



SEP Program Staff

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[Regional Representative List](#)

Contact: 605.773.3678

Next SPED Director Call

September 21, 2021 - 10am CT

Connect through ADOBE:

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

For audio dial: 888-387-8686

Passcode: 818 562 8373

Agenda Items:

- Accountability Reminders
- Supporting Students who are Deaf and hard of Hearing Presentation
- Indicator 6: 3-5 LRE

SPED Program Highlights

IDEA Flowthrough application submissions are due by September 30th, 2021. If you need assistance, please contact:

GMS System troubleshooting:

- Robyn Seibel – robyn.seibel@state.sd.us – 605-773-8061
- Mark Gageby – mark.gageby@state.sd.us – 605-773-3727

Program Questions:

- [SEP Regional Representative](#)

December 1st Child Count Date is Coming:

This is the time for schools to begin planning to complete eligibility determinations to have students receiving services by December 1st in order for the students to count for child count.

Please also check to make sure you are ending previous enrollment and special education records prior to starting new records.

Least Restrictive Environment – Students age 5 enrolled in Junior Kindergarten/Kindergarten – Prior to December 1 Child Count ensure students with LRE codes of 0300 who are age 5 and enrolled in Junior Kindergarten or Kindergarten have been changed to 0100 codes by following the IEP process. The changes will then need to be made in Infinite Campus. If you have questions please contact your [SEP Regional Representative](#).

DOE Program Highlights

Best Practices Webinar Series to spur ideas. Throughout the month of September, DOE will host a Best Practices Webinar Series that may help to spur ideas as you consider how best to support your students' academic, social, emotional, and mental health needs coming out of the pandemic. Sessions will be recorded and links shared. Topics range from competency-based instruction to options for providing telemental services at school. See attached flyer.

SPED PROGRAM

FEATURE

PRESENTATION

ALL GENERAL AND SPECIAL EDUCATION TEACHERS WELCOME!

Those educators who wish to gain foundational knowledge to meet the needs of students who are deaf or hard of hearing, we are excited to announce a course designed to meet your needs is now available!

EDFN 592
[Supporting Students Who are Deaf and Hard of Hearing in Your Classroom](#)

1 USD graduate credit and/or 15 CEUs upon completion.

- self-paced featuring experts with over 250 years of experience in the field of deaf education
- The course is structured to take participants from Hearing 101 all the way thru to optimal classroom design
- Participants will enjoy hands on activities, reflection and application to one's own school or classroom, as well as access to new and updated information that rolls out throughout the year.
- Two separate live webinars with a nationally recognized organization Central Institute for the Deaf (CID)

Two professional books will be sent to all class participants:

[How Deaf Children Learn and What Teachers and Parents Need to Know](#) by Marschark and Hauser.

[Signing Fun](#) by Peggy Warner

[Register Now!](#)

See attached flyer for more information

Federal Highlights

New Guidance Reaffirms Importance of Full Implementation of IDEA Amidst COVID-19 Pandemic

The U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS) sent a [letter to its state and local partners](#) reiterating its commitment to ensuring children with disabilities and their families have successful early intervention and educational experiences in the 2021–2022 school year.

This letter outlines a series of question and answers (Q&As) as children and students return to in-person learning. The Q&As focus on topics to help ensure that — regardless of the COVID-19 pandemic or the mode of instruction — children with disabilities receive a free appropriate public education (FAPE) in accordance with the Individuals with Disabilities Education Act (IDEA), and that infants and toddlers with disabilities and their families receive early intervention services.

The [Q&As document on Child Find Under Part B of the Individuals with Disabilities Education Act](#) is the first Q&A in the series and reaffirms the importance of appropriate implementation of IDEA's child find obligations, which requires the identification, location and evaluation, of all children with disabilities in the states. An effective child find system is an ongoing part of each state's responsibility to ensure that FAPE is made available to all eligible children with disabilities.

[OSEP Fast Facts: Race and Ethnicity of Children with Disabilities Served under IDEA Part B](#)

This new [OSEP Fast Facts](#), and a "Hand in Hand" supplemental tool, focused on the race and ethnicity of children with disabilities served under Part B of the Individuals with Disabilities Education Act.

Early Childhood Highlights

Early Childhood Reopening Resources

The U.S. Department of Education-funded [Center for Parent Information and Resources \(CPIR\)](#) has a collection of [resources](#) focused on reopening early childhood programs and settings for young children with developmental delays and disabilities. Resources include materials, videos, and webinars produced by the U.S. Department of Education-funded early childhood centers that early childhood programs and providers can use to guide their reopening efforts.

Improving Early Childhood Measures

The U.S. Department of Education's [Institute of Education Sciences' Early Learning Network](#) has released a [research brief](#) that explores how the time children spend on preK and kindergarten activities impacts the gains made in early childhood education. Time-based measures are used for individual children as well as for groups. [210714-Research-Brief.pdf \(unl.edu\)](#)

"Breadth of the Three Child Outcomes"

The Early Childhood Technical Assistance Center (ECTA) provides many resources to include the three Early Childhood outcomes, measured by early intervention and EC special education programs, which incorporate functional skills and behaviors that are meaningful for a child's participation in everyday routines. The outcomes spread through "developmental domains to represent the combined nature of how children develop, learn, and thrive. The breadth of these outcomes provides a framework for describing and consistently measuring children's functional skills and behaviors across settings and situations."

