



Special Education Director Call

November 2013



south dakota
DEPARTMENT OF EDUCATION
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REGULATIONS AND CASE DECISIONS



Residency Regulations

- [Refer to South Dakota Codified Laws](#)
- [13-28-9](#) School residence for free school privileges--
Change of residence during school year.
[13-28-9.1](#) Residence of child assigned to special
education program.
[13-28-10](#) School residency of child residing in home
other than residence of parents, guardian, or
noncustodial parents--Petition to local school board.



Board of Education

- 24:05:33:07.03. Cooperative educational service unit costs
 - Approved by the Board 11/18/13
 - Next step Interim Rules Review



Tri-State Law Conference

- Next year: Nov. 5-7, 2014
 - Cost \$200 for SD



Recent Cases and Rulings

The information provided here is for informational purposes and not for the purpose of providing legal advice.

- Doug C. v Hawaii – faced with a lapse in IEP and after attempts to schedule meeting (over 6 weeks) the school met without parents (changed student LRE)
- Ruling was that when faced with multiple IDEA violations choose the one which still allows involvement
- One solution- offer to meet by phone, write 30 day IEP maintaining current services and schedule new meeting



Recent Cases and Rulings

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- Can't delay request for evaluation by parents because want to finish Rtl or other intervention strategy – need to respond in reasonable amount of time (2 weeks)
- If parents request an IEE, must either approve in reasonable amount of time or the school must file due process and defend the appropriateness of the evals the district conducted



Recent Cases and Rulings

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- School personnel can have conversations prior to IEP meetings to discuss teaching methodology, coordination of services, preparatory activities but should not make any predeterminations.

College, Career and Life Ready

All students graduate college, career and life ready.





Proficiency in Reading
by 4th Grade

Proficiency in Math
by 9th Grade

Alternate Assessment Updates

- Districts can still register to take part in the NCSC Alternate Assessment Pilot Test at:
www.ctb.com/NCSCPilot
- Approximately 300 students from SD will be selected to participate in either math **or** ELA
- Students will be selected by NCSC based on specific demographics and criteria

Alternate Assessment Updates

- STEP-A assessments must be ordered for all eligible students; including those selected to take part in the NCSC Pilot
- ***STEP-A materials are ordered electronically through School House starting November 18, 2013***
<http://www.ncsschoolhouse.com>.
- If you do not remember your username and/or password or you are a new test coordinator, please contact the Pearson Customer Support Center at 888-827-1089.

January Alternate Assessment Road Show

- **Monday** 1/6/14 -Rapid City
- **Tuesday** 1/7/14 -Fort Pierre
- **Wednesday** 1/8/14 -Aberdeen
- **Thursday** 1/9/14 -Sioux Falls

Topics covered include: Test Administrator Training (Pearson)
NCSC Pilot Test Updates
NCSC Instructional Materials

College and Career Ready

Students graduate high school ready
for postsecondary or the workforce

Yes on Indicator 13 Checklist

- Measurable Post-Secondary Goal
 - I will be a _____
 - After high school, I will be a _____
 - After high school, I will attend _____
 - I will live _____
- Course of Study –
 - List out specific courses
 - “electives” will not meet requirements

Indicator 13

- Student invite:
 - Must be on meeting notice
- Outside agency
 - Consent to invite
 - Document in IEP agency connection
 - Parental prior written notice documenting discussion and decision



Effective Teachers and Leaders

Students have access to high quality standards and instruction.

Students are supported by effective teachers and leaders.

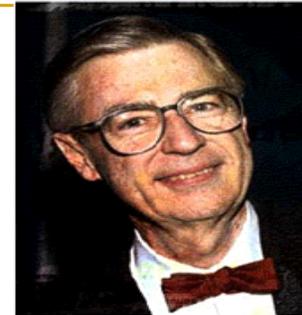
Students enter schools that provide an environment conducive to learning.

