



Special Education Programs

SPED Program Highlights

Remember to follow IDEA discipline procedures even when learning is remote

1. The >10 day rule does not change during virtual learning
2. If a student has been suspended virtually for >10 days, the school is still obligated to provide services
3. If a student has been suspended from one virtual class for multiple days, the team should consider the detrimental effects to the student and should count each class missed as a day
4. Be proactive. Communicate with parents right away to discuss behavior supports at home
5. Manifestation determination meetings can be held virtually

Child Count Date is Coming:

It is that time again to start planning ahead for Dec. 1 child count.

Thanksgiving is late this year but is less than a month away and Dec. 1 child count falls that week after. This is the time for schools to complete eligibility determinations and have students receiving services by Monday, November 30 in order for the student 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.

DOE Program Highlights

Reminder to return your SD-STARS MOA. Public districts need to sign a renewal of the SD-STARS Memoranda of Agreement so that SD-STARS can continue accessing data from your student information system, like Infinite Campus – District Edition. The department has sent this MOA to superintendents via DocuSign. If you have questions about the MOA, contact STARSHelp@state.sd.us. If you have problems with DocuSign, contact Olivia.Waggoner@state.sd.us.

2019-20 Report Card released. The [2019-20 Report Card](#) was launched publicly last week. One of the highlights was an increase in the College and Career Readiness indicator. Seventy-three percent of students hit the Coursework Readiness mark, compared to 68 percent last year. The High School Completion rate was up three percentage points (to

SPED PROGRAM STAFF

Linda Turner, Director

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Regional Representative List

Contact: 605.773.3678

Next SPED Director Call

October 20, 2020 - 10am CT

Connect through ADOBE:

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

For audio dial: 888-387-8686

Passcode: 249 918 9596

Agenda Items

- [Family Literacy Tips](#)
- [IEPQ](#)
- [Reevaluations and COVID19](#)
- [Internal Review Document](#)
- [PPWN Contents](#)

SPED PROGRAM FEATURE PRESENTATION

October is Dyslexia and ADHD Awareness Month

PLEASE VISIT the SD DOE Dyslexia page at <https://doe.sd.gov/Dyslexia/> and www.idonline.org/educators for more information on dyslexia and information you can share with teachers and parents to raise awareness about the signs of dyslexia in struggling readers. Also, please view the [International Dyslexia Association guide for COVID-19](#) specific information for both parents and teachers.

PLEASE VISIT

<https://www.cdc.gov/ncbddd/adhd/index.html> for more information on facts, symptoms, diagnosis, and treatment of ADHD

<https://dyslexicsinsight.com/videos-explaining-dyslexia/> for videos on what dyslexia is

Federal Highlights

2020 OSEP Summit on Improving Effective Personnel for Children with Disabilities (Virtual)

The Office of Special Education Programs will host **Attract, Prepare, Retain: OSEP National Summit on Improving Effective Personnel for Children with Disabilities** *virtually* on **October 27-29, 2020!**

The Office of Special Education Programs (OSEP) is hosting a virtual summit focusing on strategies to attract, prepare, and retain effective personnel—general and special education teachers, early childhood personnel, and related services providers—who have the knowledge and skills needed to provide effective instruction, interventions, supports, and services to children with disabilities. This topic disproportionately affects children with disabilities and their families due to the many unfilled positions and high attrition rates among special education teachers, early childhood personnel, and related services providers.

Improving how we attract, prepare, and retain effective personnel for children with disabilities is a critical need that will only be resolved by prioritized and collaborative efforts. We thank you in advance for your efforts toward this endeavor. We look forward to you all joining us!

The 2020 OSEP Summit is an opportunity to bring together various stakeholders to explore potential strategies and innovative approaches to address this critical need. The virtual event will be held over three days and participants may register for each event individually or attend all three.

Registration Link: <https://osepideasthatwork.org/federal-resources-stakeholders/attract-prepare-retain-osep-national-summit-improving-effective-personnel-children-disabilities>



SEP Program Staff Highlights

Angel Corrales, Special Education Data Manager

I have many years of experience working in different data management and business intelligences technologies and this has helped me with our data management needs in the Special Education field.