[ECTA Center: Child Outcomes](#)

Early Childhood IEP Workshop

Rapid City – Tuesday, September 21 – 1:00-4:30 p.m. Mountain Time
Rapid City Ramkota
2111 N. LaCrosse St



Resources to Support Specialized Instruction and Specific Disability Areas

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.

- [Frequently Asked Questions about Service Animals and the ADA](#)
- [Muscular Dystrophy Association: K-12 Educational Resources](#)
- [Specific Learning Disability \(SLD\) Strategies](#)
- [Math: Memory Challenges, Helping Students with Poor Working Memory](#)
- [Math: Processing Breakdowns](#)
- [Dyslexia FAQ](#)
- [Kids Can't Wait, Strategies to Support Struggling Readers Which Don't Require a Ph.D in Neuropsychology](#)
- [Emotional and Behavioral Disorders](#)
- [Speech or Language impairment](#)
- [Autism Source](#)
- [Early Identification and Child Find for Young Children with Disabilities](#)

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

This Month's SPED Tip

Q: The district and parent are unable to come to an agreement on special education services for a student, what are the districts options to resolve the disagreement?

A: Special Education Programs offers a couple of least adversarial options to parents and districts to assist with disagreements prior to or in conjunction with a state complaint or due process hearing.

- IEP Facilitation: promotes communication and assists team in developing an acceptable IEP.
- Mediation: Assists team with communication to develop a legally binding written agreement.

More information can be found at: <https://doe.sd.gov/sped/complaints.aspx>

Professional Development

To register, please click on the training title or date.



[SPED Resources](#)

Click on titles to go directly to webpage.

[SD Special Education Page](#)

[619 Preschool](#)

[State Performance Plan/Annual Performance Report](#)

[Dispute Resolution](#)

[Special Education Listservs](#)

[Administrative Rules](#)

[SD Department of Education](#)

[Birth to Three](#)

[Dyslexia for Assessment](#)

The training will focus on dyslexia assessment basics and each team will be required to practice the assessment in their district. Each district attending this training will need to send a team of three to four school staff. Each team will submit the assessment to the trainer, Dr. Kari Oyen, who will then review each assessment and set up a consultation with each team.

- [October 8 \(Chamberlain, SD\)](#)
- [October 29 \(Rapid City, SD\)](#)
- [November 5 \(Sioux Falls, SD\)](#)

[Struggling Reader Support Series](#)

This training series will provide teachers and administrators with information and resources to support struggling readers.

Each session will include viewing of a pre-recorded webinar by a variety of literacy experts, breakout room conversations, and resource links. Each session is an independent topic, and participants do not need to complete prior sessions to attend.

Because we are watching a pre-recorded webinar, these sessions will not be recorded. All registrants will receive a Zoom link one week before the training date and will receive a CEU certificate for 2 contact hours upon completion of the training.

- [October 4 \(Zoom\)](#)
- [November 1 \(Zoom\)](#)
- [December 13 \(Zoom\)](#)
- [January 10 \(Zoom\)](#)
- [February 7 \(Zoom\)](#)
- [March 7 \(Zoom\)](#)
- [April 11 \(Zoom\)](#)

CALL FOR PROPOSALS: 2022 SD Special Education Conference “Don’t judge a book by its cover.” The planning team looks forward to your creative ideas for sessions at the conference. SPED 2022 is planned to be in person at the Sioux Falls Convention Center March 15 & 16 but is subject to switch to virtual pending COVID19 conditions. See attached flyer for more information.

[New Special Education Directors Webinar Series](#)

Special Education Programs in collaboration with the Technical Assistance for Excellence in Special Education will be hosting a series of interactive virtual webinars new (0-3 years) Special Education Directors in the fall of 2021.

The webinars will focus on general supervision requirements of special education and will include the following topics:

- [Introduction and Integrated Monitoring Systems \(Accountability\)](#)
- [Child Count](#)
- [Dispute Resolution](#)
- [State Performance Plan \(SPP\) and Annual Performance Report \(APR\)](#)
- [Fiscal Management](#)

* Please register for each webinar individually. Contact hours available to those who attend the entire 2 hour session.

[Classroom Behavior Management Modules](#)

The [Iris Center](#) presents behavioral modules designed to provide educators with a better understanding of how disruptive behaviors impact learning as well as foundational practices and concepts to improve behavior management, learning and classroom climate.

- [\(Part 1\) Key Concepts and Foundational Practices](#)
- [\(Part 2, Elementary\): Developing a Behavior Management Plan](#)
- [\(Part 2, Secondary\): Developing a Behavior Management Plan](#)