



Monthly SPED Webinar

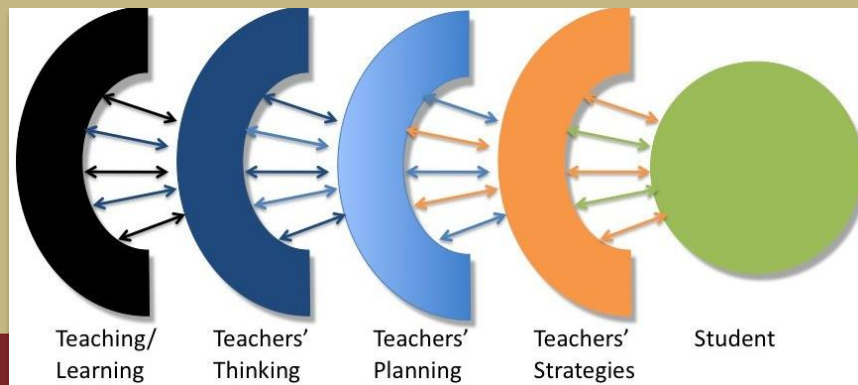
Special Education Programs
December 20th, 2022

1

- Look into your snow globe and what wonders do you see that you can share with students, families and colleagues to improve lives of children.
- Thank you for spending the school year helping students grow and learn.



2



Effective Practices

3

SPED Connections Monthly Highlights

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

- [Avoid getting tripped up by these transition-related requirements under Indicator 13](#)
- [Focus on family preparation, data analysis to improve practices related to Indicator 14](#)
- [Make room for transportation dept. at IEP meetings for driver shortage solutions](#)
- [What IEP teams should consider about toilet training students with disabilities](#)
- [SmartStart: IEPs -- Educational Methodologies](#)
- [TIP OF THE WEEK: No vacation for child find! Keep up efforts despite school breaks](#)
- [Offer students supportive statements, space to reduce need for restraint, seclusion\)](#)
- [December Spotlight: Prior Written Notice](#)

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.

4

IEPQ Tip of the Month: Goal Conditions



Annual Goals must include
these Three Components:

Conditions

Observable,
Measurable Behavior

Criteria for Mastery

IEPQ Tip of the Month:

How can you ensure
you have **conditions** in
your IEP goals?

5

IEPQ Tip of the Month: Goal Conditions



- Conditions are the context in which the student is to demonstrate the skill.
- Conditions ensure that the implementation and assessment of the goals are consistent and replicable.
- Conditions can often help make the behavior observable and measurable.
- Conditions help to individualize a goal.

6

IEPQ Tip of the Month: Goal Conditions



How can you ensure you have conditions in your IEP goals?

1. Think about and include **what the student needs** to demonstrate the desired behavior, such as:
 - The materials being used
 - The circumstances (place and time)
 - The supports and accommodations being provided
2. START WITH THESE WORDS (or a combination of them):
 - **Given...Using...After...When provided with...**
 - **While** (in a group of two or more other peers)...
 - **In** (this place, this time, this situation, etc.)...
3. Have someone else read your goal and ask them: Could you set up the circumstances for the student to perform the behavior we are asking the student to do?

7

IEPQ Tip of the Month: Goal Conditions



Below are Examples of IEP Goal Conditions:

- **Given access to a computer and writing program with spell and grammar check functions, and a functional writing prompt** (e.g. explain why you would like to obtain a certain job, ask a friend to do something with you, etc.), Kayla will write three or more complete sentences that a) contain a minimum of three words (subject, verb, noun or adjective), and b) address the prompt.
- **When provided with a set of a variety of up to 20 tangible objects familiar to him (e.g. pennies, blocks, counters) and given a number from 1-20**, Sean will count out the given number of objects with 100% accuracy and without prompting in 4/5 consecutive weekly trials.
- **In classroom settings when a teacher asks Diego if he needs assistance or redirects him back on task**, Diego will use appropriate language (e.g., "Yes, Ma'am, Okay, Where do you want me to start?"), and volume similar to the peers in his class, to respond to the teacher for 80-100% of opportunities within an observed class period in three consecutive weekly observations.

