

NEW SPECIAL EDUCATION DIRECTOR

Helpful Information

Overview



- Personnel
- List serves
- Resources
- State Initiatives
- General Supervision
- Data Entry
- State Performance Plan
- Funding
- Other Contacts

Website: <http://doe.sd.gov/>

Accreditation and Certification Assessment and Technology Curriculum and CTE Finance, Grants Data Management Health, Nutrition After School Title Programs SPED, Head Start

Calendar of Events

QUICK LINKS
2013 Legislature
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Special Education
DIRECTOR'S MONTHLY CALLS

The Office of Special Education promotes collaboration among parents, educators, students, community and other agencies to make available the full range of personnel, programming, and placement options, including early intervention and transition services, required to ensure that all children with disabilities have available to them a free and appropriate public education.

DIRECTOR'S MONTHLY CALLS

Calls for Special Education Directors are held every third Tuesday of the Month. A Computer with internet access and a phone line will be needed.

Join the meeting log on to:
<https://www.livemeeting.com>
Meeting ID: Sped
Entry Code: (none required)

Telephone conferencing
To connect to the audio portion of the conference, call
Toll-free: +1 (866) 410-8397, Participant code: 6057738195

First Time Users:
To save time before the meeting, check your system <http://go.microsoft.com/fwlink/?LinkId=90703> to make sure it is ready to use Microsoft Office Live Meeting.

Troubleshooting


CLICK HERE TO LOG IN

DOCUMENTS

Administrative Rules
Determining Eligibility
Directions - Eligibility Form

Districtwide Assessment Policy
Dyslexia Handbook
Evaluation Quick Reference Guide
Extended School Year Services
Guide - Private School
NIMAS-NIMAC Memo
NIMAS-NIMAC IDEA Regulations
Related Services Guide
Regional Representatives
Skills Based Assessment Guide
Surrogate Parent Manual
Transportation Guide - Costs

Interagency Agreements
DOE - DSS
DOE - DOE
Transition Cooperative

Regional Representatives



- State Director: Linda Turner – 773-3678
- Questions: Contact Regional Representative
 - Region 1 (NE) – Angie Boddicker – 773-2594
 - Region 2 (SE) – Becky Cain – 280-3568
 - Region 3 (SC) Beth Schiltz – 773-4257
 - Region 4 (NC) –Wendy Jarvis– 773-8041
 - Region 5 & 6 (NW/SWC) –Alicia Schoenhard – 773-3219
 - Region 7 (SW) – Melissa Flor – 773-8195
- General Sped Number: 773-3678

List Serves



- **General Special Ed**
Listserv: <http://www.k12.sd.us/Listserv/DOESpecialEd.htm>
- **Special Ed**
Transition: <http://www.k12.sd.us/Listserv/DOESpecialEdTransition.htm>
- **Alternate Assessment:**
<http://listserv.state.sd.us/archives/spedalternate.html>
- **Early Childhood:**
<http://listserv.state.sd.us/archives/sdearlychildhoodoutcomes.html>
- **Online IEP:** <http://listserv.state.sd.us/archives/iepusers.html>
- **RTI:** <http://www.k12.sd.us/Listserv/SDRTI.htm>

Note

- ❑ Special Education Program Representatives are not lawyers and do not serve in the capacity of lawyers.
- ❑ If seeking legal advice, you will need to consult your attorney.



READY-TO-GO RESOURCES



Sped Director Calls

- 3rd Tuesday of the month
- 10:00 am CST
- Log in and recordings located at <http://doe.sd.gov/oes/s/sped.aspx>
- Anyone invited to attend

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Troubleshooting

Unable to join the meeting?

[Click Here](#) and type in Meeting ID: Sped

For assistance, contact [Linda Turner](#) or [Melissa Flor](#) at 605-773-3678.

