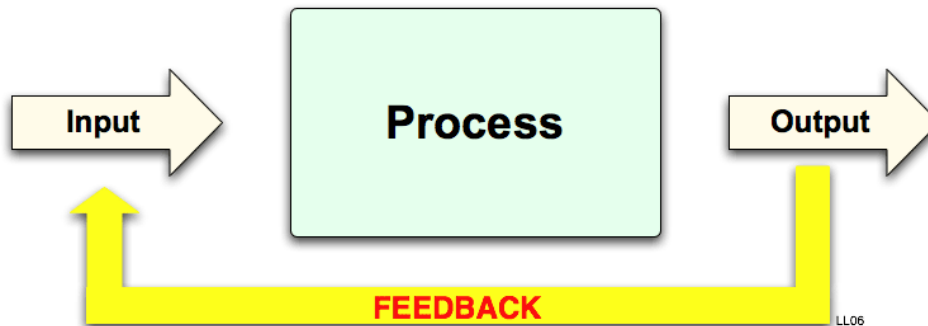


2019 Special Education Programs Accountability Process

Special Education Programs



Purpose of Accountability Review

- The primary focus of the department's monitoring activities shall be on:
 1. Improving educational results and functional outcomes for all children with disabilities; and
 2. Ensuring that states meet the program requirements under Part B of the IDEA, with particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.

ARSD 24:05:20:18.01

Which districts are reviewed?

- SEP has gone to a 5 year cyclical review
 - All districts will be on this cycle
- Additionally Districts may be reviewed for the following reasons:
 - Complaint or Due Process in the past year
 - District applied for Extraordinary costs and an audit was requested
 - District was flagged for Disproportionality or Significant Disproportionality

Who is involved in the review?

- State Level:
 - Accountability Program Specialist
 - Office of Special Education Programs
 - Oversee the Accountability Process
 - Review Corrective Action Plans (CAP)
 - Correspondence with district
 - Review and Finalize CAP
 - Sends CAP to district
 - Send Closure Letter
 - Public CAP postings
 - Special Education Program Staff:
 - Members of the review team

Who is involved in the review?

- Results Driven Accountability (RDA) monitor
 - Contracted through Cooperatives with SEP
 - Roles:
 - Team Lead – organize review, correspond with district, develops corrective action plan, and provides technical assistance through the CAP process.
 - Team Member – conduct file reviews and/or interviews

Who is involved in the review?

- Transition Liaisons
 - Transition Services Liaison Project
 - Reviews transition files per disability categories
 - Provides technical assistance on transition

Who is involved in the review?

- District Level
 - Special Education Director
 - Notifies district special education staff
 - Make **electronic** copies of IEP cover sheets on all kids listed on most recent child count
 - Create a list of special education staff with initial and re-evaluations completed by them for the recent school year. (1 year time frame)
 - Special Education staff
 - Attend file review
 - Assist reviewer with identifying items in the file
 - Take notes on potential compliance issues, best practice recommendations, and items to discuss with administration
 - May bring questions they have about the IEP process to discuss

Process Overview

Announcement Letter

Pre-site Activities

On-Site Activities

Corrective Action Plan

Closing the File

Announcement Letter

- Special Education Programs sends a letter each spring informing districts that they will participate in an accountability review in the upcoming school year.
 - Sent to Superintendents and Special Education Directors
 - This has been completed.



Pre-Site Activities

Pre-Site Activities

Between August and October

- Team Leader – sends an email to make initial contact with the District Superintendent and Special Education Director
 - At this point the district's primary contact person will be established.
- Schedule Letter – delivered through email and hard copy
 - Provides the on-site review date(s)
 - Schedule of the Review Day(s)
 - Identifies the Review Team Members

Child Count Validation

- The team leader will validate the December child count.
- An **electronic** copy of the front page of each IEP in effect at the current December child count will needed to be given to the team lead. District will also include a copy of the official child count from Launch Pad.

Note: child count validation is need as part of a fiscal audit.





CERTIFIED

State Certified Staff

- The team lead will review the certification and job duties of district staff.

Transition Files

- State Performance Plan Indicator 13 data is collected through this process.
- District will receive a document identifying type of transition files to prepare.
 - Transition files across disability categories
 - At a minimum: 2 files per transition age teacher
 - Show evidence of inviting an outside agency process

Comprehensive Plans

- Prior to the on-site review, the district will submit the most updated comprehensive plan to the team lead for review.
- **Local education agency comprehensive plans -- Contents.** Each local education agency must have a current comprehensive plan approved by the school board on file with the district superintendent or designee. Documentation supporting the implementation of the local school district's comprehensive plan shall be maintained by the district for review by Special Education Programs staff during onsite monitoring visits. Districts shall update comprehensive plans consistent with § 24:05:21:01.02 and recertify their content annually.