August Positive Behavior Tip: Prevention is the best intervention!

- When students are overwhelmed with the work:
 - We see avoidance behaviors
 - Need to teach kids how to take a break
 - Cueing system
 - Secret signals
 - Help kids become aware of their anxiety

September Positive Behavior Tip: Forming relationships

Grounding Principle



- NO teaching strategy or behavioral intervention will result in high student achievement if a teacher doesn't genuinely care about the student and the student believes that.



Diana Browning Wright, M.S. L.E.P.,
Behavioral Analyst

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October Positive Behavior Tip:

Focus on the behaviors you want to see

1. We get more of what we pay attention to.
2. When collecting data, take data on what you want to see

November Positive Behavior Tip: Four-at-the-Door

- Top 20 Training
- Works on building the relationship necessary for helping students
- May not get every kid every day in MS/HS but shoot for at least two-three times a week.

Four-at-the-Door

- **A. Name-Name:** Why? Name MATTERS!
- **B. Eye-Eye:** Why? Shows you are “There”
- **C. Hand-Hand:** Why? Physical contact builds trust. Caveat: Use common sense and know the student.
- **D. Heart-Heart:** Why? Show you listen and care.

Behavior Plan Writing Process Workshop

- December 11, 2013 at Sioux Falls Ramada on Russell
- January 7, 2013 at Watertown Event Center
- January 21, 2013 Rapid City Ramkota
- All trainings are from 8:15-12:15
- Training by Penny McCormick-Gilles and Becky Cain
- Register at Gosignmeup
- Contact Becky Cain at rebecca.cain@state.sd.us with questions

CADRE

- National Center on Dispute Resolution in Special Education

– <http://www.directionservice.org/cadre/>

Home

[CADRE Continuum](#)

Literature Database

For Family Members

Español

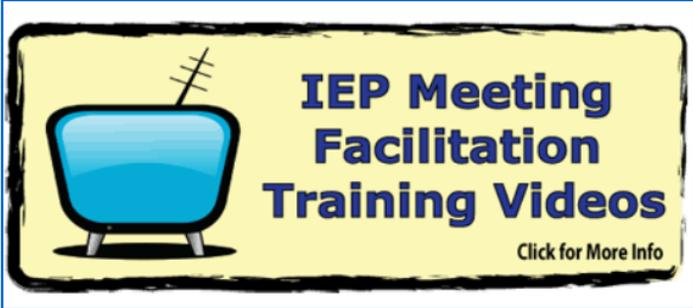
Additional Resources

[State Dispute Resolution Resource Showcase](#)

[Parent Dispute Resolution Resource Showcase](#)

Calendar

Subscribe to The CADRE [e-newsletter](#)



IEP Meeting Facilitation Training Videos

[Click for More Info](#)

Resource Showcase

Process → ↓Function/Element	Facilitation	Mediation	Complaints
Oversight	22	113	6
Professional Standards	15	13	3
Outreach	22	14	18
Evaluation	19	15	21

Visit the [State Dispute Resolution System Resource Showcase!](#)

December 18th Webinar! *Inclusive Listening: Building Understanding, Supporting Collaboration* Join CADRE on December 18th for a webinar with guest presenters from the Community Mediation Maryland, Lorig Charkoudian and Erricka Bridgeford. Register Now!



U.S. Office of Special Education Programs

OSEP Releases Q&A on *IDEA Part B Dispute Resolution Procedures*



CADRE Webinar Recording! *Moving Research to Practice: Lessons Learned Regarding Meaningful*

CADRE Symposium Videos
Keynote and Concurrent Sessions



Supported By



IAMS FOUNDATION

[Video Resources from CADRE's Fifth National Symposium on Dispute Resolution in Special Education](#)



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DATA INFORMATION



Save the Date

- Indicator 6, 7, 11, and 12 Training
 - January 22nd, 2014 3pm to 5pm
 - Review Indicator Requirements
 - Provide examples and demonstrations on completing paperwork
 - Call in details & agenda will be announced through sped listserv
 - Contact Wendy Jarvis at wendy.jarvis@state.sd.us with questions



