

Monthly SPED Webinar

SPECIAL EDUCATION PROGRAMS
2023-2024 SCHOOL YEAR
OCTOBER 17, 2023



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Effective Practices

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Paraprofessional Requirements

Special Ed Requirements:

- **24:05:16:16.01. Paraprofessionals and assistants.** Paraprofessionals and assistants who are appropriately trained and supervised in accordance with this section may be used to assist in the provision of special education and related services to children with disabilities under Part B of the Individuals with Disabilities Education Act. At a minimum, the following standards must be met:
 - Paraprofessionals must have a high school diploma or GED;
 - Paraprofessionals must work within defined roles and responsibilities as identified by the school district;
 - Paraprofessionals must work under the supervision of, and be evaluated by, certified staff; and
 - Each school district must describe the training to be provided paraprofessionals in the staff development component of the district's comprehensive plan under § 24:05:16:05.

Title Requirements: Paras require 48 credit hours, associates degree, or passing score on para pro Praxis

- All paras in Schoolwide programs – regardless of funding
- Paras funded with Title funds in Targeted programs

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Parent Guide to the SPED Process

- ▶ New guide to share with parents when providing Parental Rights to assist in understanding the special education process starting at referral
- ▶ English and Spanish versions are available online at <https://doe.sd.gov/sped/parentalrights.aspx> under "Documents"
- ▶ A limited number of copies will be provided to each public school district and will be sent to the special education director



PARENT GUIDE TO THE SPECIAL EDUCATION PROCESS





March 2023

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October is Dyslexia Awareness Month

Dyslexia Defined: Dyslexia is a learning disability that is neurological in origin. It is characterized by difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities.

(See full definition at <https://sdlegislature.gov/Statutes/13-37-28.1>).

MYTHS VS. FACTS	
Breaking down the truth about dyslexia.	
MYTH	FACT
 <p>Dyslexia is a reading disorder that is based in vision problems, which causes people to read backward or mix up b and d.</p>	 <p>Dyslexia is a brain-based disorder associated with impairments in the brain regions associated with manipulation of sounds, not vision.</p>
 <p>People with dyslexia cannot learn to read.</p>	 <p>Reading may require significantly more effort and academic support for someone with dyslexia, but these students can learn to read!</p>

See Full Infographic – [Dyslexia Myths vs Facts](#)

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October is Dyslexia Awareness Month

Resources:

For Families:

- ▶ [SD DOE Dyslexia Brochure](#)
- ▶ National Center on Improving Literacy – [Understanding Dyslexia Toolkit](#)
- ▶ International Dyslexia Association – [Dyslexia Fact Sheets](#)

For Schools:

- ▶ [SD DOE Dyslexia Handbook](#)
- ▶ National Center on Improving Literacy – [Supporting Students with Dyslexia Toolkit](#)
- ▶ International Dyslexia Association – [Dyslexia in the Classroom Guide](#)



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Updated MTSS Resources

- ▶ Revised MTSS logo – 4 Key Components
- ▶ [MTSS Manual](#) – Updated Fall 2023
- ▶ One-Page Handouts
 - ▶ [MTSS Overview](#)
 - ▶ [MTSS RTI Overview](#)
 - ▶ [MTSS PBIS Overview](#)



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MTSS Informational Webinar

- ▶ Learn more about MTSS RTI and MTSS PBIS.
- ▶ Apply to join the 2023-2024 MTSS Cohort.
- ▶ Tuesday, October 24th - 4:00 to 5:00pm Central
- ▶ Zoom Link: <https://state-sd.zoom.us/j/99150335030>

Webinar will be recorded and posted on the SD MTSS webpage.



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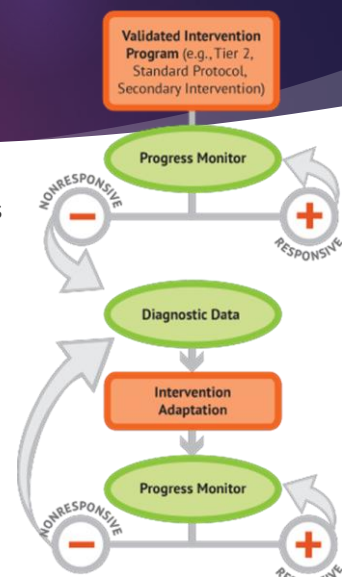
Data-Based Individualization Training

Training Purpose: To support school teams in developing a data-driven process to intensify and individualized Tier 2 and 3 intervention supports in an MTSS framework.