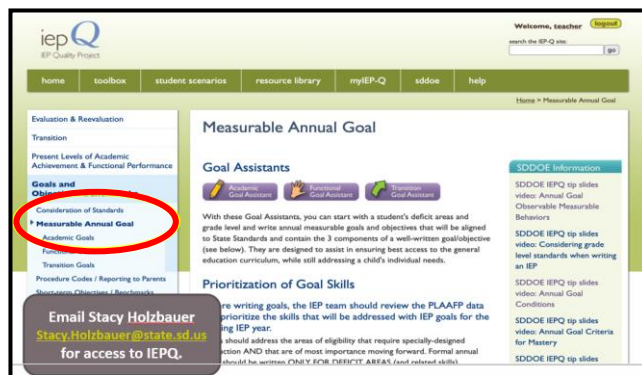
8

IEP Quality Project (IEPQ)

<https://sd.iepq.org>



- Tools for writing Academic, Functional, and Transition IEP goals are available on the IEPQ website for all South Dakota special education professionals.
- To request an IEPQ account, please e-mail Stacy Holzbauer.



9

Winter Assessment Workshops

- District assessment coordinators and test administrators are invited to join us for one of the Assessment Workshops listed below:
 - January 18 – 9:00am-4:00pm – Pierre
 - January 19 – 9:00am-4:00pm – Rapid City
 - January 31 – 9:00am-4:00pm – Aberdeen
 - February 1 – 9:00am-4:00pm – Sioux Falls
 - February 2 – 9:00am-4:00pm – Sioux Falls
- The Assessment Workshop will focus on details for administering the Spring 2023 ELA, Math, Science, ELA-Alt, Math-Alt and Science-Alt state assessments.
- Sign up for a workshop at: <https://southdakota.gosignmeup.com/>

10

Accommodations for state assessment

- Must be marked in TIDE (test information distribution information engine)
- Some are set at the state level
- District provides information
- **NEW** forms now available in TIDE
 - Non-embedded accommodations
 - Reading passages aloud
 - Print on demand
 - Embedded speech to text and/or word prediction
- Who submits the requests
 - District decision on who has access to the forms
 - Work with district test coordinator or building test coordinator
- When? - by February 1st

11

Alternate Assessment: Add/Remove Participants

- The list of students participating in the 2023 spring state Alternate Assessment has been pulled from Infinite Campus.
- If a student is added or removed from Alternate Assessment participation between now and the 2023 testing window:
 - 1) The Alt Assessment box in the Enrollments Tab of Infinite Campus should be updated.
 - 2) **The district must e-mail the addition/removal to DOEassessment@state.sd.us so the student can be added to or removed from the Alt Assessment list.**
- If you have any questions about Alternate Assessment participation, please contact Stacy Holzbauer at stacy.holzbauer@state.sd.us.

12

Alternate Assessment: Website Updates

<https://doe.sd.gov/assessment/alternate.aspx>

- The DOE Alternate Assessment website has been updated to include:
 - 1% Justification resources
 - A training power point on Determining Alternate Assessment Eligibility
 - Instructional Resources for students with significant cognitive disabilities
- Please share this website with district staff who serve students participating in the Alternate Assessment.

+	1% Participation Justification
+	Core Content Connectors (CCCs)
+	ELA and Math Alternate Assessment (MSAA)
+	Guidance Documents for Participation in the Alternate Assessment
+	Science Alternate Assessment
-	Instructional Resources
	<ul style="list-style-type: none"> • MSAA Instructional Resources for Educators • TJES Center (Time-Instruction, Engagement, Support) • Tips for Communicative Supports • Tips for Instructional Supports
+	Review

13

2023 Special Education Conference

GET GEARED UP!

2023 SOUTH DAKOTA SPECIAL EDUCATION CONFERENCE

MARCH 14 & 15 AT THE LODGE AT DEADWOOD

Information on the Conference:
<https://centerfordisabilitiesso.uthdakota.wordpress.com/>


Keynote Speaker
Hasan Davis
Hope Dealer

Registration:
<https://www.eventbrite.com/e/2023-south-dakota-special-education-conference-tickets-423336850917education-conference-tickets-423336850917>

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14

South Dakota Multi-tiered System of Supports



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

- View informational webinar
- Access application forms

Apply for 2023 MTSS Cohort (RTI or PBIS)

Applications due Feb 17, 2023

District notification – mid-March

Questions?