Child Count

- **December 1 falls on Sunday** - Student's IEP meeting needs to be held on or before November 30, and the student needs to receive services on or before the 30th in order to be included on child count.
- Note: It is Thanksgiving weekend so services need to be provided by Wednesday, November 27.
- The Effective Date in Campus should reflect the day the student begins receiving services not when a meeting was held.
- If the student is found eligible prior to the 30th but does not start services until after December 1, they should not be counted on child count.



Initial and Change in Disability

- Just a reminder, unless parents waive the 5 day prior written notice, you must build those days in the meeting date in order for special education services to be implemented prior to December 1 child count.

Child Count December, 2012

- Unduplicated count of all children with disabilities ages 3 – 21 receiving special education and related services according to an individualized education program (IEP) on the count date.



The Child Count Report

- A Child Count report will be mailed to each district starting December 10th. You do not need to send in your own report, we will send you one.

DECEMBER CHILD COUNT																										
DECEMBER 1, 2011																										
state ID	student Name	Gender	Race	DOB	AGE	grade	Flagged	setting	OT	PT	PS	CS	SW	AS	RS	HS	SP	TS	AT	Other	OR	status	Dis.	School #		
Alpena 36-1																										
Alpena Elem																										
106232077	claus, santa	M	HI	12/25/2000	10	06	0	0100																A	550	02
083458231	sample2, student	M	TR	01/12/2002	9	4	0	0140																F	530	02
Private School																										
095809016	Goofy, Duck	F	HI	01/14/2003	8	01	1	0315																A	530	98
Total Student Count: 3																										

Child Count Signoff Sheet

must be signed and returned to the DOE by January 15th

December 2011 Child Count Totals by Category and Disability

Alpena 36-1

Placement Code	500	505	510	515	525	530	535	540	545	550	555	560	565	570	
Placement Category	Deaf Blind	Emot. Dist.	Cog. Dis.	Hearing Imp.	Spec. Learn	Multi Dis.	Orth. Impair.	Visual Loss	Deaf	Speech Lang.	Other Health	Autism	Traum Brain Inj.	Dev. Delay	Total
0100 - General Class with Modifications 80-100%	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
0110 - Resource Room 40-79%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0120 - Self-Contained Classroom 0-39%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0130 - Separate Day School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0140 - Residential Facility	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
0150 - Home/Hospital	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0310 - EC 10 hrs +, services in EC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0315 - EC 10 hrs +, services in other location	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
0325 - EC less than 10 hrs, services in EC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0330 - EC less than 10 hrs, services in other location	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0335 - Separate Class	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0345 - Separate School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0355 - Residential Facility	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0365 - Home	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0375 - Service Provider Location	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	2	0	0	0	1	0	0	0	0	3

The numbers include out of district placements. Any corrections to the data **MUST** be made at the individual student level in Infinite Campus and a new report will need to be run. Please contact Laura Ellenbecker at 605-773-4727 or Laura.Ellenbecker@state.sd.us if you have any changes or questions.

____ I declare and affirm that the child count report by our district as of December 1, 2011 is accurate and correct according to federal and state regulations and as referred to in ARSD, Chapter 24:05:17.

School Superintendent/CEO/Special Education Director Signature

Date Signed

Child Count

On the Enrollment Tab , the following Special Ed Fields must be completed.