Training Information

- ▶ **Face to Face Training:** November 8 and 9 (9:00am - 4:00pm Central)
- ▶ **Location:** Pierre, SD
- ▶ **Follow-Up Webinar:** November 15 (4:00 - 5:00pm Central)
- ▶ **Trainer:** Dr. Stacy Hirt, National Center on Intensive Intervention

Participants who attend the face-to-face training, the virtual webinar, and complete the post training evaluation survey will receive 13 CECH.



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Self-Paced Trainings

- ▶ One-hour self-paced courses for one CECH are available on [Canvas](#)
 - ▶ [Writing IEP Goals with Core Content Connectors](#)
 - ▶ [Alternate Assessment: Identifying Student Participation](#)
 - ▶ [Improving Parent Involvement in the IEP Process](#)
- ▶ Enroll at <https://sded.sd.gov/> through December 22
- ▶ Contact Stacy.Holzbauer@state.sd.us with questions

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Accountability

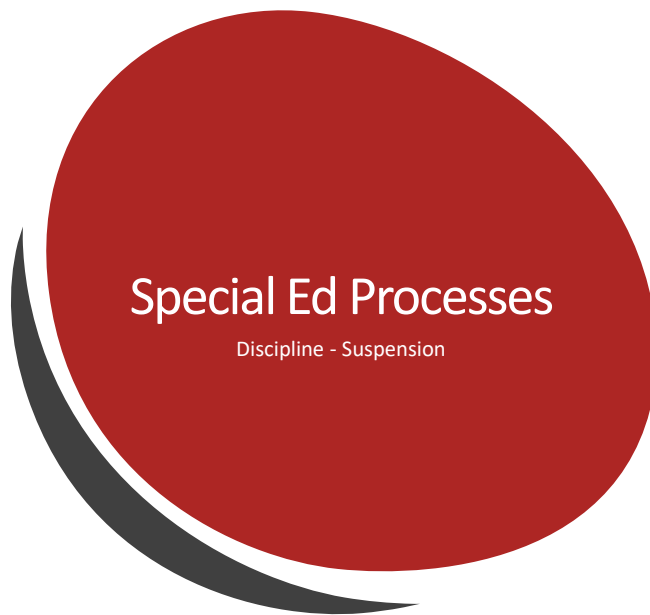
COMPLIANCE POLICY, PRACTICES, AND PROCEDURES

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Special Education Comprehensive Plans

- ▶ Child Find
 - ▶ Individual district must document
 - ▶ Name and title of person responsible
 - ▶ Description of public awareness campaign and how reach out to all eligible such as alternative instruction students and private schools.
 - ▶ How going to track efforts
 - ▶ [ARSD: 24:05:22:01](#)
- ▶ Independent Educational Evaluations (IEE)
 - ▶ Provided at no cost to parent
 - ▶ Information about where an IEE maybe obtained.
 - ▶ Criteria for evaluators are qualified and evaluation instruments.
 - ▶ Best practice provide cost thresholds with options for unique circumstances for things like mileage reimbursement, conducting evaluation, etc.
 - ▶ [ARSD 24:05:30:03](#)

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Most Important Things to Know About Special Education Suspension!

Suspensions

- Anytime a student is sent home for behavior reasons
- Calling a parent and suggesting they pick their child up even if not formally documented

Second Most Important Thing to Know

After day 10 of suspension

You MUST

provide the services indicated in the IEP

❖ Days 1-10 No services-unless you want to

❖ Day 11 and beyond=Services

What is a Day?

- School day: Any day, including a partial day, that students are attending school for instructional purposes.
 - Early out days = full day
 - Late start = full day

What is Change of placement?

