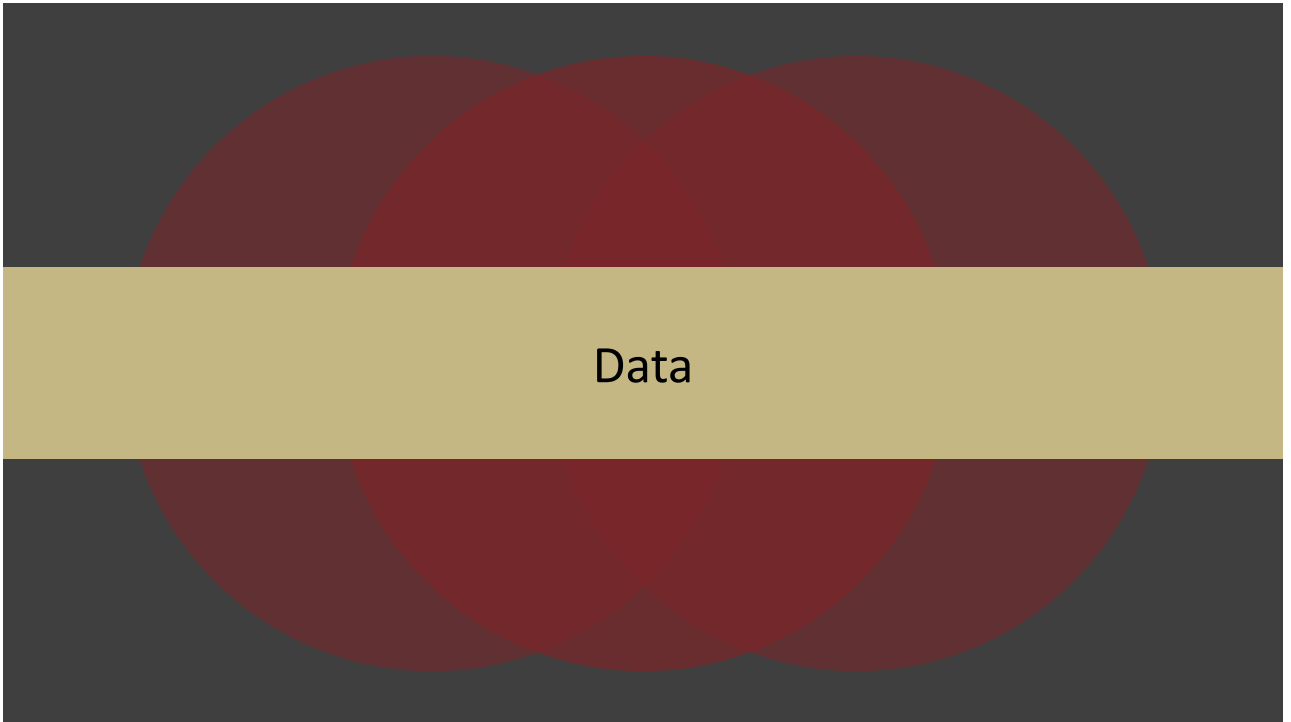
- Dear Colleague Letter: Preschool Least Restrictive Environments; January 9, 2017

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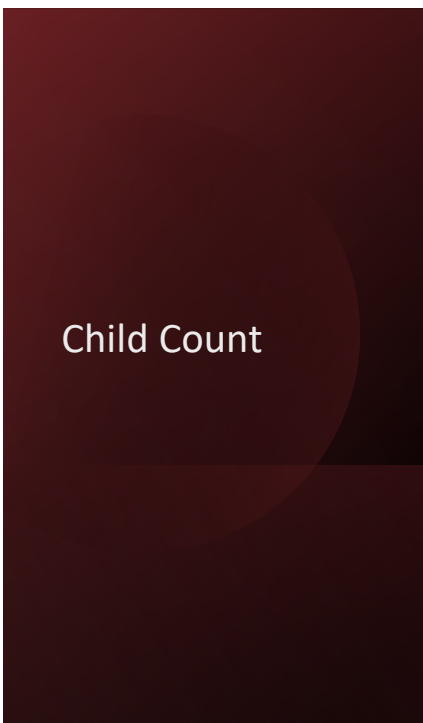
# Preschool LRE – Decision Tree



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### To Prepare

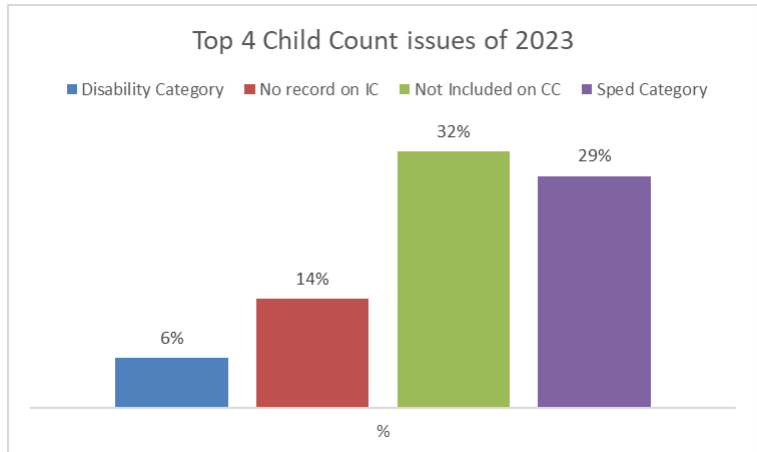
- Pull data from Infinite Campus and begin reviewing
- Make corrections in campus prior to December 1st
- IEP's must be in effect and student receiving services on December 1 for the student to be counted on child count.

