

# Annual Report



2016-2017

South Dakota Department of Education  
Special Education Advisory Panel



## **South Dakota Department of Education Special Education Advisory Panel**

The South Dakota Department of Education, Special Education Programs is pleased to present this annual report to the Governor of South Dakota. This report describes the topics discussed and recommendations made, along with priorities and activities the Advisory Panel has participated in for the 2016-2017 school year, and represents the continuing progress toward meeting the goal of the Department.

## Table of Contents

Letter from the Chair and Vice Chair	4
The South Dakota Advisory Panel	5
Requirements in the Administrative Rules of South Dakota	5-6
Panel Responsibilities	7
Membership	8-9

### Panel Priorities

Alternate Assessment	10-11
Panel Recommendations	12
Topics Covered	13
Presentations to the Board	14
Advisory Panel Group Statements Released to the Public	15
Meeting Dates	16
State Performance Plan Indicators	17



## Letter from the Chairperson and Vice Chairperson

To the Governor of South Dakota,

The South Dakota Department of Education Special Education Advisory Panel continues its service in an advisory role and advocate for children with disabilities and their educational opportunities. This annual report highlights the priorities, recommendations and activities of the panel for the past year.

The board is committed to working to enhance the lives of people with disabilities. Stakeholders representing different areas of expertise work together to provide insight, input, guidance and direction to the office of Special Education so that South Dakota can continue to provide our students with the best possible education

Team efforts and focus during this past year, July 1, 2016 – June 30, 2017, have been highlighted by ongoing consultation, training, sharing, input and updates with the state Office of Special Education Programs.

Marie Ivers, Chairperson  
Penny McCormick-Gilles, Vice Chairperson

## The South Dakota Advisory Panel

The South Dakota Advisory Panel, composed of individuals from around the state and selected by the Governor of South Dakota, advises the Department of Education, Special Education Programs (SEP) on issues related to students with disabilities.

In compliance with this responsibility the panel conducts public meetings throughout the state. During this year, the panel met in Rapid City, Brookings and Pierre.

The panel's role as a stakeholder group for the State Performance Plan and the Annual Performance Report is vital. The SEP wishes to thank the panel for their assistance and guidance.

## Requirement in the Administrative Rules of South Dakota

### **24:05:14:18. State advisory panel -- General.**

The department shall establish and maintain an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the state.

### **24:05:14:19. State advisory panel -- Membership.**

The advisory panel must consist of members appointed by the Governor, or any other official authorized under state law to make such appointments, be representative of the state population, and be composed of individuals involved in, or concerned with, the education of children with disabilities, including:

- (1) Parents of children with disabilities, ages birth through 26;
- (2) Individuals with disabilities;
- (3) Teachers;
- (4) Representatives of institutions of higher education that prepare special education and related services personnel;
- (5) State and local education officials, including officials who carry out activities under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007;
- (6) Administrators of programs for children with disabilities;
- (7) Representatives of other state agencies involved in the financing or delivery of related services to children with disabilities;
- (8) Representatives of private schools;
- (9) Not less than one representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities;
- (10) A representative from the state child welfare agency responsible for foster care;  
and
- (11) Representatives from the state juvenile and adult corrections agencies.

A majority of the members of the panel must be individuals with disabilities or parents of children with disabilities, ages birth through 26.

**24:05:14:20. State advisory panel -- Duties.**

The advisory panel shall:

- (1) Advise the department of unmet needs within the state in the education of children with disabilities;
- (2) Comment publicly on any rules proposed by the department related to the education of children with disabilities;
- (3) Advise the department in developing evaluations and reporting on data to the U.S. Secretary of Education under section 618 of the IDEA;
- (4) Advise the department in developing corrective action plans to address findings identified in federal monitoring reports under Part B of the IDEA; and
- (5) Advise the department in developing and implementing policies related to the coordination of services for children with disabilities.

## Panel Responsibilities

1. Advise the SEA of unmet needs within the State in the education of children with disabilities.
2. Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities.
3. Advise the SEA in developing evaluations and reporting on data to the Secretary under section 618 of the Act.
4. Advise the SEA in developing corrective action plans to address findings identified in Federal monitoring reports under Part B of the Act.
5. Advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities.
6. Review and comment on final due process hearing findings and decisions.
7. 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.