I am married and the proud father of three kids. My family likes to stay physically active through playing tennis, table tennis, biking and taking long walks in nature. I also has a creative side and like to write when I finds the time. I love music, practice playing instruments and like singing.





To register, please click on the title.

Virtual Dyslexia Assessment in South Dakota Training—Course is closed, registration is full. Please contact Becky Cain at Rebecca.cain@state.sd.us to be put on a waiting list.

[Explicit Instruction Book Study](#)

This course is a 9 week introductory book study on Explicit Instruction by Anita L. Archer and Charles A. Hughes. Participants will be able to understand the research supporting Explicit Instruction, describe the elements and underlying principles of Explicit Instruction, and reflect on the use of explicit instruction in their own teaching practice. Registration is limited to 24 participants. Book provided. Contact Rebecca.cain@state.sd.us for more information.

[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.

[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:

- Strengthening Relationships and Communication - October 23rd
- Understanding your Rights Under IDEA - November 20th

[Legal Issues Related to Bullying, Restraint and Seclusion](#)

**When: November 18th, 2020
Time: 2pm - 4pm CT**

In this webinar, Elena M. Gallegos will address Bullying, Restraint and Seclusion, and the legal parameters and implications of each, including the role of the IEP Team. Ms. Gallegos will also expand the discussion to our COVID world, and address cyberbullying including during remote learning, and enforcing mask wearing during in-person learning. You will walk away with the an understanding of a school's duty with regard to bullying, restraint and seclusion, how to document, and most importantly, how to best serve and protect the students in your district.

[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)

Note: BDI modules will be available until June 2021. At this time the modules will be closed for all registered participants.

SPED RESOURCES

Mental Health issues have been on the rise since COVID19 hit. Below you will find SD resources available to students, families, and schools. Please feel free to share.

- National Alliance on Mental Illness (NAMI) - <https://www.keloland.com/news/local-news/nami-to-help-parents-cope-during-pandemic/>
- [SD Project Aware:](#) The purpose of the grant program is to build or expand the school districts in partnership with state mental health agencies to:
 - ⇒ Increase awareness of mental health issues among youth
 - ⇒ Provide training for school personnel and adults who interact with youth to detect and respond to mental health issues
 - ⇒ Connect youth who may have behavioral health issues or serious mental illness and the families to needed services.
- [Department of Social Services -Children, Youth, and Family Services \(CYF\):](#)
 - ⇒ 11-community center cover catchment areas.
 - ⇒ Specific services are provided through the community centers and they serve in collaboration with the school districts.
 - ⇒ If the child meets state eligibility guidelines, they will be given treatment no matter the extenuating circumstances.

Resources to Support Specialized Instruction and Specific Disability Areas

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](#)

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.

Early Childhood Collaboration Community

Division for Early Childhood (DEC) of the Council for Exceptional Children—Promoting Policies, Advancing Practices . <https://www.dec-sped.org/>

Emotional/Behavioral Health

- [Boys Town](#): provides youth and health care services to children and families. Areas of help for children and families includes crisis management, children with complex health care conditions, or parenting resources.
- [MTSS/PBIS](#): A Multi-tiered System of Supports (MTSS) is a continuous-improvement framework in which data-based problem solving and decision making are practiced across all levels of the educational system for supporting students.
- [Sources of Strength](#): A youth suicide prevention project designed to harness the power of peer social networks to change unhealthy norms and culture, ultimately preventing suicide, bullying, and substance abuse.
- [Youth Mental Health First Aid](#): Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis.

Developmental Language Disorder (DLD)

October 16 is Developmental Language Disorder (DLD) awareness day? If you attended the SDSLHA workshop by Tiffany Hogan last Friday, you heard a lot about the statistics/characteristics of DLD. SDSLHA recorded the session and we hope to share details to access the presentation soon. Please read the [fact sheet](#) to learn more about DLD.

DLD and ME: Boys Town National Research Hospital has information and resources and developmental Language Disorders (DLD): <https://dldandme.org/>