



# Special Education Programs

## SPED Program Highlights

### [IEP Technical Assistance Guide Updated:](#)

The IEP TA guide has a fresh look and noticeable changes made include additional references to Parental Prior Written Notice (PPWN), Accommodation, Modification and Supports section, age 5 LRE definition and annual review and begin services date chart.

### [Campus Rollover](#)

Infinite Campus has rolled over student data from last year. Please verify that all special education students are accounted for and their information rolled over accurately. If you find errors, please contact [Teri.Jung@state.sd.us](mailto:Teri.Jung@state.sd.us).

### [Educational Directory](#)

If your district had a change in special education directors or superintendents please make sure the [directory](#) is up to date or contact [Jennifer.RattlingLeaf@state.sd.us](mailto:Jennifer.RattlingLeaf@state.sd.us).

### [Updated Regional Representative List](#)

The SEP regional representative list has been updated. Jessica Ahlers will be working with regions 5/6 and Debra Willert will work with region 4. Thank you to Rebecca Cain and Brandi Gerry for assisting with coverage of those regions!

[SD receives highest ratings under IDEA.](#) South Dakota has received the highest rating possible for Parts B and C, for the most recent reporting year (federal fiscal year 2018). South Dakota is one of only 12 states across the country to meet the requirements and purposes of IDEA under both Parts B and C, according to [information released](#) recently from the U.S. Department of Education. Congratulations to all school personnel involved in providing high-quality services to infants, toddlers and students with disabilities.

## DOE Program Highlights

[Report Card](#) This year, the South Dakota Department of Education will again use SD-STARS to make Report Card data available to school districts before it is released to the public. The department wants to make districts aware of a few important items that are different for the 2019-20 Report Card. Please see below for important dates:

- **Aug. 19 – Sept. 1:** Districts have the opportunity to make appeals related to their Report Card data. This is the **ONLY** appeal window.
- **Sept. 1:** Appeal window closes at 5 p.m. CT.

**FAQs for back to school.** An FAQ for returning to school is at [Starting Well webpage](#). Questions are culled from DOE’s regular webinars with superintendents and will continue to be updated.

**Superintendent’s Checklist calendars available.** Hard copies of the 2020-21 Superintendent’s Checklist have been mailed. They were delayed due to the pandemic. Each district will receive two copies: one for your superintendent and one for your business manager. In the meantime, you can access a PDF of the calendar at: <https://doe.sd.gov/publications/documents/2021SupCalendar.pdf>.

### SPED PROGRAM STAFF

- [Linda Turner](#), Director
- [Wendy Trujillo](#), Assistant Director
- [Rebecca Cain](#), Program Specialist
- [Angel Corrales](#), Data Manager
- [Melissa Flor](#), Program Specialist
- [Debra Willert](#), Program Specialist
- [Jessica Ahlers](#), Program Specialist
- [Beth Schiltz](#), Program Specialist
- [Brandi Gerry](#), Program Specialist
- [Lindsey Bomesberger](#), Secretary

### [Regional Representative List](#)

**Contact: 605.773.3678**

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### [Next SPED Director Call](#)

**August 18, 2020 - 10am CT**

Connect through ADOBE:

<https://taese.adobeconnect.com/sdta/>

For audio dial: 888-387-8686  
Passcode: 380 976 9612

Tentative Agenda Items

- [Indicator 7 STARS reports](#)
- [BDI3 Updates](#)
- [IEP TA Guide](#)
- [RDA](#)
- [Determinations](#)

## SPED PROGRAM FEATURE PRESENTATION

And so begins the 2020 school year!

I spent some time reflecting on an inspirational and encouraging message for the start of the year. But if you are like me it depends on the day or the minute as to whether I feel inspired or overwhelmed, confident or frantic, and many other emotions. We are in such a state of flux as we begin this school year and it is difficult to make sense of what we are experiencing.

As unclear as it is for me as a professional and parent trying to conceptualize what this school year will hold, I can only imagine the impact for our children and students, particularly those with disabilities, as they try to make sense and order of what they are experiencing and feeling.

What I do know is that I want to make a difference. I want to be a support and model for my co-workers, colleagues, friends and most importantly family as we navigate through this time together. I know by being open to change I will experience and try things in ways I have not considered before. That doesn't mean I will always be successful, but I will continue to learn and improve. This is what I hope for all of you this year as well.

