



**Educational
Cooperative**

Serving From the Heart

September/October 2022

CORE Columns

DISMISSAL PROCEDURES

To dismiss a student from special education and/or related service(s) the district would proceed as follows:

1. (Review of Existing Data) The district evaluation team including the parent would review the student's information and decide what evaluation information is necessary before determining the child is no longer a child with disability.
2. Once the district has decided what evaluations are necessary, complete the PPWN Consent. Remember to keep parent/guardian involved and informed of the evaluation plan. Document their input on the PPWN Consent.
3. The district must complete the parental prior written notice/consent for evaluation, listing the test/evaluations, records, and reports that will be used to determine if the child continues to be eligible for services.
4. When documenting previous evaluation information to be used on the parental prior written notice/consent for evaluation, indicate the area or name of the evaluation and the date it was administered. This also holds true with any information to be used that was not administered during the 25-school day evaluation timeline. This will let the parent/guardian know that previous information will be used and that a new evaluation will not be administered.
5. Parent/guardians must be informed of their right to request an assessment to determine whether the child continues to be a child with a disability. District needs their written consent to conduct evaluations.
6. All the evaluation procedures stated in ARSD 24:05:25:04 Evaluation procedures apply.
7. Copies of all evaluation reports/documentation used by the team to determine if the child continues to be a child with a disability must be provided to parent/guardians.
8. Meeting notice is sent to parent/guardian setting up a meeting at a mutually agreeable time at which time the IEP team will review the evaluation data and determine if the child continues to be eligible for services.
9. The team will complete the evaluation report and the determination of eligibility reporting the team's decision regarding the child's eligibility for services on PPWN. A copy of this document with the team's decision must be given to parents/guardians.

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SPED ADVANTAGE REMINDERS

DISMISSAL CONTINUED

**To discontinue a related service while keeping that student in special education.

1. You may follow the same procedure.
2. IEP team can meet and review data and information and determine student is no longer in need of related service to benefit from special education services.
3. IEP team can agree data presented to the team is enough to discontinue service and document why student will no longer receive related service. (See progression below).
4. Reasoning must be documented on PPWN and parents must be given at least five days before change takes place.
5. If team member does not agree with discontinuing related service and district proposes discontinuing service anyway, evaluation should be conducted.



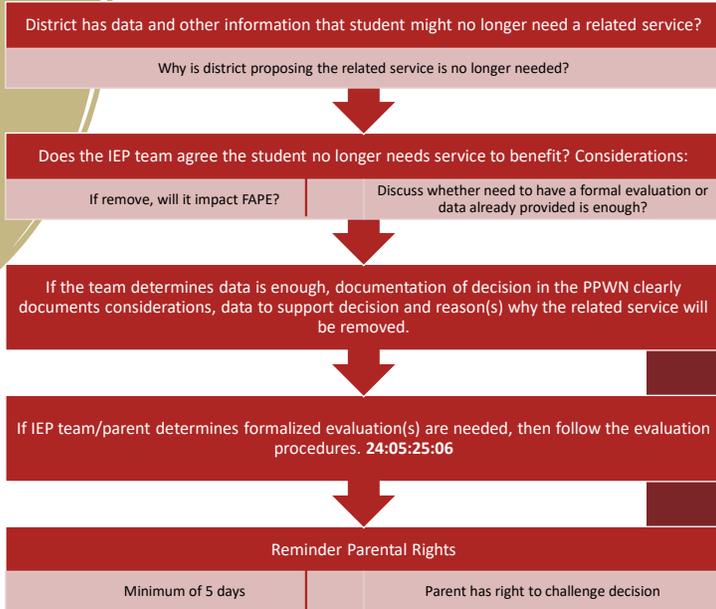
1. Transfers must be completed by Sped Advantage staff. Email Brent and Sarah or have Valerie, Renee or Karla.
2. If you end up with two of the same student let CORE office know and they can be merged.
3. Refresh your home screen to double check dates, upcoming events, etc.
4. You must uncheck manual entry and make documents active and locked for them to make date corrections to details page.
5. New draft option for IEP's when presenting to parents.