## Membership

<p><b>Name:</b> Marie Ivers            Chairperson  <b>Representation:</b> Parent, Special Education Administrator  <b>Address:</b> Brookings, SD  <b>Term Ends:</b> 06/30/2018</p>	<p><b>Name:</b> Penny McCormick-Gilles            Vice Chairperson  <b>Representation:</b> Other State Agencies/Cooperative  <b>Address:</b> Mount Vernon, SD  <b>Term Ends:</b> 7/09/2018</p>	<p><b>Name:</b> Betsy Schwenk  <b>Representation:</b> Parent  <b>Address:</b> Harrisburg, SD  <b>Term Ends:</b> 06/30/2018</p>
<p><b>Name:</b> Larry Ayres  <b>Representation:</b> Parent  <b>Address:</b> Brookings, SD  <b>Term Ends:</b> 06/30/2018</p>	<p><b>Name:</b> Stacy Haber  <b>Representation:</b> Parent  <b>Address:</b> Sioux Falls, SD  <b>Term Ends:</b> 06/30/2018</p>	<p><b>Name:</b> Lori Larson  <b>Representation:</b> Parent  <b>Address:</b> Rapid City, SD  <b>Term Ends:</b> 6/30/2018</p>
<p><b>Name:</b> Dr. Donna Johnson  <b>Representation:</b> Higher Education Preparer of Special Education and Related Service Providers  <b>Address:</b> Marion, SD  <b>Term Ends:</b> Appointed</p>	<p><b>Name:</b> Traci Glanzman  <b>Representation:</b> Individual with a Disability  <b>Address:</b> Pierre, SD  <b>Term Ends:</b> 6/30/2018</p>	<p><b>Name:</b> Bernie Grimme  <b>Representation:</b> Transition and State Agency Responsible for Financing and Delivering Related Services.  <b>Address:</b> Pierre, SD  <b>Term Ends:</b> Appointed</p>
<p><b>Name:</b> Kaitlin Donohoe  <b>Representation:</b> State Juvenile Corrections  <b>Address:</b> Rapid City, SD  <b>Term Ends:</b> Appointed</p>	<p><b>Name:</b> Sara Hoogheem  <b>Representation:</b> Parent, Special Education Teacher  <b>Address:</b> Clark, SD  <b>Term Ends:</b> 06/30/2018</p>	<p><b>Name:</b> Judy Hoscheid  <b>Representation:</b> State Child Welfare Agency responsible for Foster Children  <b>Address:</b> Pierre, SD  <b>Term Ends:</b> Appointed</p>
<p><b>Name:</b> Sarah Carda  <b>Representation:</b> Parent  <b>Address:</b> Yankton, SD  <b>Term Ends:</b> 06/30/2018</p>	<p><b>Name:</b> Laura Johnson-Frame  <b>Representation:</b> McKinney-Vento  <b>Address:</b> Pierre, SD  <b>Term Ends:</b> Appointed</p>	<p><b>Name:</b> Kristie Eisenbraun  <b>Representation:</b> Individual with a Disability  <b>Address:</b> Sioux Falls, SD  <b>Term Ends:</b> 6/30/2019</p>



**Name:** Shelly Shaw

**Representation:** Special Education Teacher, Parent

**Address:** Mission, SD

**Term Ends:** 06/30/2018

**Name:** Erin Schons

**Representation:** Private School

**Address:** Sioux Falls, SD

**Term Ends:** 7/30/2020

**Name:** Linda Turner

**Representation:** State Director of Special Education

**Address:** Pierre, SD

**Term Ends:** Appointed

**Advisory Panel Support Staff:**

**Name:** Merle Doolittle

**Representation:** Secretary, SDDOE

**Address:** Pierre, SD

**Name:** Ben Morrison

**Representation:** Program Specialist, SDDOE

**Address:** Pierre, SD

18 panel members from across South Dakota, 10 of these members represent as parents or individuals with disabilities, 56% of the membership.

## Panel Priority – Alternate Assessment

### **Panel Recommendations:**

- Recommendation #1 Documentation:
  - Board was asked to provide South Dakota Alternate Assessment Participation Guidelines to schools.
  - Please use the following Criteria for Participation in the Alternate Assessment on all the following scenarios.
    1. 1. The student has a significant cognitive disability
    2. 2. The student is learning content linked to the State Standards through Core Content Connectors (CCC)
    3. 3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum
- 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. Has 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  $\frac{3}{4}$  grade curriculum as a junior in high school. Transition plan includes modifications that do 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”
      3. YES
  - 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 general education classroom however has accommodations and modifications. Has consistently performed below basic at the  $\frac{3}{4}$  grade levels in state standardized assessments. Plays sports, very street smart, very social.