On-Site Activities

On-Site General Schedule

Entrance Conference

Review team will meet to discuss assignments

File Reviews begin/Interviews

Lunch Break

Teacher file Reviews/Interviews cont...

Review team compile review data

Exit Conference

Entrance Activities

- Entrance Conference
 - District's contact determines who from the district attends
 - Introduction and overview of the day
- The review team will meet before getting started with district staff



District Interviews

- Interviews will be conducted.
- The team leader will meet with the Special Education Director to review the district's policies, procedures, and practices.



File Reviews



- Purpose:
 - Ensure compliance
 - All Special Education Teachers including early childhood and Speech Pathologists will have at least one file reviewed with a review team member.
 - Provide technical assistance
- How are the files selected:
 - Special Education staff will identify 2 files that recently completed an initial or re-evaluation.
 - Team leader will select student files to be reviewed based on the Sped Teachers caseload and a **representative sample of disability categories ranging from age 3-21.**

File Reviews

- Student Files should contain:
 - Current evaluation reports
 - Individual Education Plan (IEP)
 - Parental Prior Written Notice (PPWN) and PPWN consent
 - Initial consent document
 - Behavior Plans, if applicable

Note: If potential non-compliance is found the staff person being reviewed will be asked to make copies to support findings.

Prepare for file reviews: Utilize the Internal Review form on [Accountability Process](#) website, IEP TA guide and Eligibility Tools and Resources

Other Files

Out of District Placements:

- Team lead will request to review files related to out of district placements.
- Ensure the district has all the evaluation and IEP documentation on the student available.

Private School:

- If district has private school students, team lead will request to review a sample of student files.
- May discuss some information on funds utilized for private schools.

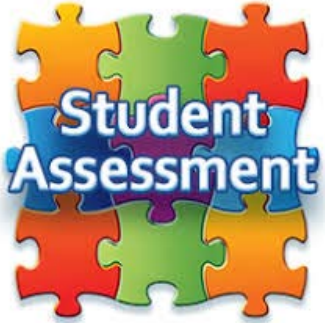
Other Files

A sample of the following 2018-2019 students will be requested:

- Students, who **graduated**, will be pulled to ensure that PPWN was issued and the graduation data was entered correctly in campus.
- **Summary of Performance** for graduates and age out students will also be checked.

Resources:

- [Sped Exit Codes](#) can be found in Student Data Collections Desk Guide or SPED Reporting Sheets.
- Data pulled from the SD STARS Exit Report after June 15, 2019



State/District Assessment: Accommodations and Alternate Assessment

- The team will also be looking at accommodations that are provided during the State/District assessments ensure they are documented.
- If district had students take alternate assessment, the review team will ensure meets criteria and IEP has appropriate documentation.



Indicator 13: Transition IEP section

In addition to age 3-21 case manager files for review:

- A sample of transition files age 16-21 will be selected based on a representative sample of disability categories and number of transition students served.
- The team will look at a minimum of 2 files per teacher of transition age.
- At a minimum, one file per teacher must show evidence of invitation of outside agency process.

Exit Activities

- The Review Team will meet to compile the data gathered throughout the review.
- Exit Conference
 - District contact will determine who attends the exit conference. We welcome all district staff.
 - The team lead will go over positive feedback and potential findings
 - The final determinations of non-compliance will be made by Special Education Programs



Post-site Activities

Corrective Action Plan (CAP)

- Purpose:
 - OSEP Memo 09-02 identified two federal requirements:
 - Prong 1
 - Fix the file in which non-compliance was identified.
 - If required, participate in technical assistance or training
 - Prong 2
 - The district will provide additional documentation as evidence of continued correction of non-compliance.



CAP Process

- Process:
 - Team lead compiles the review issues of non-compliance into the CAP
 - CAP is sent to Special Education Programs for review
 - Special Education Programs issues final CAP to district
 - District will correct issues of non-compliance
 - Team leader will provide TA throughout corrective action process

CAP Appeals

- Appealing the CAP
 - If the district feels an error was made after reviewing the CAP
 - District submits in writing, as soon as possible, the error made and support your finding to the State Accountability Program Specialist.
 - Supporting evidence– SEP will review additional documentation submitted during appeal as well as the documentation copied during review to make a determination.



CAP Timeline

- A copy of the Accountability CAP will be sent in an email and a hard copy by mail.
 - Prong 1
 - 60 days to complete Prong 1 corrections
 - Individual files requiring immediate correction
 - Prong 2
 - 1 year timeline starts from report date
 - Districts notified at 9 months if corrections are not being submitted
 - Additional IEP documentation and/or update policy, procedure, and practice.
 - ARSD 24:05:20:20

Note: if not completed in a timely manner, sanctions could be applied.