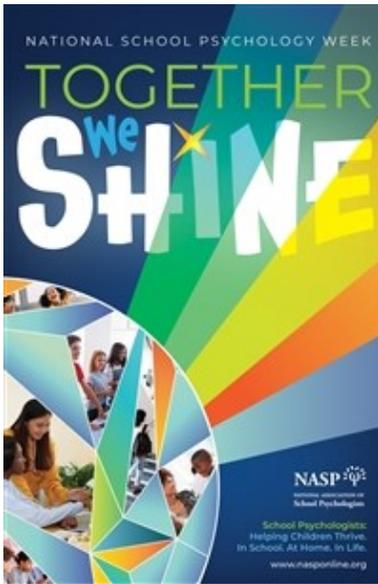


DISMISSAL CONTINUED

Related Service Dismissal Clarification

ARSD:
24:05:27:03
24:05:27:04
24:05:25:06





School Psychology

November is School Psychology month with the week of November 12- 18 named as School Psychology Awareness week.

The theme this year is [Together We Shine](#).

Make sure to say thank you to your school psychologists and ask them about More special activities to commemorate the week.

- Scavenger Hunt for positive people
- Compliment calendar - color each day when student compliments someone
- Icebreaker Jenga or Communication blocks - Create groups and answer questions on Jenga blocks or communication blocks while playing

[More about School Psychology on pg. 6](#)

What's New in '22: DIAL

Professional Development Opportunities

By **Debbie O'Doan**

In 2022, DIAL hired a new Professional Development Coordinator and Grant Writer. We are excited to offer online graduate credit and CECH (Continuing Education Credit Hours) beginning this fall (2022). Some of our offerings will include classes pertaining to teacher/administrator wellness, dealing with change, students in poverty, gifted and talented students, grant writing and more. We will continue to add to the list! If you want to take a course, the registration site will be live mid-October. Check back to CORE.k12.sd.us for more details! If you are interested in learning with others and want to share your skills as an instructor, we would love to have you! Please contact Debbie O'Doan, debbie.odoan@k12.sd.us.

DIAL/CORE is in the process of applying for a K-5 STEM grant that will include professional development, STEM kits, and resources for member schools. Grant funding announcements from SDDOE will be made at the beginning of November and we are hoping to start professional development in January/February. This training will be available to any teacher who works with students in grades K-5 including grade level teachers, librarians, technology teachers, administrators, SPED teachers, after school program teachers, and summer school teachers. If you have any questions or ideas for STEM kits you would like to see ordered, please contact debbie.odoan@k12.sd.us.

Finally, we will be planning a large in-person professional development day for the fall of 2023. Stay tuned for details!!

PROFESSIONAL
DEVELOPMENT



American Education Week

November 14-18

American Education Week is an annual holiday observed in the week leading up to Thanksgiving. American Education Week has been recognized since 1921. This week is to celebrate the potential of all students, recognize and give thanks to the teachers and professionals working within the education system as well as honor the parents and guardians who support and encourage them. It also works to continuously improve the education system to ensure that learning is lifelong and not just restricted to a classroom!

WHY SOCIAL AND EMOTIONAL LEARNING IS ESSENTIAL FOR STUDENTS

Educators and community organizations serve students with various motivations for participating in learning, acting positively, and performing academically. Social and emotional learning (SEL) strengthens kids' capacity to achieve in school, careers, and life by providing a foundation for safe and positive learning.

According to research, SEL raises prosocial behaviors (including kindness, sharing, and empathy) as well as student attitudes toward school, reduces depression and stress, and enhances achievement by an average of 11 percentile points (Durlak et al., 2011). Effective social and emotional learning programs assist children's development in the five important abilities of self-awareness, self-management, social awareness, interpersonal skills, and responsible decision-making through schoolwide, family, community, and integrated classroom activities.