RTI – Brandi Gerry
(brandi.gerry@state.sd.us)

PBIS – Rebecca Cain
(rebecca.cain@state.sd.us)

15

Free Webinar: SD Speech-Language-Hearing Association Training & SD DOE

- **Title:** Identifying Dyslexia and Developmental Language Disorders (DLD) and Using Structured and Curriculum-Based Language Interventions With Students Who Have Them
- **Date:** Jan 20, 2023 – 8:30 – 3:30 Central
- **Presenter:** Nickola Wolf Nelson, PH.D., CCC-SLP, BSC-CL
- **Registration Link:** <https://www.sdslha.org/doe-sdslha-workshop>



16

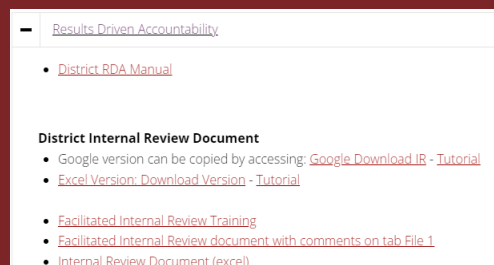


Accountability

17

Districts Reviewed in 2023- 2024

- Accountability 5 year Cycle is Located at
 - <https://doe.sd.gov/sped/documents/2328-DistSchedule.pdf>
- Internal Review (all districts required)
 - Sample form:
 - <https://doe.sd.gov/sped/accountability.aspx>
 - Under Results Driven Accountability



18



- Check the Special Education Programs Accountability Process Website:
 - <https://doe.sd.gov/sped/accountability.aspx>
 - District List: <https://doe.sd.gov/sped/documents/1823-DistSchedule.pdf>

Is your district coming up for a review in 2023-2024?

- **How should my district prepare?**
 - Teachers should use the District **Internal Review Document** to ensure files are complete and accurate. **IEP TA Guide** is an important resource and the **Facilitated Internal Review** recording.
 - **Out of District Placements:** These files will be pulled for review. Make sure they are in compliance. The district is assuring the special education documentation is in compliance. District must maintain all documentation.
 - **Indicator 13 Transition IEP Preparation:** Data is collected during the review. TSLP staff are available to meet individually with teachers to prepare. Staff that utilize this service have a greater 100% compliance rate. Please contact them at <https://tslp.org/>.

19

☐ Parent Input – Documentation of their involvement is an important component of the evaluation plan when developing the PPWN consent.

☐ Check boxes mean what evaluations the district will conduct during 25 school day timeline.

☐ Existing Evaluation Data: Document all the evaluation documentation that the district already has that will be used to determine eligibility. Also referred to as pulled forward evaluations.

STUDENT NAME:		SIMS:
PARENT/GUARDIAN NAME:		DATE SENT:
SCHOOL DISTRICT:	SCHOOL:	
DOB:	AGE:	GRADE:

Purpose of Notification: The school district must give you a written notice and seek your informed consent whenever the school district proposes to conduct an evaluation or reevaluation of your child.

☐ Initial evaluation to determine:

- Whether your child is a child with a disability,
- The educational strengths and needs of your child and
- Whether your child needs special education or special education and related services.

☐ 3-Year Reevaluation to determine:

- Whether your child continues to be a child with a disability,
- The educational strengths and needs of your child and
- Whether your child continues to need special education or special education and related services

☐ Reevaluation request by you.

☐ Reevaluation request by the school district.

☐ Additional Evaluation: (specify) _____

Documented Parent Input:

NEW Evaluations

Comprehensive evaluation data must 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	

List other areas to be evaluated: (Might include areas such as: ☐ vision screen, ☐ hearing screen, ☐ sensory motor, ☐ visual motor, ☐ personality, ☐ social/emotional, ☐ functional behavior assessment, etc.)

Existing Evaluation Data: If existing evaluations are to be used, document the following:

Evaluation Area	Test Administered	Date

20

Specific Learning Disability



- Review the requirements for Specific Learning Disability with staff.
- Remind staff that the first time a student is determined eligible for SLD, they must complete section 3-8 of the Specific Learning Disability documentation.
 - First time can mean:
 - Initial eligibility for Specific Learning Disability
 - Moving or potentially moving from another disability category to SLD (OHI to SLD, DD to SLD, etc...)
 - Determined SLD, then moved to another disability, then SLD again.
- Resource related to SLD documentation: <https://doe.sd.gov/sped/documents/SLDdocOvw.pdf>

Policy, Practice Procedure: Review the exclusionary factors for identification of Specific Learning Disability. Does the district's teacher referral process collect that information before a referral?