### Timelines for December 1st, 2024 Child Count

- Districts begin uploading December 1st
- Child count submission date will be available soon
- Superintendent Final Certification date will be available soon
- 2024 Child Count submission information available soon at <https://doe.sd.gov/ofm/data-childcount.aspx>

To reset your login credentials, please send an email to: [mdrezwane.sadik@state.sd.us](mailto:mdrezwane.sadik@state.sd.us)

## Child Count



IC- has Disability of 560;  
CC- reported Disability of 505.

IC- SPED Category of 100;  
CC- SPED category of 110.

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## 1% District Justifications – Alternate Assessment

- DOE is federally required to collect [1% Justifications](#) from any district exceeding 1% participation in alt assessment. Districts needing 1% Justifications were notified this month.
- Compiled justifications will be publicly available in November; contact [Stacy Holzbauer](#) for a copy.
- Reminders:
  - Federal 1% cap is on **statewide** participation in alternate assessment.
  - Districts should NOT be creating/enforcing local 1% caps on student participation.
  - Assessment decisions are INDIVIDUALIZED, by IEP teams, per the [Alt Assessment Participation Form](#).
  - Ensure Infinite Campus box for "Participates in Alt Assessment" is accurate before Dec 1.
- Other Resources:
  - Full guidelines: [Alternate Assessment Participation Guidelines](#)
  - On-demand webinar: [Identifying Alternate Assessment Participation](#)
  - DOE procedure: [1% Monitoring Procedure](#)

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# Indicator 14 Appendix A

## Friday, November 1

- 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 [Indicator 14 – Appendix A, How-To Guide \(sd.gov\)](#)
- Contact Lori ([Lori.Kwasniewski@state.sd.us](mailto:Lori.Kwasniewski@state.sd.us)) if student:
  - Returned to school
  - Listed twice
  - Transferred to another district

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Miscellaneous

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# ADMINISTRATIVE RULES

The following rules have been updated...

- [24:05:30](#)
- [24:05:30:11](#)
- [24:05:30:13](#)
- [24:05:30:08.03](#)
- [24:05:30:08.04](#)
- [24:05:30:09.04](#)
- [24:05:30:08.12](#)
- [24:05:30:08.13](#)

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## [EXT] E-Subscribe Rules



My LRC <My\_LRC@sdlegislature.gov>

To Turner, Linda

Retention Policy 2 Year Delete (Default) (2 years)

Expires 10/14/2026



The following rules on your E-Subscribe list have been updated...

- [24:05:30](#)
- [24:05:30:11](#)
- [24:05:30:13](#)
- [24:05:30:08.03](#)
- [24:05:30:08.04](#)
- [24:05:30:09.04](#)
- [24:05:30:08.12](#)
- [24:05:30:08.13](#)

You have chosen to receive this email through options you selected in [E-Subscribe](#) page. If you no longer wish to receive these messages, logon and remove the email option from the Rules section.

# STAY UP TO DATE ON LAWS AND RULES

[SUBSCRIBE TO MY LRC](#)

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# Learning Session Opportunity

Sponsored by Progress Center:

- [Pedaling Toward Progress: Understanding FAPE Through Legal Frameworks and Lessons Learned from the Field.](#)
  - Click on link to register.
- October 30, 2024 from 2:00 - 3:00 pm CT.



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# 2025 SPED Conference

- **Conference Website:** <https://centerfordisabilitiesouthdakota.wordpress.com/>
- **Registration:** Early bird registration opens November 15.
- **Presentations:** If you have a presentation idea, e-mail [Pat.Herman@usd.edu](mailto:Pat.Herman@usd.edu). Applications to present are due December 1.

SOUTH DAKOTA  
SPECIAL EDUCATION  
CONFERENCE

## Adventure Awaits

MARCH 18-19, 2025  
THE MONUMENT  
RAPID CITY



**Keynote Speaker**  
Tuesday, March 18  
**JJ KENT**

Kent is a musician and educator who is a descendant of his grandmother's full-blooded Muskogee heritage. He is also the adopted son of a full-blooded Lakota woman from the Oglala band. JJ is immersed in the proud lineage of both these indigenous nations. He received his Lakota name Wicasa Ho Waste' (which means "Good Voice Man") from his adopted Oglala mother.





UNIVERSITY OF  
SOUTH DAKOTA  
SANFORD SCHOOL OF MEDICINE  
**Center for Disabilities**



**south dakota**  
DEPARTMENT OF EDUCATION  
Learning. Leadership. Service.

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## Title II Updates

### Accessibility of Web Content and Mobile Apps



#### Who is impacted

State and local governments  
 Public schools, Community Colleges and Universities  
 All entities that contract with the above  
 (third party web hosting services and mobile apps)



#### When

Large public entities of 50,000 or more will have two years to meet these new standard: **April 24, 2026**  
 Small public entities of less than 50,000 will have three years: **April 24, 2027**



#### Benefits of assistive technology

Blind, color blind, or low vision  
 Dyslexia, dyscalculia, dysgraphia or ADHD  
 Deaf and hard of hearing  
 Aging population

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## Title II Updates

### Accessibility of Web Content and Mobile Apps



**ADA.gov**

U.S. Department of Justice  
 Civil Rights Division

[Fact Sheet: New Rule on the Accessibility of Web Content and Mobile Apps Provided by State and Local Governments | ADA.gov](#)

[Guidance on Web Accessibility and the ADA | ADA.gov](#)

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<https://us02web.zoom.us/j/82745947779?pwd=8bw7jBzZpWHIScVrWDDlbTUl7xnPCA.1>

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**Next SPED Webinar**

**November 19, 2024**

Child Count Procedures will be covered during the Nov. webinar

**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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