Below are the playbacks for the previous meetings:

Feb. 2013

Resources



- South Dakota specific
 - South Dakota Codified Law
 - Administrative Rules of South Dakota
 - Located at: <http://legis.state.sd.us/index.aspx>

IEP TA Guides

Accreditation and Certification

Assessment and Technology

Curriculum and CTE

Finance, Grants and Data Management

Health, Nutrition After School

Title Programs SPED, Head Start



Calendar of Events

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Individual Education Program

CONTACT

Individual Education Program - Forms

Annual Goal Examples

Description of Services-TA Document

Directions for Completing Eligibility Form

IEP Addendum

IEP Eligibility Form

IEP Form

Goal Page Form - (word document)

Justification Statements

Parental Prior Written Notice SPANISH

PriorWritten Notice - New July 2012

Prior Notice Consent SPANISH

Request to excuse IEP team members -
New July 2012

Request to excuse IEP team members -
SPANISH

Meeting Notice (New July 2012)

Meeting Notice SPANISH

Prior Notice - Consent (New July 2012)

SD Consent to Invite Representatives
(New July 2012)

SD Consent to Invite Representatives
SPANISH

PLAAFP Examples

Referral Form

DOCUMENTS

Discipline Guidance
Manifestation
Determination Worksheet
Sample Manifestation
Determination Form
Determining Eligibility in
SD
Eligibility Form (IEP)
Evaluation Quick
Reference Guide
IEP - Technical Assistance
Guide
Least Restrictive
Environment
Review of Existing Data
Form
Skilled Based Assessment
Guide

Questions and Answers:

Assessments and
Standards
Dismissal
Eligibility
Evaluation
Homeless/McKinney-
Vento
IEP
Pre-referral/Referral
SIMS
Timelines
Transfer /Private School
Transition

Federal Resources

□ Special Ed Connection

- <http://www.specialedconnection.com/LrpSecStoryTool/splash.jsp>
- Customer service for username and password

The screenshot shows the homepage of Special Ed Connection. At the top left is the logo. To the right are two buttons: "Need Assistance? Help Resources" and "Already a Subscriber? Login". Below these are four navigation tabs: "What Sets Us Apart", "Request Free Trial", "Request Free e-News", and "Related Resources". The main content area features a photo of four professionals in a meeting. To the right of the photo is a list of topics: Autism, Behavior and Discipline, Early Childhood, IEPs, Inclusion, LRE, Specific Disabilities, Transition, and And more!. Below the photo is a text block about locating strategies and tools. At the bottom left is a red button that says "Sign up for your FREE ACCESS today! Click 'Request Free Trial' above.". At the bottom right is a photo of three children looking at a book, with the text "What you'll find on Special Ed Connection®..." below it.

Special Ed Connection

Need Assistance? Help Resources

Already a Subscriber? Login

What Sets Us Apart Request Free Trial Request Free e-News Related Resources

Obtain practical guidance, build professional capacity, and conduct legal/regulatory research about:

- ▲ Autism
- ▲ Behavior and Discipline
- ▲ Early Childhood
- ▲ IEPs
- ▲ Inclusion
- ▲ LRE
- ▲ Specific Disabilities
- ▲ Transition
- ▲ And more!

Instantly locate proven strategies, helpful tools, special education case law, federal statutes/regulations and more — with the online solution thousands of your colleagues already rely on.

Sign up for your **FREE ACCESS** today!
Click "Request Free Trial" above.

What you'll find on
Special Ed Connection®...

□ Building the Legacy: IDEA 2004

□ <http://idea.ed.gov/>

□ Q and A guidance



Browse Major Topics

- Alignment with the No Child Left Behind Act
- Discipline
- Disproportionality
- Early Intervening Services (EIS)
- Evaluation and Reevaluation
- Funding
- Highly Qualified Teachers (HQT)
- Identification of Specific Learning Disabilities
- Individualized Education Program (IEP)
- Monitoring and Enforcement
- National Instructional Materials Accessibility Standard (NIMAS)
- Part C Option
- Private Schools
- Procedural Safeguards
- Secondary Transition
- Statewide and Districtwide Assessments

Welcome to the U.S. Department of Education, Office of Special Education Programs' (OSEP's) IDEA website.

This site was created to provide a "one-stop shop" for resources related to IDEA and its implementing regulations, released on August 3, 2006. It is a "living" website and will change and grow as resources and information become available. When fully implemented, the site will provide searchable versions of IDEA and the regulations, access to cross-referenced content from other laws (e.g., the No Child Left Behind Act (NCLB), the Family Education Rights and Privacy Act (FERPA), etc.), video clips on selected topics, topic briefs on selected regulations, links to OSEP's Technical Assistance and Dissemination (TA&D) Network and a Q&A Corner where you can submit questions, and a variety of other information sources. As items are completed and added to this site, we invite you to grow and learn with us as we implement these regulations.