21

Data Reporting Sheets

- Data Reporting Sheets help translate IEP information to the person entering special education data records in campus (State Campus System).
- <https://doe.sd.gov/sped/documents/SIMSReport-1122.pdf>
- Form is now electronic fillable
- 2 pages

Student Name:	SIMS #
Effective Date:	End Date (or date change takes effect):

Special Education Placement Category (Mark One) School Age 6-21 and 5-year olds enrolled in Junior Kindergarten and Kindergarten <input type="checkbox"/> 100 – General Classroom w/Modifications 80-100% <input type="checkbox"/> 120 – Resource Room 40-79% <input type="checkbox"/> 130 – Self Contained Classroom 0-39% <input type="checkbox"/> 130 – Separate Day School <input type="checkbox"/> 140 – Residential Facility <input type="checkbox"/> 150 – Home/Hospital Program Preschool Age 3-5 (Enroll 5-year olds in Junior Kindergarten and Kindergarten use SIMS Codes) <input type="checkbox"/> 310 – EC 10 hours +, services in Reg EC <input type="checkbox"/> 315 – EC 10 hours +, services in other location <input type="checkbox"/> 325 – EC less than 10 hours, services in Reg EC <input type="checkbox"/> 330 – EC less than 10 hours, services in other location <input type="checkbox"/> 335 – Special Education Class <input type="checkbox"/> 345 – Separate School <input type="checkbox"/> 355 – Residential Facility <input type="checkbox"/> 365 – Home <input type="checkbox"/> 375 – Service Provider Location Special Education Services: (Please indicate the Number of hours per Week) Physical Therapy _____ Recreational Therapy _____ Audiological Services _____ Occupational Therapy _____ Speech Language Therapy _____ School Nurse Services _____ Psychological Services _____ Orientation & Mobility Services _____ Counseling Services _____ Social Work Services _____ Other Therapy Services _____ (Medical Counseling/Training and Other) _____	Special Education Primary Disability Areas (Mark One) <input type="checkbox"/> 500 – Deaf-Blindness <input type="checkbox"/> 505 – Emotional Disability <input type="checkbox"/> 510 – Cognitive Disability <input type="checkbox"/> 515 – Hearing Loss <input type="checkbox"/> 525 – Specific Learning Disability <input type="checkbox"/> 530 – Multiple Disabilities (categories noted below) <input type="checkbox"/> 535 – Orthopedic Impairment <input type="checkbox"/> 540 – Vision Loss <input type="checkbox"/> 545 – Deafness <input type="checkbox"/> 550 – Speech/Language Disorder <input type="checkbox"/> 555 – Other Health Impaired <input type="checkbox"/> 560 – Autism Spectrum Disorder (severity levels below) <input type="checkbox"/> 565 – Traumatic Brain Injury <input type="checkbox"/> 570 – Developmental Delay Multiple Disability Areas: *Cannot Use 500 – Deaf-Blind *Do not include 500 – Speech/Language if it is only a related service Multiple Disability 1 _____ Multiple Disability 2 _____ Multiple Disability 3 _____ Multiple Disability 4 _____ Multiple Disability 5 _____ For Students Eligible as Autism Spectrum Disorder ASD Severity Behavior Level <input type="checkbox"/> 1: Requiring Support <input type="checkbox"/> 2: Requiring Substantial Support <input type="checkbox"/> 3: Requiring Very Substantial Support ASD Severity Communication Level <input type="checkbox"/> 1: Requiring Support
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22

Focus on Exit Codes



Student Name:	SIMS #
Effective Date:	End Date (or date change takes effect):

IEP Program Exit Reason
(Make sure this matches the exit code on the general enrollment record if it ends the entire enrollment)

- ☐ 1. Not Receiving Sped Services
- ☐ 2. Graduated with Regular High School Diploma
- ☐ 3. Continues - Completed IEP Team Modified Course Requirements
- ☐ 4. Reached Maximum Age
- ☐ 5. Died
- ☐ 6. Moved Known to be Continuing
- ☐ 7. Moved Not Known to be Continuing
- ☐ 8. Dropped Out
- ☐ 9. Refused Services
- ☐ 10. ISFP Done Prior to Max Age for Part C
- ☐ 11. Change in IEP
- ☐ 12. Student Continues
- ☐ 13. Discontinued Education - Completed IEP team Modified
- ☐ 14. Aged Out - Completed IEP team Modified
- ☐ 15. Revocation of Consent - Completed IEP team Modified

Instruction Program Type (Circle One)
(This is determined by the coding used for the Cost Analysis completed by business manager or special ed director)