Change of Placement (COP) means the bundle of services being provided in the IEP, not necessarily the physical placement or where the child is receiving services



Change of Placement (COP) RULE

24:05:26:02.01. Change of placement for disciplinary removals. For purposes of removal of a student with a disability from the student's current educational placement under this chapter, a change of placement occurs if:

- (1) The removal is for more than ten consecutive school days; or
- (2) The student is subjected to a series of removals that constitute a pattern because:
 - (a) They cumulate to more than ten school days in a school year;
 - (b) Of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another; and
 - (c) The student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals.

The public agency determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

On the 11th Day of Suspension

School decides if there is a COP:

1. Student has received one suspension for greater than 10 consecutive school days= automatic COP OR
2. Student has received a pattern of removals totaling greater than 10 days
 - a) length of removal
 - b) proximity of the removals to each other
 - c) behaviors are similar

School and teachers determine:

1. What educational services the student is to receive so they can
 - a) Continue to participate in the general curriculum, although in another setting AND
 - b) Progress toward meeting IEP goals

School Decides “No, it is not a COP”

No pattern or

Not one removal over 10 days

Then

School and teachers determine services needed for student to participate in the general curriculum AND progress toward IEP goals

Caution!

It's better to say it's a COP and hold the manifestation determination meeting

- You still need to provide services
- If you are suspending a student this often, the team should meet be meeting to discuss behaviors

- The Manifestation Determination (MD) meeting must be held within 10 school days of the change the child's placement because of a code of disciplinary removal
- The School must:
 1. Provide **Procedural Safeguards Notice** to guardians
 2. Conduct a MD meeting with the IEP team within 10 school days of decision to change placement.

School Decides
"Yes, it is a COP"

What happens at the MD meeting?

- Review information about the current incident
- Review all student's behavior information
- Some possible questions to think about:
 1. Are the current goals, strategies and placement appropriate?
 2. Were the components of the IEP implemented as written?
 3. Did the student's disability impair his/her ability to comprehend the situation?
 4. Did the student's disability impair his/her ability to control their behavior in the situation?

At the Manifestation determination meeting

The IEP Team should document

1. Was the behavior a direct result of the failure to implement the IEP?
 - a. Behavior plans are a part of the IEP
2. Was the behavior caused by or have a direct and substantial relationship to the student's disability?

Team Decides “**Yes**, the behavior is a manifestation of the disability or the IEP was Not Implemented Correctly”

- The IEP Team must:
 - ❖ Conduct a Functional Behavior Assessment (FBA) if one has not been conducted or review the existing one
 - ❖ Implement a new Behavior Support Plan (BSP) or modify the existing one **AND**
 - ❖ Return student to **previous placement**

If Team Decides “**No**, the behavior is NOT a manifestation of the disability and the IEP was Implemented Correctly”

- What educational services the student is to receive so they can:
 - ❖ Continue to participate in the general curriculum, although in another setting AND
 - ❖ Progress toward meeting the IEP goals, (provide IEP services) AND
 - ❖ Receive, as appropriate, an FBA and BSP and modifications to address the behavior violations so it does not recur.

In School Suspension (ISS)

Currently does not count towards the 10 days if:

1. Student is afforded the opportunity to continue to appropriately participate in the general curriculum

2. The student continues to receive IEP services
AND

3. Student continues to participate with nondisabled peers to the extent they would have in their current placement

- ❖ If these three things are not occurring, it should be considered OSS and would count towards the 10 days
- ❖ Does the ISS room only have special education students?
- ❖ Talk with your school attorney to get their interpretation of this rule.

The “Big 3”

- **Drugs:** A controlled substance that is illegally possessed
- **Dangerous Weapon:** A weapon, device, instrument, material, or substance, animate or inanimate that is used for, or is readily capable of causing death or serious bodily injury- does not include a pocketknife with a blade of less than 2 ½ inches
- **Serious Bodily Injury:** Involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or loss or impairment of bodily member, organ, or mental faculty.
- Removal to an interim alternative educational setting (IAES) for not more than 45 days REGARDLESS IF THE BEHAVIOR IS DETERMINED TO BE A MANIFESTATION OF THE CHILD'S DISABILITY.