News

New Q&A Documents on Homelessness Posted

Posted 05/12 [click](#) for the Question and Answer document on Special Education and Homelessness.

Part B of the Individuals with Disabilities Education Act Notice of Proposed Rulemaking

On September 6, 2011, the Department announced a notice of proposed rulemaking to amend the IDEA Part B regulations. Changes are being proposed to the regulations regarding when a State or local educational agency seeks to use a child's or parent's public benefits or insurance (e.g., Medicaid) to pay for Part B services.

Search

Entire Site

GO >

Helpful Links

- ▶ TA&D Network
- ▶ IDEAdata.org
- ▶ Assessment Tool Kit
- ▶ Q&A Corner
(Click here to submit a question)
- ▶ Event Calendar
- ▶ Document Archive

OSEP Memo And Letters



- <http://www2.ed.gov/policy/speced/guid/idea/letters/revpolicy/index.html>
- All memos and letters clarifying regulations are posted at this site.

Comprehensive Plans



- Every district has one
- Indicates the district policy and procedure for implementation of IDEA.
- http://doe.sd.gov/oess/sped_comprehensiveplans.aspx
- Contact Angela.Boddicker@state.sd.us



initiatives

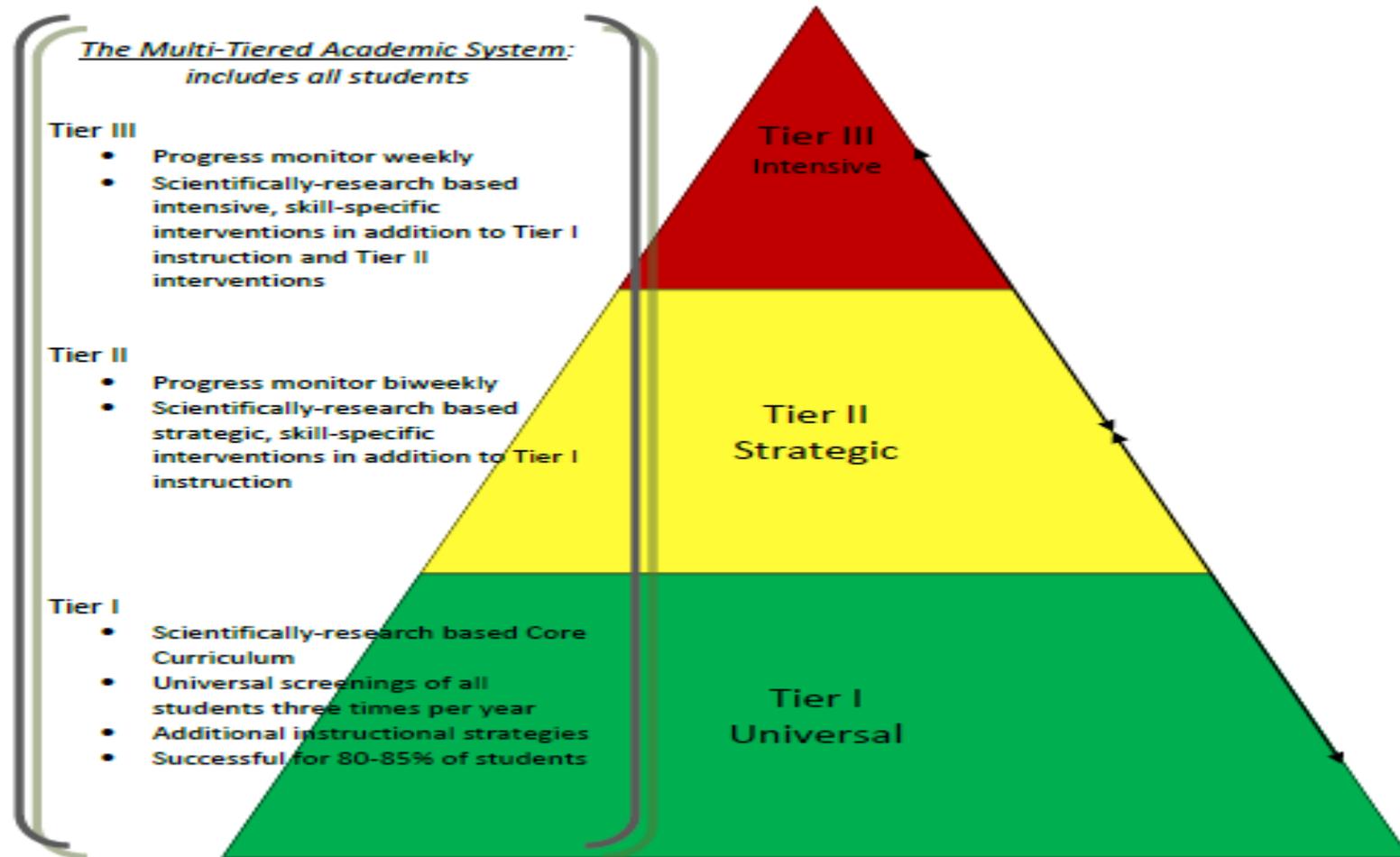
Initiatives



- Positive Behavior Interventions and Supports
 - Applications out

 - http://doe.sd.gov/oess/sped_pbis.aspx
 - Rebecca Cain
 - 605-280-3568
 - Rebecca.Cain@state.sd.us

RTI





ACCOUNTABILITY

And Dispute Resolutions

Accountability Process Overview

- Districts on a 4 year cycle found at:
http://doe.sd.gov/oess/sped_accountability.asp
x
- Exceptions: due process hearing or complaints are reviewed the next year
- Contact
Angela.Boddicker@state.sd.us
- Letter written to schedule onsite visit
- Onsite visit includes verification of child count, review of files, file reviews with special ed. teachers
- Compliance issues need to be completed within one year

Dispute Resolutions

Dispute Resolution

STATE COMPLAINTS | DUE PROCESS | CONTACT