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”
3. YES

▪ 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 alternate 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

## Panel Recommendations

1. Another issue addressed by the panel was the declining number of special education teachers and related service providers throughout the state. What steps are being taken to counteract or remedy this?
2. The panel also advised the SEP on ways to improve the information provided to parents by the school districts and increase parent participation in the yearly surveys requesting parent input as to the services provided to their children.

## Topics Covered

**Topics covered are areas for the Panel to provide input to the Department of Education, Office of Special Education Programs.**

**For full details of topics covered and meeting minutes, please visit the State of South Dakota Board of Commissions Website at:**

**[SD Advisory Panel for Children with Disabilities Board Meeting Minutes](#)**

State Special Education Determinations: 9/13/16

Updated By-Laws: 9/13/16

Dyslexia Workgroup Update: 9/13/16

Results Driven Accountability Update: 9/13/16 and 1/9/2017

Certification Rules: 1/9/2017 and 4/3/2017

State Performance Plan Updates: 1/9/2017

Every Student Succeeds Act: 1/9/2017 – Laura Scheibe, Department of Education

Dispute Resolutions: 1/9/2017

Alternate Assessment (Board Priority Area): 1/9/2017

IDEA Federal Funds Application: 4/3/2017

Indicator 14: Post-School Outcomes: 4/3/2017

SPDG Federal Grant: 4/3/2017

SD Legislation/Rules Updates: 4/3/2017

## Presentations to the Board

**Presentations are for the Panel to learn more about what is happening in the state regarding other services, resources and initiatives that may be appropriate for children with disabilities.**

BHSSC Autism Room: 9/13/16- Rhonda Feterl – Black Hills Special Services

South Dakota Parent Connection: 4/3/2017 – Lori Larson, Outreach Specialist

Project Search: 4/3/2017 – Larry Ayres – Brookings Project Search Coordinator

Part C Update: 6/5/17 – April Hodges – Part C Program Representative

Head Start Collaboration: 6/5/17 – Kristi Swier – Head Start Coordinator

Workforce Innovation and Opportunity Act (WIOA): 6/5/17 – Bernie Grimme – South Dakota Rehabilitation Services

Advocacy Updates: 6/5/17 – Cole Uecker – South Dakota Advocacy staff

Advisory Panel Group Statements  
Released to the Public and Letters of Support

Advisory Panel did not provide public comment in 2016-2017.

Advisory Panel provided a letter for support for the State Personnel Development Grant.

## Meeting Dates 2016-2017

**September 12, 2016**

**Technology and Innovation in Education (TIE), Rapid City, SD**

**January 9, 2017**

**Pierre and Via Webinar**

**April 3 and 4, 2017**

**McCrary Gardens, Brookings, SD**

**June 5, 2017**

**South Dakota Department of Education, Pierre, SD**

\*\* A copy of the meeting minutes can be found on the South Dakota Boards and Commission website under Children with Disabilities: Advisory Panel on:  
<http://boardsandcommissions.sd.gov/default.aspx>





## 17 Indicators in the State Performance Plan

- Indicator 1** —Improving graduation rates for students with disabilities
- Indicator 2** —Decreasing dropout rates for students with disabilities
- Indicator 3** —Ensuring all students with disabilities participate in statewide assessment
- Indicator 4** —Reducing suspension and expulsion rates for students with disabilities
- Indicator 5** —Providing services for students with disabilities in the least restrictive environment.
- Indicator 6** —Providing preschool children with disabilities services in the least restrictive environment
- Indicator 7** —Improving cognitive and social outcomes for preschool children with disabilities
- Indicator 8** —Improving parent involvement in their child’s special education program
- Indicator 9** —Reducing disproportionality of cultural groups in special education
- Indicator 10**—Reducing the number of students from other cultures in certain disability categories
- Indicator 11**—Improving efforts to locate, evaluate, and serve students with disabilities
- Indicator 12**—Ensuring a smoother transition from preschool programs to school-based programs
- Indicator 13**—Improving transition services for students with disabilities at the secondary level, i.e., 16+ years
- Indicator 14**—Improving the outcomes for students moving from secondary to postsecondary activities
- Indicator 15**—Making sure school districts correct noncompliance areas in the special education program within one year
- Indicator 16**—Decrease the number of mediation held within a year.
- Indicator 17** – State Systemic Improvement Plan