Suspensions for the “Big 3”

Weapons, Drugs, Sever Bodily Injury

- Still need to do a manifestation determination but results of the meeting do not change the placement determination.
 - Do not need to return the student to class
- Must determine the services that will be provided
 - Must be selected so as to enable the child to continue to participate in the general education curriculum and progress toward meeting the IEP goals
 - Need to look at it on a case- by -case basis as to where services are provided

IAES RULE

- **24:05:26:09.02. Determination of interim alternative educational setting.** The student's IEP team shall determine the interim alternative educational setting in which a student is placed under §§ 24:05:26:08.01, 24:05:26:02.01, and 24:05:26:09.05

Students suspected of having a disability

- Applies to students SUSPECTED of having a disability
 - If evaluation process has started
 - Parents have requested and evaluation
- Does NOT apply if:
 - Parent has refused evaluation
 - Student was evaluated and not found to have a disability

Frequently asked Questions

1. Do we need to hold a MD meeting every time a student is suspended after the 10 days
 - ❖ Yes
2. What if parent wants to take their student home after a behavior incident has occurred?
 - ❖ Maybe- does the parent feel obligated to take the student home?
3. If a student transfers in with suspensions, do we count those days?
 - ❖ Yes towards the 10 days for MD
 - ❖ No for reporting on the State Performance Plan
4. Can we hold the MD meeting if parents refuse to come?
 - ❖ Yes, make "reasonable attempts" to have them attend, document and follow your district policies for IEP meetings
5. Do we need consent to do the FBA
 - ❖ Yes, need to make reasonable efforts to obtain consent, but considered a re-eval so if no response from parents, can proceed

Functional Behavior Assessment (FBA)-Behavior Intervention Plan (BIP) Training

Individual student behavior

- ▶ **Sioux Falls**
 - ▶ October 26-27
- ▶ **Rapid City**
 - ▶ November 2-3
- ▶ Registration is open at: <https://doe.sd.gov/SDED/index.aspx>
(search behavior)
- ▶ Who should attend
 - ▶ Administrators
 - ▶ Special education staff
 - ▶ General education staff
 - ▶ Behavior specialists
 - ▶ Support staff working with students with challenging behaviors
 - ▶ Having staff attend as a team can be very beneficial

Training Objectives

- Learn the critical components of function-based assessment
- Identify when an FBA-BIP is necessary
- Identify the steps for conducting an effective FBA
- Develop evaluation plan
- Contact Becky Cain at Rebecca.cain@state.sd.us

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Data

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Progress Through the Year

Indicator 6 Least Restrictive Environment

Students aged 3-5

- WHERE IS DATA COLLECTED?
 - Infinite Campus (IC) – CHILD COUNT
- WHO COLLECTS THE DATA?
 - IEP team – district policy on entering IC
- HOW IS DATA COLLECTED?
 - Entering least restrictive environment codes into special education fields within IC based on IEP team decision
- WHEN IS DATA COLLECTED?
 - December 1 of each year – on going throughout the year
- WHY IS DATA COLLECTED?
 - Increase the percent of children with IEPs ages 3, 4, 5 who are enrolled in a preschool program and receiving services in the early childhood setting with non-disabled peers.

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Data

FFY 21 SPP/APR Data – Aged 3 through 5 Results

Preschool Environments	Number of children with IEPs aged 3-5	Total number of children with IEPs age 3-5	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	395	1,851	21.76%	22%	21.34% (needs to increase)	Did not meet target	No slippage
B. Separate special education class, separate school or residential facility	356	1,851	18.15%	17.93%	19.23% (needs to decrease)	Did not meet target	Slippage
C. Home	16	1,851	1.27%	1.27%	0.86%	Met target	No slippage

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Indicator 6 Least Restrictive Environment Data

► State

- 6 A - Difference of 12 more students statewide to meet target
- 6B – Difference of 24 less students statewide to meet target
- Results Driven Accountability
- Majority of student services

► District

- Child count for 3–5-year-olds
- Needs of students
- Supports and accommodations
- Team decision through collaboration
- <https://doe.sd.gov/sped/SPP.aspx>

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Progress Through the Year

Indicator 7 Preschool Outcomes

Students aged 3-5

- WHERE IS DATA COLLECTED?
 - Battelle Developmental Inventory (2 & 3)
- WHO COLLECTS THE DATA?
 - Staff assessing the student
- HOW IS DATA COLLECTED?
 - Item details are entered into the BDI data management system – entry and exit scores
- WHEN IS DATA COLLECTED?
 - Every time a student is assessed
 - July 1 - June 30 reporting year
- WHY IS DATA COLLECTED?
 - To track students' functioning at entry and exit in the 3 outcomes areas to determine quality of services to students and families and identifies areas of program improvement.