As a parent, you are a very important participant in your child's special education program. By contributing what you know about your child and involvement in the decision-making process, you will make an important contribution to your child's education.

The decisions you make should be based on knowledge and understanding of your rights and responsibilities. If problems and misunderstandings do arise, however, there are several ways to address them.

First, you may want to talk with the school personnel directly involved with the problem and discuss your concerns. It is suggested you contact the person in charge of special education, the administration of the local public school district or the public education agency where your child attends school. If the problem is not resolved at the local level, you may request a mediation meeting, file a formal complaint, and/or request a due process hearing.

Each of these options has a specific purpose for helping you with your concerns, so it is important that you choose the best option for you. Listed below is information regarding dispute resolution.

DOCUMENTS

FORMS:

Mediation Request
Resolution Session
Tracking
Sample State Complaint

SAMPLES:

Due Process - District
Due Process - Parent

IEP FACILITATION:

IEP Facilitation Brochure
Request for IEP
Facilitation

GUIDANCE

Q&A - Complaints
Q&A - Mediations

LINKS

[South Dakota Advocacy](#)

[South Dakota Parent
Connection](#)

- IEP Facilitation

- Mediation

- Complaints

- Due Process

- Contact

Angela.Boddicker@state.sd

[.US](#)

ASSESSMENT INFORMATION



Accommodations

Dakota STEP

The South Dakota State Test of Educational Progress (Dakota STEP) measures students' mastery of the South Dakota State Academic Standards. South Dakota educators are encouraged to become familiar with the Dakota STEP development process, remain up-to-date on new developments, and provide feedback via the standards development process. South Dakota Educators participate in various workgroups throughout the development process of the Dakota STEP assessment.

