

South Dakota Department of Education Special Education Advisory Panel

January 13th, 2015

AmericInn (1981 East King Ave), Chamberlain, SD

Chairperson: Marie Ivers Vice Chairperson: Penny McCormick-Gilles

Panel Functions

Advise the SEA of unmet needs within the State in the education of children with disabilities

Comment publicly on any rules or regulations proposed by the state regarding the education of children with disabilities

Advise the SEA in developing evaluations and reporting on data to the Secretary under section 618 of the Act

Advise the SEA in developing corrective action plans to address findings identified in Federal monitoring reports under Part B of the Act

Advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities

Review and comment on final due process hearing findings and decisions

Advise on eligible students with disabilities in adult prisons- The advisory panel also shall advise on the education of eligible students with disabilities who have been convicted as adults and incarcerated in adult prisons

Panel Priorities

Behavioral Health

Funding

Unmet Needs

* Transition

* Highly Qualified Teachers/Certification

* Service Providers

Time: Tuesday, January 13, 9:00 AM – 4:00 PM

Location: AmericInn, 1981 East King Ave, Chamberlain, SD

I. Welcome:

Approval of the September minutes

- Lisa – made a motion to approve
 - Judy – 2nd motion
- Motion passed

Approval of the January agenda

- Judy – made a motion to approve
 - Mark – 2nd motion
- Motion passed

II. Agenda Topics

1. Comment publicly on any rules or regulations proposed by the state regarding the education of children with disabilities.

- SEA Updates(Melissa Flor)
 - Federal letters recently released– dear colleague letter, joint dear colleague letter on effective communications
 - DOE website update
 - providing PD for Para-professionals
 - Autism trainings are coming up, trainings are prioritized for districts and cooperatives to train autism teams; not just on evaluations, it is covering all areas to diagnose autism, total team approach
 - DD council has an RFP for middle schools for self-advocacy, 3 proposals up to \$25,000 each and it's open to districts and cooperatives
 - We are working with BHSSC to develop a youth leadership group
- Results Drive Accountability (Melissa Flor)
 - Change in state performance plan took place from results driven accountability
 - Accountability is changing from compliance to results, making districts look at where they are and where they need to be
 - National average reading proficiency for student with disabilities – graph is flat lined
 - Compliance driven helped teacher become great at paperwork, but programs are not improving educational outcomes for students
 - Contracted with an Education Specialist and some local district Special Education directors to assist in developing our model, we are using a model from what other states are doing to create what this will look like

2. Advise the SEA in developing evaluations and reporting on data to the Secretary under section 618 of the Act

- State Performance Plan Updates (Melissa Flor)
 - One of the new requirements is that we need stakeholder input on our new indicator on State Systematic Improvement, which is Indicator 17
 - Nov. 12th we set targets on our indicators with a stakeholder group consisting of Special Education directors, teachers, and SPP coordinators
 - As a result, one major change will be the on-site review process, which will now focus on a results driven accountability process
 - Fiscal is becoming an area of focus with the OSEP
 - Indicator 1 – Graduation Rate – Melissa showed trend data, explained that 2011 our data dropped due to four-year cohort
 - Marie explained that schools are experiencing students taking longer than 4 years because they want more AP classes
 - Talked about Panel Members coming together to come up with clear definition of what graduation should be for SPED students (are you able to change requirements)
 - Indicator 2 – Drop Out – OSEP made a recommendation on how to identify, but if we followed their strategy – it would have increased our drop out number to 22%, so we are