ARSD 24:05:20:23

CAP Reports

- Public Report
 - Lists the ARSDs that are in non-compliance
 - Posted to the State website
- District Report
 - Prong 1
 - Student SIMS #/ Teacher Name
 - Specific non-compliance issued
 - What documents need to be submitted
 - Prong 2
 - Requirements to show continued compliance

CAP Closure

- District has met requirements for Prong 1 and Prong 2:
 - Team lead will notify the Accountability Program Specialist
 - Accountability Program Specialist will send the district a letter stating all items in the CAP have been met and the CAP is closed.
 - CAP is sent to the Superintendent and Special Education Director
 - Public Report is updated and posted to the website

Common Findings

- Parent Prior Written Notice (PPWN) – Consent to Evaluate
 - The school district shall provide notice to the parent that describes any evaluation procedures the district proposes or refuses to conduct.
 - The school district shall administer all evaluations needed based on suspected disability category and concerns team has in order to have comprehensive evaluation to make eligibility determinations.



Common Findings

Content of individualized education program. Each student's individualized education program shall include:

- How disability affects
- Measurable annual goals
- Accommodations and special education services location, frequency, and duration
- Transition by age 16, MPSG, course of study, and transfer of rights.

Common Findings Cont...

- PPWN - Content

- The notice must include the following:

- A description of the action proposed or refused by the district, an explanation of why the district proposes or refuses to take the action, and a description of any other options the IEP team considered and the reasons why those options were rejected;
- A description of each evaluation procedure, assessment, record, or report that the district uses as a basis for the proposal or refusal;
- A description of any other factors which are relevant to the district's proposal or refusal

- 5 day notice documentation

- More information can be found at

<http://doe.sd.gov/sped/webinars.aspx>

Common Findings Cont...

- Reports:
 - Skill based was completed in all areas.
 - Transition report created
 - Reports includes:
 - Assessment date(s),
 - Name of the evaluator(s),
 - Sources from which the information was gathered

Districts Can Begin Preparation

- District final 2018 child count submission and begin creating **electronic** copies of front page of IEP. IEP must contain disability category of student.
- Create a list of special education staff with initial and re-evaluations completed by them for the recent school year which would include disability category (1 year time frame).
- Utilize the Internal Review form, IEP TA Guide, and Eligibility Tools and Resources to ensure files selected are complete.

Results Driven Accountability (RDA)



Purpose of RDA

- Establish a meaningful and continuous process focused on improving academic results and functional outcomes for students with disabilities by connecting local data to improvement efforts.
- Maintain a high level of compliance with IDEA federal regulations and South Dakota Administrative Rules for special education.
- Support local districts in the process of self-assessment, evaluation, and improvement of compliance and results-focused efforts.
- Link program improvement activities with multi-year planning and supports.

RDA

- It is separate from general monitoring process.
- Districts will receive a level designation after indicator data entered into a risk rubric.
- Districts are currently piloting.
- Implementation begin in 2020-2021



Questions: Regarding the
accountability process can be
directed to
Melissa Flor at 605-773-6119
or Melissa.Flor@state.sd.us

General Special Education Questions

- Contact Regional Representative assigned to your district.
- <https://doe.sd.gov/sped/documents/19-SPED-reps.pdf>

Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7
Brandi Gerry 295-3536	Rebecca Cain 280-3568	Beth Schiltz 773-4257	Stacey Meyer 773-3219	Jodi Berscheid 773-2594	Jodi Berscheid 773-2594	Melissa Flor 773-6119
Public School Districts	Public School Districts	Public School Districts	Public School Districts	Public School Districts	Public School Districts	Public School Districts
Arlington* Big Stone City Britton-Hecla* Brookings Castlewood* Clark* DeSmet*	Alcester-Hudson** Beresford** Brandon Valley **** Bridgewater-Emery* Canistota* Canton** Centerville	Andes Central** Armour* Avon** Bon Homme** Burke* Chamberlain Colome*	Aberdeen Baltic** Chester** Colman-Egan** Dell Rapids** Doland* Edmunds Central**	Bison* Bowdle** Dupree* Eagle Butte Eureka** Faith* Gettysburg	Agar-Blunt-Onida Bennett County* Jones County* Kadoka Area* Lyman* Pierre Stanley County	Belle Fourche* Custer* Douglas* Edgemont* Elk Mountain Haakon* Hill City*

Resources

- <https://doe.sd.gov/sped/index.aspx>
 - Special Education Page
- <https://doe.sd.gov/sped/accountability.aspx>
 - Internal Review Form
- <https://doe.sd.gov/sped/IEP.aspx>
 - IEP Forms
 - Eligibility Documents

Transition Resources

- Transition Services Liaison Project
 - www.tslp.org
- TSLP staff can provide free direct technical assistance to school staff for Indicator 13 requirements.
 - One on one
 - Trainings
 - Off site