CONTACT

Gay Pickner, Department of Education, at (605) 773-3247

DOCUMENTS

Test Security Agreement/Affidavit
Testing Irregularity Form
Checklist for DSTEP teacher training
Directions for Administering DSTEP
Cutscores
DSTEP Interpretive Guide
DSTEP Parent Fact Sheet
Ethical Practices and Procedures
SD Testing Security Checklist
2013 Testing Coordinator's Handbook
2013 Parent Letter
Medical Emergency Form
Medical Form
Test Construction Specifications

Accommodation Training

Accommodation Chart
Accommodation Security
Accommodations PPT
Accommodation Part 1
Accommodation Part 2
Accommodation Part 3
Presenters Guide
SD Accom Manual
Assistive Tech Considerations

Reference Sheets

- SD Accommodation Manual
- Accommodation Training Material
- <http://doe.sd.gov/oats/dakSTEP.aspx>

Training Material



Accommodation Manual



]

Alternate Assessment



- Students with significant cognitive disabilities are required to participate in statewide testing on an alternate assessment
 - STEP-A
 - Writing Alternate (unless the IEP team determines the student can use Write to Learn)

1% Exception Request



- Application on web
 - ▣ Due last day of STEP-A testing window (this year March 15, 2013)

- Application process consists of:
 - ▣ 1% Exception Request (word document on STEP-A page)
 - Completing district demographic information
 - Signing a list of assurances
 - ▣ Exception Request Data (excel on STEP-A page)
 - Submit student information to verify eligibility

District-wide Assessment

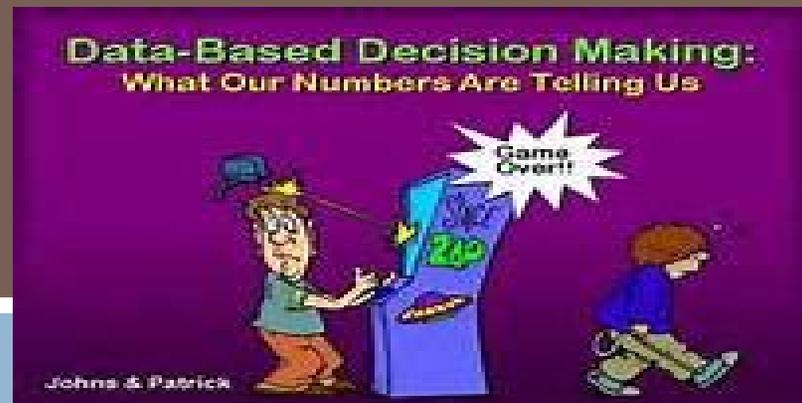


- Districts that administer district-wide assessments to an entire grade(s) at a district level to measure the achievement of students must administer an alternate assessment for students whose IEP indicate alternate assessment.
- The district is responsible for selecting and administering an appropriate assessment
- <http://doe.sd.gov/oess/documents/AstPolicy.pdf>



