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| South Dakota Department of Education Special Education Advisory Panel |
| June 5th, 2017  South Dakota Department of Education, 800 Governors Dr, Pierre, SD |
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| **Chairperson: Marie Ivers Vice Chairperson: Penny McCormick-Gilles** |

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| 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 |

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| Panel Priorities |
| * Alternate Assessment |

Time: Monday, June 5, 8:30 AM-3:00 PM

Location: South Dakota Department of Education, Pierre, SD

I.Welcome

Approval of the January minutes

– made a motion to approve: Betsy Schwenk

– 2nd motion: Penny McCormick Gilles

Minutes approved

Approval of the Agenda

– made a motion to approve: Erin Schons

– 2nd motion: Sarah Carda

Agenda approved

II. Agenda Topics

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

* Part C update, April Hodges
  + Overview of Birth to Three
    - What is Early Intervention
    - What is not Early Intervention
    - What is the key to success of Early Intervention
  + Direct Services
    - Strands of Action
      * Data Quality
      * Accountability
      * Professional Development
      * Recommended Practices
  + Routine Based Interview (RBI)
    - Service Coordinators
      * Annual RBI’s beginning Oct 2017
      * Continuing observations
      * Multi-Tiered technical assistance
        + Coaching, additional training
    - Service Providers
      * Early Information
      * BDI Training: Fall 2016
      * RBI Boot Camps
        + 25 events

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

* Head Start Collaboration Office, Kristi Swier
  + Responsibilities of the Head Start Collaboration Office (HSCO)
    - Assist Head Start Agencies – Collaborate w public
    - Head Start Service Areas
      * Badlands
      * Standing Rock
  + Responsibilities of HSCO – 2007 Requirements
    - Work with Department of Social Services ECE
    - Coordinating Methods
      * Communication
      * Access – partnership with entities to secure needs
      * Systems – support policy
  + Office of Head Start Regional Priorities
    - Family engagement
      * Literacy
      * Child and family
    - Specific Activities
      * Promote partnership
      * Identify other resources or organizations (public and private
  + Guiding Principles: Our Beliefs about children’s’ learning and development that guide this document
  + DOE
    - Early learner website
      * Comprehensive resource
      * Searchable database
      * Early learning guidelines made available
* Advocacy Updates, Cole Uecker
  + Protection and Advocacy Agency are in every state
  + iTransition – new app is for students of transition age with a disability on an IEP

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

* Alternate Assessment, Ben Morrison
  + 2017 Priority- Alternative Assessment
    - Recommendation #1 Documentation:
      * Provide South Dakota Alternate Assessment Participation Guidelines to schools.
    - Provide additional Student Scenarios and Guidance to IEP Teams
      * 4th Scenario
        + Junior in High School Student. Student with IQ of 67 (70 is cognitively impaired) is not working on grade level curriculum. Have replaced math and ELA with modified class curriculum. Sits in class with Science and Social Studies for social interaction however has modified curriculum. Student participates in Basketball and football. Student consistently performs below basic on dakota step test currently at a ¾ grade curriculum as a junior in high school. Transition plan includes modifications that does not meet the standard for diploma completion in South Dakota.
        + #1 NO
        + #2 yes- everyone should have a yes here, even in most severely cognitively impaired students should be linked to SD content standards. If students are not being linked and answer NO only being taught functional skills then this would be a “flag”
        + #3YES
      * 5th Scenario
        + 5th grade student. Student with SLD 73 IQ (70 is cognitive impairment) performs very poorly in reading. Adaptive behavior scores all in the average range. Reads at the 1st grade level. Performs near grade level in math with accommodations and modifications. Student in standard classroom however has accommodation and modification. Has consistently performed below basic at the ¾ grade levels in state standardized assessments. Plays sports, very street smart, very social.
        + #1NO
        + #2 yes- everyone should have a yes here, even in most severely cognitively impaired students should be linked to SD content standards. If students are not being linked and answer NO only being taught functional skills then this would be a “flag
        + #3YES
  + Recommendation #2 Oversight:
    - Include Additional Oversight
    - Reviewing student qualifications for assessment.
    - Ensure accommodations are appropriate for those who are taking the alternative assessment.
    - Pulling samples of alternative assessments taken to ensure accuracy.
    - Data collection with problem districts to identify issues
  + Recommendation #3 Training:
    - Provide to Teachers and Administration
    - Include clear examples on how to use the alternative assessment.
    - Review the information that should be used when considering the alternative assessment.
    - How to use the participation guidelines that are provided on the South Dakota Alternate Assessment Participation Guidelines.
  + Provide clear definition of significant cognitive impairment with examples.
* Accessibility updates, SD DOE State Library staff
* WIOA Update, Bernie Grimme
  + Core Programs and Collaboration
    - Title I: Workforce Development System
    - Title II: Sdult Education and Literacy
    - Title III: Wagner-Peyser Act
    - Title IV: Vocational Rehabilitations
      * Section 504
      * Section 511
  + Key Statutorily Required Implementation Date
  + Definitions to Understand
    - Student with a Disability
    - Youth with a Disability
    - Youth and Student
    - Pre-employment Transition Services
  + Section 511: Impacts for Student with Disabilities in Secondary Education
    - Limitations on use of subminimum wage for youth
    - What happens when the youth is referred to VR
    - Who does the Reviews
    - Documentations of PETS
      * Documentation for Subminimum Wage

III. Goals:

IV. Assignments

V. Next Meeting:

VI. Public Comment

VII. Adjournment

If you wish to participate via teleconference, please notify Special Education Programs 24 hours prior to the scheduled meeting at 773-3678.

Toll-free dial in number: 866-410-8397

Conference code: 7385600177

Notice is further given to individuals with disabilities that this board meeting is being held in a physically accessible place. Any individuals with disabilities who will require a reasonable accommodation in order to participate in the board meeting should submit a request to Merle Doolittle at 605-773-3678. Please request the accommodations no later than 10 business days prior to the meeting in order to ensure accommodations are available.