Title I Vocational Title I Health/Dental/Eye Care Title I Math

Special Ed Fields

Effective Date	Special Ed Program	Special Ed Category
08/22/2012 	B: Severe Disabilities ▼	0110: Resource Room 40-79% ▼
	Primary Disability	Multiple Disability 1
	505: Emotional Disturbance ▼	<input type="text"/>
	Multiple Disability 2	Multiple Disability 3
	<input type="text"/>	<input type="text"/>
	Multiple Disability 4	Multiple Disability 5
	<input type="text"/>	<input type="text"/>
End Date	Exit Code	
<input type="text"/> 	<input type="text"/>	

Things to check if a student doesn't show up on your child count report

- Make sure the student has an active special ed record on December 1st. Sometimes if there is a change in IEP, the old record gets ended but a new record does not get put in. If a student shows up twice make sure the 1st record has an end date.
- The special ed fields may not have rolled over from the previous year. You will need to re-enter the information into this year's enrollment record.

Things to check if a student doesn't show up on your report

- Any student under the age of 3 or over the age of 21 will not be on the report.
 - Birth date errors are common. If you need to change the birth date, you will need to go into the **Identities** tab to make the change. You do not need to create a new Identity, just change the current one to reflect the correct birthdate.
- If the student is an out of district placement but they are not on your report, you will need to check with the facility or district they are attending to make sure they are entered into Infinite Campus correctly.

Child Count

Out of District Placements for Students with Disabilities

- If a student with disabilities is placed out of their home district, the district in which they are actually placed and attending must enter an enrollment record for the student into Infinite Campus.
- If your district is paying for the placement of a student with disabilities in another district, the Enrollment Status field should be P: Tuition Paid by District or C: Contracting Student in order for the student to be included in the resident district's Child Count.
- If the student attends your district 25% of the time and Children's Care 75%, the student will show up twice on your Child Count. If this is a true reflection of their enrollment, call and we'll manually remove one record from your Child Count.

Child Count

State Reporting Fields

*Resident District	*County	Citizenship	
Alpena 36-1: 36001	Jerauld	1: US Citizen	
*Serving (Attending) District	Enrollment Status	*Percent Enrolled	Absent Days
Childrens Care Sch: 49316	P: Tuition Paid by District	100	

This student is being served at Childrens Care with the resident district paying tuition. This student will be included in their resident district's Child Count.

The Serving/Attending district is responsible to enter the enrollment record into Infinite Campus.

Child Count (cont.)

The resident district can also have an enrollment record in Infinite Campus in order to track the student but the Percent Enrolled field should be updated to 0 (zero) as shown below.

State Reporting Fields

*Resident District	*County	Citizenship
Alpena 36-1: 36001	Jerauld	1: US Citizen
*Serving (Attending) District	Enrollment Status	*Percent Enrolled
Childrens Care Sch: 49316	P: Tuition Paid by District	0
		Absent Days

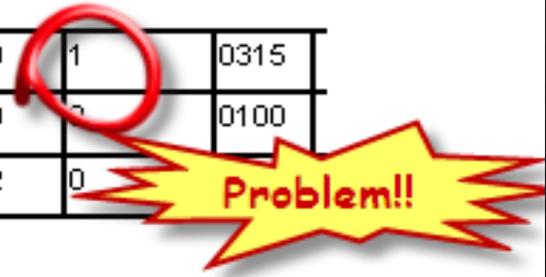
What is the “Flagged” Column?

- If there is a “1” in this column on your report, that means there is a problem with the setting code in the next column of the Child Count report. The setting code is the Special Ed Category in the enrollment record.

DECEMBER CHILD
DECEMBER 1, 201

State ID	Student Name	Gender	Race	DOB	AGE	grade	Flagged	setting	C
Alpena 36-1									
074105600	Duck, Donald	F	WH	03/07/1987	20	10	1	0315	
071139688	Student, Sample	M	WH	07/10/1992	15	10	0	0100	
055490523	Williams, Chili	M	WH	10/19/1986	21	12	0		

Total Student Count: 3



Child Count (cont.)