Remember that although our experiences and perspectives are unique, if we keep in mind the big picture and support each other, we will make a difference in the lives of students with disabilities.

Linda Turner

## Federal Highlights

Maintaining strong relationships with families is critical to student success—now more than ever. Here are some resources that can help districts develop and maintain relationships with families while navigating the unknowns of the upcoming school year.

**CEEDAR Center: Family Guide to At-Home Learning** (<https://cedar.education.ufl.edu/family-guide-to-at-home-learning/>) - This guide has practical strategies that work for helping children of all ages who may be struggling with at-home learning. Spanish version available.

**National Center for Pyramid Model Innovations: Helping Children and Families Cope** (<https://challengingbehavior.cbcs.usf.edu/emergency/>) - This site includes family-friendly guides to support families in helping young children cope with the challenges such as having to stay at home, washing hands, and working through big feelings. Spanish versions available.

**National Center on Intensive Intervention: Collaboration Tools** (<https://intensiveintervention.org/implementation-support/collaborating-families>) - Resources and suggestions for how educators can encourage parent and family engagement.

**National Center on Improving Literacy: Parent Briefs**—NCIL has created several short research summaries and infographics to simplify complex ideas related to literacy. Here are a few designed for families. Spanish versions available.

- Partnering With Your Child's School (<https://improvingliteracy.org/brief/partnering-your-childs-school>)
- Remote Literacy Learning: Coaching Steps for Families (<https://improvingliteracy.org/brief/remote-literacy-learning-coaching-steps-families>)
- Remote Literacy Learning: Families as Partners (<https://improvingliteracy.org/brief/remote-literacy-learning-families-partners>)

## SEP Program Staff Highlights

Linda Turner, Special Education Programs Director

I have been in the field of special education for 26 years. I spent 10 years in the public schools and have been at the state department for 16. I consider my role at the department to be a liaison. I coordinate and support the provision of special education by bringing federal and national information to the state and helping districts and families provide and receive an appropriate education for students with disabilities. In this role I currently serve on the Board of the National Association of State Directors of Special Education, work with federal and state level technical assistance providers and groups including legislators, and coordinate an amazing team of program specialists to provide direct support in key areas as well as regional support. Counting the states and entities there are less than 60 of us that have this job, but it is truly amazing.

I am celebrating today my 26th anniversary with my husband Brett. We have two daughters, one heading back to college in a week and one in high school. We also have a 5 year old chocolate lab named Porter that entertains and loves us.

We have limited our summer trips to camping along the Missouri River, but it is so peaceful and brings me great joy which I need and appreciate this year. Normally I take a summer pottery class, but I was not able to do that this year so have spent time catching up on organizing photos and creating photo books. I have spent far too much time binging on new to me tv series, by favorites have been Merlin, Republic of Doyle and now Alias. If you have a favorite, let me know, I always appreciate a good recommendation.





To register, please click on the title.

#### [Dyslexia Assessment in SD Training](#)

Each district is required to send a team of at least three staff to be trained to assist their school/district in assessing students for dyslexia and providing intervention strategies for better learning outcomes. Co-ops are welcome to send teams as well. The teams will be required to practice the skills they learn and submit an assessment to the trainers, Dr. Kari Oyen and Dr. Daniel Hajovsky. The trainers will schedule a follow-up consultation with each team to review the school teams assessment process and results. Each member of the team should register separately. See flyer for more details or contact Becky Cain at [Rebecca.cain@state.sd.us](mailto:Rebecca.cain@state.sd.us). This training is scheduled for face-to-face but will be held virtually if necessary.

[Webinar series to address trauma-informed classrooms.](#) The University of South Dakota's Child and Adult Advocacy Studies (CAAsT) certificate program and Center for the Prevention of Child Maltreatment are offering a webinar series to support the work of school staff seeking to create trauma-informed school settings. Lessons will focus on techniques to create trauma-informed classrooms, as children return to school following COVID-related closures, and will provide school personnel with applicable knowledge for working in multidisciplinary teams. See attached handout for details.

#### [Fall IEP Workshops:](#)

Basic and Early Childhood IEP workshops will be held virtually along with the Transition workshop hosted by TSLP. Registration is still opened. Advance IEP workshops are cancelled this fall.