DATA ENTRY

Student Information
Management System



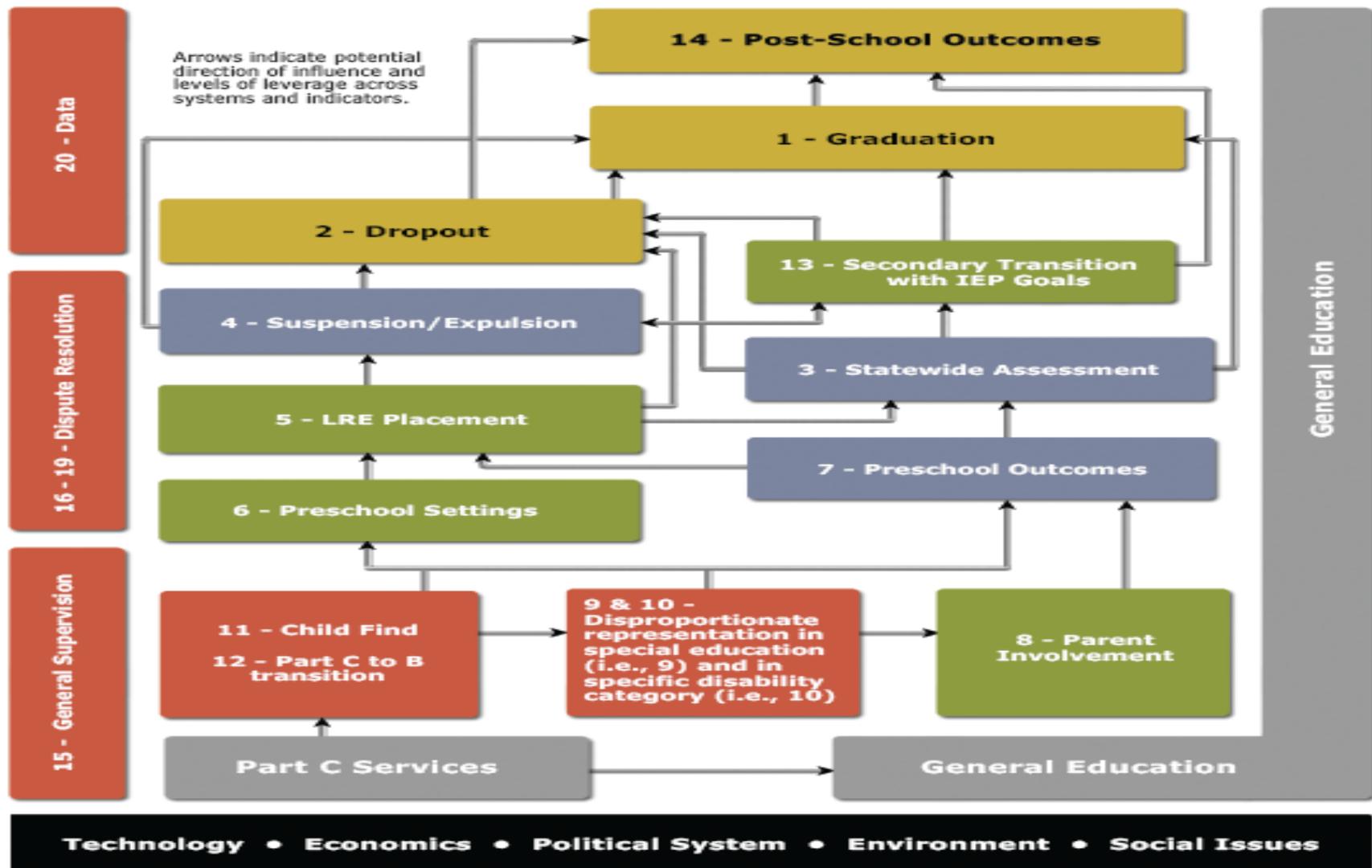
Reported Data Elements in Infinite Campus Guide



- http://doe.sd.gov/ofm/documents/SIMS_SpedDataManual.pdf
- Child Count is December 1 yearly
- Information obtained from SIMS system
- Contact: Laura Ellenbecker 605-773-4727

STATE PERFORMANCE PLAN





State Performance Plan

- 20 Indicators
- Reduce to 18 Indicators in December 2012
- 14 Indicators reported by LEA
 - Compliance
 - Performance
- http://doe.sd.gov/oess/sped_SPP.aspx
- Website includes:
 - Data Collection Calendar
 - Information on all indicators
 - Data collection spreadsheet and websites
 - LEA Public Report

Individual District Report



- Special Education Programs in fall 2012, trend SPP reports for districts.
- Provides all numerical and percentage data
- Provides trend information for the district
- Sent to listed special education directory in State directory
- Contact SEP for a electronic copy

FUNDING INFORMATION



Funding

- Disability Level Funding can be found in SDCL 13-37-35.1
 - ▣ Includes prolonged assistance
- Child count funding actually is paid to the district the following school year.
 - ▣ December 1, 2012
 - ▣ Paid in the 2012-2013 school year
- <http://legis.state.sd.us/statutes/DisplayStatute.aspx?Statute=13-37-35.1&Type=Statute>

State Funding



- Extraordinary Cost Application process
- Second half application need to be in May 16
- More information at <http://doe.sd.gov/ofm/exordincost.aspx>
- Contact: Susan Woodmansey at 773-4748

IDEA Flow Through Application

- Completed through Egrant
 - ▣ Opens in April/May
 - ▣ Closes by July 1
 - ▣ Reimbursed
- Allowable cost document
- CEIS
- Private School

Individuals with Disability Education Act

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.