Special Ed Category

- 0100: General Class with Modifications 80-100%
- 0110: Resource Room 40-79%
- 0120: Self-Contained Classroom 0-39%
- 0130: Separate Day School
- 0140: Residential Facility
- 0150: Home/Hospital
- 0310: EC 10 hrs +, services in EC
- 0315: EC 10 hrs +, services in other location
- 0325: EC less than 10 hrs, services in EC
- 0330: EC less than 10 hrs, services in other location
- 0335: Separate Class
- 0345: Separate School
- 0355: Residential Facility
- 0365: Home
- 0375: Service Provider Location

If the student is ages 6-21 years old you must use the 0100 categories.

If the student is ages 3-5 years old you must use the 0300 categories, even if the student is in Kindergarten.

Child Count Report in Infinite Campus

- This report will NOT include your out-of-district placements

The screenshot displays the Infinite Campus software interface. At the top, there are dropdown menus for 'Year' (12-13), 'District' (Alpena 36-1 (36001)), 'School' (All Schools), and 'Calendar' (All Calendars). Below these are tabs for 'Index', 'Search', and 'Help'. On the left is a navigation tree with 'SD December Child Count Report' selected. The main content area has a blue header 'SD December Child Count Report' and a green text box explaining the report: 'SD December Child Count is an unduplicated count of all children with disabilities ages 3-21 receiving special education and related services according to an individualized education program (IEP) on Dec. 1 each year when Effective Date is null. If an Effective Date is entered, child count data will represent data as of effective date. Data will be pulled for the Year selected in the main toolbar'. Below this, there are fields for 'Extract Format' (set to CSV) and 'Effective Date' (set to 09/05/2012). A red arrow points from the 'System Administration' folder in the left tree to the 'Effective Date' field. A 'Generate Extract' button is located below these fields. To the right is a 'Select Districts' list box with 'Alpena 36-1' selected. Below the list box, it says 'CTRL-click and SHIFT-click for multiple'.

Contact Information

- Child Count and Special Ed Enrollment Fields in Infinite Campus:
 - Susan Woodmansey
 - 605-773-4748
 - Susan.Woodmansey@state.sd.us
- Specific IEP Information:
 - Please contact your SD Dept of Education regional special education representative
 - 605-773-3678

Private School Child Count

- Used for Federal Reporting of Child Count
- Proportionate Share funding
- All students, who are eligible, are placed on the count whether receiving services or not.
- Preschool children: Regular child count
- Spreadsheet can be found at
- http://doe.sd.gov/oess/sped_idea.aspx
- Submit to Beth.Schultz@state.sd.us



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SPECIAL EDUCATION SPECIFIC



Common Monitoring Issues

- Skill based must be completed in all areas of disability
 - Don't forget skill based in adaptive behavior.
 - Examples are located on IEP page at http://doe.sd.gov/oess/sped_IEP.aspx
 - Exception: Transition Assessment (ESTR, TPI, ect...) does not need an additional skill based.



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FORMS



Medicaid

- Question: Does the consent form need to be signed annually and should they be signed at the beginning of each year or at the annual review of the IEP meeting
- Answer:
- **ARSD 24:05:14:01.04. Use of public benefits or insurance--Annual notification.** A public agency, prior to accessing a student's or parent's public benefits or insurance for the first time, and annually thereafter, must provide written notification consistent with § 24:05:30:06, to the student's parents that includes a statement:



Medicaid Direct Billing

- Medicaid would like your input on questions related to direct billing.
- An input link should have been received by the Special Education Director.
- If you did not receive the link, please contact Melissa.Flor@state.sd.us



Recognition of SD Educators

Three SD Educators were invited to participate in the Measured Progress Accessible Portable Item Profile Standard (APIP) Reviews for ELA items due to the great skill and dedication they demonstrated during previous National Center State Collaborative (NCSC) item reviews. The SD Department of Education would like to recognize and thank :

***NOEL JOHNSON from Hill City, Gina Nelson from Rapid City and
KAREN WIESE from Children's Care Hospital!***



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Next Sped Directors LiveMeeting

December 17, 2013

10:00 CST