going to continue our current method of identifying strategies

- Reporting out using the number of drop outs by the number of students in the Child Count
 - Indicator 3 – Assessment – just talking about 3b and 3c – 3b is participation – 3c is proficiency, last year we piloted the SBAC, so we do not have proficiency for this year
 - Only thing we are reporting is participation this year
 - Indicator 4 – Suspension/Expulsion - % of students that were out of school 10 or more days. Calculated by number of students statewide
 - Indicator 5 – LRE (6-21) A – 80% or , B- 40% or less, C-separate school – have met our target just about every year
 - Stakeholder group recommend increase A by 2 percent and maintain B and C
 - Indicator 6 –Preschool Environments
 - Panel members recommended to leave target the same in 2016 and 2017 would raise by .1 % bottom number would stay the same until 2017 and lower .1 %
 - Indicator 7 – Preschool Outcomes – A. Postive social-emotional skills, B. Acquisition and use of knowledge and skills, C. Use of appropriate behaviors to meet their needs.
 - Indicator 8 – Parent Involvement
 - Indicator 9 – Disproportionate Representation
 - Indicator 10 – Disproportionate representations in Specific Disability categories. Compliance Indicator
 - Indicator 11 Child Find
 - Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluations or if the state establishes a timeframe of within which evaluation must be conducted, with in that time frame.
 - Indicator 14 – Post-School Outcomes – A. Higher Education 1year after leaving school, B. Enrolled in Higher education or employed 1 year after leaving school, C. Enrolled in Higher Education or other postsecondary education or training program; or employed within 1 year after leaving school
- SSIP – State Systemic Improvement Plan – Indicator 17(Dawn Wirth)
 - SSIP Framework – Using stakeholder input and looking at what we are doing as a department
 - Look at data, identify biggest area of need – Reading – increase proficiency by 3rd grade for SLD students
 - Achievement gap – based off of our statewide assessment on reading proficiency – 3rd GEN ED 78% proficient – SWD – 53% and SLD – 36% 11th GEN – 70%, SWD 26%, SLD 13%
 - SiMR – State-identified Measureable Result – Student with specific learning disabilities will increase reading proficiency by fourth grade from 36%, to 45% by 2018, as measure by statewide assessments
 - Baseline 36.05% - 1.724% per year increase 2014-37.77%, 2015 – 39.5%, 2016-41.22%,2017 – %42.95, 2018 – 44.67%, coherent improvement strategies, data analysis instructional strategies, parent involvement, Pilot districts include Aberdeen, Andes central , Kadoka, Rapid city, Sioux Falls, Vermillion

3. Advise the SEA in developing evaluations and reporting on date to the Secretary under section 618 of the Act

- Comprehensive Plans (Bill Johnson TAESE)
 - Comprehensive Plan, districts submit how they are going to implement IDEA part B, part of their application they submit annually for funding purposes
 - Consistency with state policy – SDAR 24:05:21 – looked at 20 different districts – average size was 127 pages
 - Goal for Comprehensive Plans – compliant with federal and state regulations, allow for narrative input by LEA's – Panel is asking Bill to create sample district narratives for the panel to review, with State and Panel input

4. Advise the SEA of unmet needs within the State in the education of children with disabilities

- Special Education Student Learning Objectives – SLO (Dawn Wirth)
 - Identify where students are low by looking at data, and create a goal, decide how to get there and monitor your progress until you reach your goal
 - Recommended model for teacher evaluation is the Charlotte Danielson's Framework

III. Goals

IV. Assignments

V. Next Meeting

- March Meeting, was scheduled for March 23rd afternoon and morning of March 24th in Sioux Falls at the School for the Deaf
 - Items to include:
 - 1 hour presentation from Superintendent from School for the Deaf
 - Finish Comprehensive Plan
 - Review Federal Application for Funds
 - SSIP Update
 - MTSS data report, if ready
 - Possibly tour the new Tech High School
 - More details to come

VI. Public Comment

VII. Adjourn

- made a motion to adjourn: Laura Johnson-Frame
- 2nd motion: Penny McCormick-Gilles

Members in attendance:

Marie Ivers	Mark Krogstrand
Jody Carpenter	Sara Hoogheem
Shelly Shaw	Doug Herrmann
Lisa Heckenlaible	Dr. Greg Cooch
Judy Hoscheid	Laura Johnson-Frame
Penny McCormick-Gilles	

Members not in attendance:

Karolyn Baumann	Roger Bowie
Sarah Carda	Traci Blanzman
Dr. Michelle Greseth	Bernie Grimme
Kerry Larson	Erin Schons
Heather Stettnichs	