- ☐ A. Mild to Moderate Disabilities
- ☐ B. Severe Disabilities
- ☐ C. Speech Only
- ☐ D. Early Childhood (ages 3-5 except 5-year olds in Junior Kindergarten and Kindergarten)
- ☐ E. Day Program
- ☐ F. Residential Program
- ☐ G. Homebound Program

Review exit codes with staff: <https://doe.sd.gov/ofm/documents/DataGuide-22a.pdf>

23

Exit Codes Review

Code from Special Ed	Date from Enrollment	Exit Code from Enrollment	Grade Level	Age	Birthdate	Primary Dis
13 - Intinued/Completed team mod/course reqs		01	7			Speech/Language
13 - Intinued/Completed		06	11			Speech/Language
13 - Intinued/Completed		02	8			Specific Learning Dis
13 - Intinued/Completed		04	9			Speech/Language
13 - Intinued/Completed		03	9			Speech/Language
13 - Intinued/Completed		07	12			Specific Learning Dis
13 - Intinued/Completed		03	8			Specific Learning Dis
13 - Intinued/Completed		03	10			Specific Learning Dis
13 - Intinued/Completed		03	9			Speech/Language
13 - Intinued/Completed		KG	5			Speech/Language
13 - Intinued/Completed		03	9			Speech/Language
13 - Intinued/Completed		05	10			Speech/Language
13 - Intinued/Completed		06	12			Specific Learning Dis
13 - Intinued/Completed		04	9			Speech/Language

- SD STARS Special Ed Exiter Report
- District can see sped Exit codes and general Exit Code From Enrollment
- Noticed Exit Code -
 - 13 Continued/Completed is high school code.
 - In the report you can see that kids:
 - Age 12 and below
 - Grade 6 and below
 - Disability category is speech/language or Specific Learning Disability
 - Probably not the correct special education exit code.
 - If dismissed, use #1 exit code: Not receiving Sped services

24

Spanish Versions

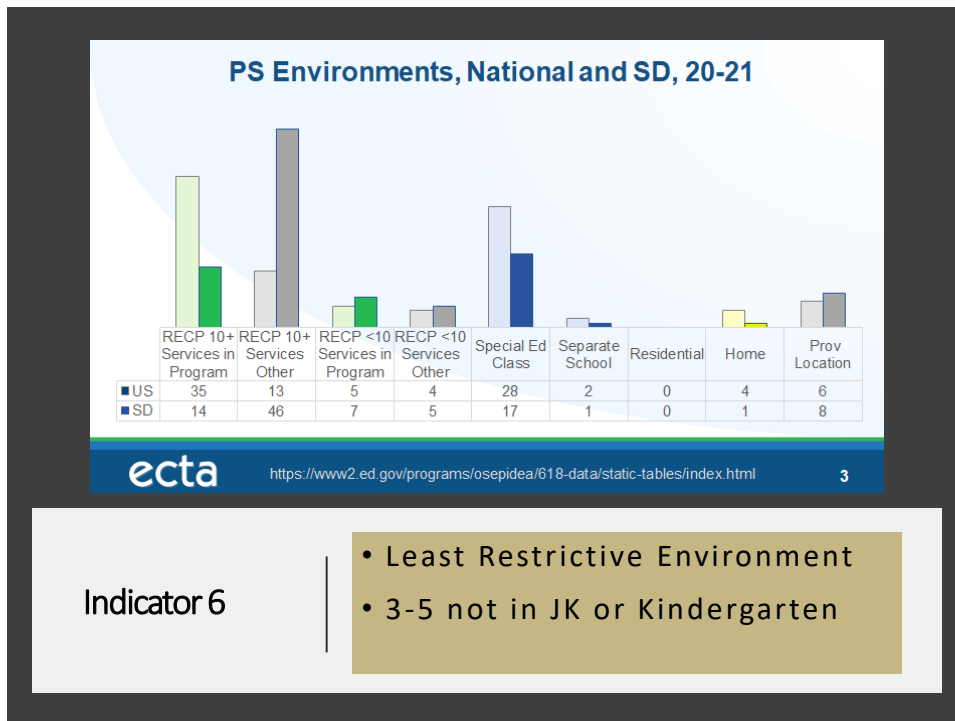
- Spanish word versions are now available: <https://doe.sd.gov/sped/IEP.aspx>
 - Main Determination of Eligibility
 - Autism Spectrum Disorder
 - Developmental Delay
 - Emotional Disability
 - Specific Learning Disability
 - Traumatic Brain Injury
 - IEP without transition
 - IEP with transition
- SEP will work on developing additional eligibility documents in Spanish.