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Indicator 7

Child Outcomes Summary Form 2021-2022

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Indicator 7: Preschool Outcomes Data

- ▶ State
 - ▶ 7A
 - ▶ SS1 -Difference of 4 students in c and d
 - ▶ SS2 - Difference of less than 3 students in d or e
 - ▶ 7B
 - ▶ SS1 – Met Target
 - ▶ SS2 - Difference of 42 more students in d or e
 - ▶ 7C
 - ▶ SS1 – Difference of 9 more students in c and d
 - ▶ SS2 – Difference of 2 students in d and e
 - ▶ Results Driven Accountability
- ▶ District
 - ▶ Battelle Developmental Inventory
 - ▶ Clean data
 - ▶ Complete assessments – 8 out of 1,005
 - ▶ Goals
 - ▶ Service time

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RDA Indicators 6 and 7

Preschool Indicators:					If quantile factor applies	
Ind 6: Preschool LRE (___)	The LEA meeting the target	The LEA is below target, but is improving (Growth)	The LEA is below target, but maintaining within 2%	The LEA is below target and is declining	Each district will receive a score for the 3 areas. Then added together and divided by 3.	
Ind 7B 1 and 2: Preschool Outcomes Acquisition and Use of Knowledge and Skills	The LEA meeting the target	The LEA is below target, but is improving (Growth)	The LEA is below target, but maintaining within 2%	The LEA is below target and is declining		
	The LEA meeting the target	The LEA is below target, but is improving (Growth)	The LEA is below target, but maintaining within 2%	The LEA is below target and is declining		

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SD Parent Involvement Survey in German

- ▶ The Indicator 8 South Dakota Parent Involvement Survey is now available in German.
- ▶ If your district has parents with German as their first language, please contact Stacy.Holzbauer@state.sd.us to request printed surveys.
- ▶ Want to know more about the SD Parent Involvement Survey?
 - ▶ <https://doe.sd.gov/sped/SPP.aspx> has an [2023-2024 Indicator 8 Overview](#) and resources.
 - ▶ [Increasing Parent Involvement in the IEP Process](#) - one-hour self-paced Canvas course

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2023 Alternate Assessment 1% Justifications

- ▶ States are federally required to gather justification from districts that exceed 1% participation in the state alternate assessment.
 - ▶ This is completed through the DOE form: [District 1% Participation Justification](#)
 - ▶ All required districts have completed their justifications. Thank you for your timeliness!
- ▶ States are federally required to make the district justifications publicly available.
 - ▶ The compiled 2023 District 1% Justifications are available upon request by e-mailing Stacy.Holzbauer@state.sd.us

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Alternate Assessment - MSAA District Contact

- ▶ The DOE Assessment Office is preparing the 2024 Multi-State Alternate Assessment (MSAA) platform.
- ▶ If your district will have students taking the spring 2024 alternate assessment, please **e-mail** DOEAssessment@state.sd.us by **October 20** with:
 - ▶ Name of District
 - ▶ Name of MSAA District Contact (Test Coordinator)
- ▶ Wonder who should participate in the alternate assessment?
 - ▶ [Alternate Assessment: Identifying Student Participation](#) - one-hour self-paced Canvas course
 - ▶ Contact Stacy.Holzbauer@state.sd.us with questions

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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, 2023 Child Count

- Districts begin uploading December 1st
- Child count must be submitted by January 12, 2024
- Superintendent Final Certification by February 16, 2024
- Child Count submission information available at <https://doe.sd.gov/ofm/data-childcount.aspx>

Miscellaneous

The logo for TSLP.ORG is displayed in white, uppercase letters on a dark purple, curved background.

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Next Sped Webinar

November 21, 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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