Attachments

Attachment A: IDEA Part B 611 Preliminary Allocations FY 13

Attachment B: Preliminary 619 Allocations FY 13

Attachment D: 50% IDEA Part B 611 Excess FY 13

Attachment E: CEIS Calculations FY 13

Attachment F: FY11 Actual Expenditures, Local/State

Attachment G: FY13 IDEA Part B 611 Prelim Alloc
- Private Prop Share

Attachment H: FY13 IDEA IDEA Part B 619 Prelim Alloc
- Private Prop Share

Attachment J: IDEA Consortium Agreement
- Revised May 5, 2012

Attachment K: Not Applicable for FY 2011

Attachment M: IDEA MOE Section LEA

Attachment P: Consultation Private Schools



DOCUMENTS

CEIS Reporting Sample Form 1
CEIS Reporting Sample Form 2
CEIS Worksheet
CEIS Collection Worksheet
FY11 IDEA Allowables
FY13 IDEA CEIS Allowables
Private School Child Count Form
Private School Data Elements
Private School Memo
Part B Federal Application
Notice of Public Availability Q & A - Private Schools

LINKS

e-Grant System
US DOE - IDEA

Maintenance of Effort (MOE)



- Must spend at least the same amount of local funds or combined state and local funds for special education as was spent in the previous school year
- IDEA regulations allow for certain exceptions
 - ▣ Paid for with state or local funds in previous year
- Website - <http://doe.sd.gov/ofm/maintenanceofeffort.aspx>

Maintenance of Effort (MOE)



- Calculated twice a year
 - ▣ Eligibility determined in the application, based on funds budgeted
 - ▣ Compliance determined after the year has ended, based on funds actually spent
- Failure to meet MOE results in payback using non-Federal funds

Time and Effort Reporting



- Any employee paid with federal funds must keep time and effort records to document the amount of time spent on grant activities
- Time and effort documents must be completed and signed after the work has been performed

Time and Effort Documentation



- Two types of time and effort documentation
 - ▣ Semi-Annual Certification
 - Single cost objective
 - Completed twice a year
 - ▣ Personnel Activity Report
 - Multiple cost objectives
 - Completed monthly

What is a “Cost Objective”?



- A function, organizational subdivision, contract, grant, or other activity for which cost data are needed and for which costs are incurred (OMB Circular A-87)
 - Examples:
 - Special Education
 - Preschool Special Education
 - Coordinated Early Intervening Services (CEIS)
 - Title I
 - General Classroom

Single Cost Objective



- The key to determining whether an employee is working on a single cost objective is whether the employee's salary and wages can be supported in full from each of the Federal awards on which the employee is working, or from the Federal award alone if the employee's salary is also paid with non-Federal funds.
 - Enclosure C - <http://www2.ed.gov/policy/fund/guid/gposbul/time-and-effort-reporting.html>

Single Cost Objective

Semi-Annual Certification

Name of Organization: "Presidents School District #99-9"

Employee's Name: Molly Biggs

Time Period: July 1 - December 31, 2012

Cost Objective	Distribution of Time
Special Education Teacher, K-5	100%
Total	100%

I certify that to the best of my knowledge this is an after-the-fact determination of my actual activities for this time period.

Employee's Signature: Molly Biggs Date: Jan. 4, 2013

or

Supervisor's Signature: Dr. Eric Gablehauser Date: Jan. 8, 2013

Multiple Cost Objectives

Personnel Activity Report

Name of Organization: "Presidents School District #99-9"

Employee's Name: Shelly Cooper

Time Period: December 1 – December 31, 2012

Cost Objective	<i>Distribution of Time</i>
Special Education Paraprofessional, K-5	60%
Title I Paraprofessional, Washington Elementary	40%
Total	100%

I certify that to the best of my knowledge this is an after-the-fact determination of my actual activities for this time period.

Employee's Signature: Shelly Cooper Date: Jan. 7, 2013

Supervisor's Signature: Dr. Eric Gablehauser Date: Jan. 8, 2013

Multiple Cost Objectives

Personnel Activity Report

Name of Organization: “Presidents School District #99-9”

Employee's Name: Jessica Day

Time Period: December 1 - December 31, 2012

Cost Objective	<i>Distribution of Time</i>
Special Ed Speech Therapist, Pre-Kindergarten	20%
Special Ed Speech Therapist, K-5	80%
Total	100%

I certify that to the best of my knowledge this is an after-the-fact determination of my actual activities for this time period.