25



Data

26



27

What Districts Can Do – Thinking about District's Next Steps

1. Discuss and document supplementary aids and services as a first discussion of placement at every IEP meeting.
 - a. It's an IDEA requirement.
 - b. Many children in SD participate in regular early childhood programs.
 - c. What aids and services does the child need to remain in the program?

Land of Opportunity

28

Indicator 8: Parent Involvement

Parent Survey Comments

- In the 2022 Indicator 8 Parent Surveys, South Dakota parents wrote great comments about districts! For example:
 - "I'm very happy with the IEP teachers and program. They do a great job, and we love that they go out of their way for students."
 - "I enjoy that my child feels cared for in school by all his teachers. Thank you all for being so caring and being the best teachers to him!"
 - "I am very pleased with my child's services and how my input has been valued in the IEP process!"
 - "I would like to shout from the rooftops how AMAZING our IEP team is. The team has turned my frustrated child into a happy and engaged one. Bravo!"
 - "It takes a village to raise a child, and our child is surrounded by a great village."
- **Great job South Dakota special education district staff. Keep up the good work!**
(Parent survey comments are not available per district due to survey confidentiality.)

29

Indicator 11 and 12

Ed Plan Platform

Log-in information - SPED Directors

January							2023
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					

Included in email:

Links to access directions
Training videos

30

Indicator 11 and 12 Ed Plan Platform

Documents:

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

FFY2020-2025 State Performance Plan Target Setting Process

+ Indicators
Indicator 11 - Child Find Initial Evaluations - Age 3-21
Indicator 11 Initial Evals ages 3-21 spreadsheet
Indicator 11 Reporting Guide
Indicator 12 - Preschool Transition
Indicator 12 Part C to B Spreadsheet
Indicator 12 Reporting Guide

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31

Indicator 11 and 12 Ed Plan Platform

Student Data Spreadsheet Indicator 11

The Guidance sheet will help you understand the information based on the sheets used in Launchpad.



The Initial Evals is the sheet to use when entering student information (to upload) unless it's being entered directly into the system.

Sheet 2 lists the information in the various drop down menus provided on the first sheet.

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32

Indicator 11 and 12 Ed Plan Platform

Student Data Spreadsheet Indicator 12

Transition Part C to B is the sheet to use when entering student information to upload unless it's being entered directly into the system.

The Guidance sheet will help you understand the information based on the sheets used in Launchpad.



Sheet 2 lists the information in the various drop down menus provided on the first sheet

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33

Indicator 11 and 12 Ed Plan Platform

Student Data Spreadsheet Indicator 12

Headers in Launchpad
(old system)

Date Last Evaluation Completed (Including skill-based)		Date Eligibility Determined	Eligible for Special Education	Disability Area	Date of IEP Meeting	Date Services Begin	Reason Timeline Was Exceeded
EvaluationDate	EvaluationPurpose	EligibilityDate	Eligibility	PrimaryDisability	LastIEPDate	IEPBeginDate	Custom(Reason TimelineExceeded)
08/22/2022	Initial	09/09/2022	Y	0560 - Autism Spect	09/09/2022	11/10/2022	

Ed Plan headers - new system

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

34

Indicator 13 – High School Transition

- Collected during monitoring visits
- Are you being monitored next year
- Most common issues
 - Consent to invite adult agency
 - Must get signed consent prior to sending the meeting notice
 - Course of Study
 - Ensure that it is filled out with types of courses the student will be taking
 - This may change from year to year at the IEP meeting
- TSLP regional representatives will be contacting districts to visit and go through a file (for transition) this year

35



36

Youth Leader Forum (YLF)

- Friendly reminder
- Student applications due December 23rd
- For more information:
 - Visit <https://tslp.org/events/>
 - Contact your TSLP region representative either by phone or email
 - Dan Rounds – 605-494-3618; drounds@bhssc.org
 - Bev Petersen – 605-362-4856; bev.petersen@state.sd.us
 - Cate Diede – 605-626-2398; cate.diede@state.sd.us
 - Miah Gillen – 605-995-8172; miah.gillen@state.sd.us
 - Dave Halverson – 605-720-4847; dhalverson@bhssc.org

37

Next Monthly SPED Webinar

January 17th, 2023

Monthly SPED webinars are no longer posted online

Monthly handouts can be found at

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

38