#### [SD Parent Connections \(SDPC\) Back to School Webinar Series](#)

SDPC in collaboration with SD Special Ed Programs has developed a webinar series for parents to assist with the transition back to school. The topics for this series include and date of video release:

- Introduction: Getting Ready for Re-entry– August 14th
- EP/Re-Evals - August 28th
- Mental Health and Safety - September 25th
- Strengthening Relationships and Communication - October 23rd
- Understanding your Rights Under IDEA - November 20th

#### [Battelle Developmental Inventory II \(BDI2\) Modules](#)

- Six modules on using, administering, scoring, interpreting, and fidelity of the BDI-2
- For teaching and supporting Early Childhood educators and providers
- Complete at own pace
- Available for undergraduate, graduate credit or 1 CEU (15 hours)
- Only available until Fall 2021 due to the upgrade to BDI3

#### [COMING SOON...](#)

#### **[Virtual Conference for Paraprofessionals](#)**

October 13 & 14. October 13 will focus on students with behavior needs and October 14 will focus on professionalism, communication, data collection, and reading strategies. Registration coming soon.

## **SPED RESOURCES**

### [South Dakota Family Literacy Modules](#)

South Dakota families have access to **free Read to Succeed family literacy modules**. These modules were developed through the Statewide Professional Development Grant (SPDG). The modules are online, self-paced, and provide a basic understanding of foundational literacy skills (such as phonics, fluency, and comprehension).

The modules also include tips and resources to help families work on literacy skills at home.

### [Introduction to IEPQ—Recorded Webinar](#)

DOE hosted a training on the IEPQ website in June, and a recording of that training is available for those unable to attend. The recording will provide a basic introduction to the IEPQ website and how to use the tools and resources to develop a high-quality IEP. View the recording at this link: <https://www.youtube.com/watch?v=9O0MY745xo>

### [Remote Learning vs. Homebound vs. Homeschool](#)

NASDSE has released guidance on "Helping Education Leaders and Communities Identify the Key Differences." Each placement has IDEA implications and it is important for IEP teams to understand and explain the differences prior to making decisions. Please see document attached in email.

## **SD State Disability Category**

### **Resources**

#### [Administrative Rules of South Dakota](#)

Article 24:05

*(There were new rules adopted that went into effect July 2020, if you have a stand alone copy of the rules please make sure you update them. You can download the whole Article on the LRC site.)*

#### [South Dakota Special Education Programs](#)

### **Federal Resources**

#### [IDEA Part B Federal Regulations](#)

#### [US Department of Education](#)

## Resources to Support Specialized Instruction and Specific Disability Areas

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Each month we will feature different organizations and resources that will help you expand your toolkit to meet the needs of a variety of learners. **Disclaimer:** The information is being shared as a potential instructional or professional resource. Most are from state or nationally funded or recognized entities. Please evaluate individually to determine how it meets your needs.

### **Social/Emotional/Behavior**

⇒ [National Association of School Psychologists](#) has a wealth of resources to build awareness and support social/emotional/behavioral needs. Particularly relevant for the start of the school year is the [Reentry Considerations](#) and [Resources and Podcasts](#).

### **Learning Disabilities**

⇒ [National Center on Improving Literacy](#) to increase access to, and use of, evidence-based approaches to screen, identify, and teach students with literacy-related disabilities, including dyslexia. Has information on [screening tools and remote learning](#) to help you start the year.

⇒ [National Center on Intensive Intervention](#) help educators find tools and resources to support students with intensive needs, around targeting interventions and utilizing data to make appropriate educational decisions.

### **Hearing**

⇒ [South Dakota School for the Deaf](#) provides outreach and evaluation services and provides professional development to educators and families relating to education for students who are hard of hearing or deaf. A mobile van can be scheduled to come to your community to conduct screenings and evaluations.

### **Processing**

⇒ [Understood.org](#) Features programs for Families, Educators, and Young Adults focus on empowering people who learn and think differently and those who support them, offering customized, accessible resources. [Through Your Child's Eyes](#) allows you to simulate and experience different disabilities.

### **Medical Needs**

⇒ [Center for Disabilities](#) Based in SD and working in partnership with many state agencies. The Center offers [training](#), technical assistance, and evaluations to help people with disabilities, families, and educators.

### **Transition**

⇒ [Transition Services Liaison Project](#) Resource in SD that is a cooperative project through Department of Human Services and Department of Education to support students, families and educators planning for post secondary in order for students with disabilities to reach their maximum potential as they transition from high school to the adult world.