Employee's Signature: Jessica Day Date: Jan. 5, 2013

Supervisor's Signature: Dr. Eric Gablehauser Date: Jan. 8, 2013

Fiscal Contacts

Division of Finance and Management

(605) 773-3248

- Application
 - Mark Gageby
 - Kelsey Hanson
- Maintenance of Effort
 - Kelsey Hanson
- Time and Effort Reporting
 - Kelsey Hanson
 - Kim Fischer

OTHER RESOURCES



SOUTH DAKOTA
ParentConnection
Resources for families of children with disabilities.

*“empowering families...
empowering lives”*

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LIFE

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Home

Our Mission

The mission of South Dakota Parent Connection (SDPC) is to connect families caring for children (birth to 26) with the full range of disabilities or special health care needs to information, training and resources in an environment of support, hope and respect.



How SDPC Can Help

- Individual assistance is provided to families and professionals serving their children

SEARCH

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OF EVENTS**

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Parent Connection Resources



- Resource for parents
 - Understand their rights
 - Locate local resources
 - Assist parents with the parent survey
 - Family support
 - Sibling support
 - Workshops



SOUTH DAKOTA
ParentConnection

Resources for families of children with disabilities.

*“empowering families
empowering children”*

HOME

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RESOURCE
GUIDE

□ Navigator Program

Resolve
conflict
between
family
and school

Navigator Program



The Navigator Program, a partnership between the South Dakota Department of Education, Office of Special Education Programs and South Dakota Parent Connection, provides individualized guidance to parents of children and youth with disabilities or special health care needs and

school professionals at no cost.

Navigators remain objective and neutral as they help both parents and school personnel to:

- Locate and utilize information and resources
- Improve family-school communication
- Build (or re-build) partnership.

Transition Service Liaison Project



- Transition Services Liaison Project assists students with disabilities, their families, schools and adult service agencies to make the transition from high school to post-school be a meaningful experience.
- Free technical assistance and training
- 5 regional liaisons
- www.tslp.org



south dakota

BIRTH TO THREE

The first three years build a lifetime

Birth to 3 Connections in South Dakota



Last Updated: Feb. 2013



State Birth to 3 Connections Contacts

Susan Sheppick (605)-773-4478
 Crystal Goeden (605) 773-5799 April Hodges (605) 773-2536
 Steve Livermont (605) 773-6118
 1-800-305-3064 www.doe.sd.gov/oess/birthto3.asp

1. Black Hills B to 3

- a. Karin Haxton (605) 347-6260
or 1-800-219-6247
- b. Bridget Stone (605) 394-6089
- c. Jennifer Scott (605) 394-6089
- d. Jennifer Scott (605) 394-6089

2. Northwest Area B to 3

- a. Barb Goldade (605) 466-2206
- b. Ina Boldt (605) 466-2206

3. Southeast B to 3

- a. Julie Fox (605) 763-5096
- b. Amy Gustad (605) 310-7451

4. Three Rivers B to 3

- a. Donna Brown (605) 840-1564
- b. Sara Speer (605) 488-0230
- c. Kris Moore (605) 867-2022

5. South Dakota Cares B to 3

- a. C.J. Moit (605) 224-5879
- b. Kelly Bradberry (605) 753-5450
- c. Kelly Bradberry (605) 753-5450
- d. Stephanie Krusemark (605)568-0067

6. River B to 3

- a. Colleen Springer (605) 835-8544
- b. Marilyn Kokesh (605) 589-3134
Ann-Freier-Metzger (605) 384-4354

7. Hub Area B to 3

- a. Kristi Kumpf-Roberts (605) 622-5992
- b. Samantha Shannon (605) 622-5750

8. Heartland Hands B to 3

- a. Rich Jankord (605) 472-4218

9. Center for Disabilities B to 3

- (605) 357-1420 or 1-800-658-3080
- a. Bridget Amundson (605) 357-1420
- b. Mary Fitzpatrick (605) 357-1420
- c. Nicole Saue (605) 357-1420
- d. Shannon Nelson (605) 996-3380

Additional Questions



- Any questions or additional information that would be helpful?