Weissberg, R. (2016, February 15). *Why social and emotional learning is essential for students*. Edutopia. Retrieved October 26, 2022, from <https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta>



“Communication is the essence of human life”

WHAT IS SPEECH-LANGUAGE THERAPY

Speech-language therapy is the treatment for most kids with speech and/or language disorders.

What Are Speech Disorders?

A speech disorder refers to a problem with making sounds. Speech disorders include:

Articulation disorders: These are problems with making sounds in syllables, or saying words incorrectly to the point that listeners can't understand what's being said.

Fluency disorders: These include problems such as [stuttering](#), in which the flow of speech is interrupted by unusual stops, partial-word repetitions ("b-b-boy"), or prolonging sounds and syllables (sssssnake).

Resonance or voice disorders: These are problems with the pitch, volume, or quality of the voice that distract listeners from what's being said. These types of disorders may also cause pain or discomfort for a child when speaking.

What Are Language Disorders?

A language disorder refers to a problem understanding or putting words together to communicate ideas. Language disorders can be either receptive or expressive:

Receptive disorders are problems with understanding or processing language.

Expressive disorders are problems with putting words together, having a limited vocabulary,

or being unable to use language in a socially appropriate way.

Cognitive-communication disorders are problems with communication skills that involve memory, attention, perception, organization, regulation, and problem solving.

Communication Facts:

Within the schools, the speech-language pathologist (SLP) evaluates, diagnoses, and treats the following area of communication: articulation, receptive/expressive language, speech fluency, and pragmatic (social) communication. (asha.org)

By 18-23 months of age, a baby should have a vocabulary of 50-150 words & use two-word phrases. (www.stanfordchildrens.org)

Almost 15% of school-age children (ages 6-19) have some degree of hearing loss. (www.cdc.gov)

Children all over the world learn more than one language all the time. Learning another language will not cause or worsen speech or language problems. Bilingual children develop language skills just as other children do. (asha.org)

Dyslexia is common among kids with mixed receptive-expressive language issues. (understood.org)

More than 70 million people worldwide stutter, which is about 1% of the population. In the United States, that's over 3 million Americans who stutter. (stutteringhelp.org)



Professional Development Opportunities

District IEP Facilitation Training, 11/7 or 11/9 Geared to improve facilitation skills especially during difficult conversations.

[Click to register](#)

Sped Advantage Training:

- November 9 - 3:15 pm
- November 16 - 3:15 pm
- December 7 - 3:15 pm
- Two additional trainings will be held in January.

<https://us02web.zoom.us/j/81753385393>

The University of Sioux Falls is offering several fall and online workshops. These workshops meet on Friday from 4:30–9:30 and Saturday from 8:00–6:00.

- Register at reach.usiouxfalls.edu
- [FALL WORKSHOPS](#)
- ACES: 11/4 & 5
- Behavior Issues in the Classroom: 11/11 & 12-

Alternate Assessment—How to Determine Student Eligibility

[Click to register](#)

Time for S'More Learning SPED 2023 march 14-15 Deadwood

[Click to register](#)

TEMPLE GRANDIN INTERVIEW TAKE AWAYS

Hi. I'm Kristi Kafka, Core Educational Cooperative School Psychologist. I am assigned to the following school Districts this year: Armour, Corsica-Stickney, Plankinton (includes Aurora Plains Academy and Dakota Reach), and Mount Vernon. For the October Newsletter I wanted to share some notes from an online course I am taking.

Several of us at Core signed up for the Certified Autism Spectrum Disorder Clinical Specialist Intensive Training. Temple Grandin was the first video interview to kick start the course. As many of you know, Temple is an adult with Autism Spectrum Disorder and has authored several books. She especially referenced Different, Not Less in the interview. *Below are a few key takeaways from Temple Grandin:*

Exposure to **turn taking games** as a young child was very important to Temple's development. Temple said her speech therapists made turn taking activities a priority during her early services.

Temple feels adults need to **talk slower** and enunciate sounds then give children **more time to respond**. The likened the autistic brain to that of a slow operating computer that takes longer to process information before generating a response.

Adults need to **push hard** enough to help children build skills but not so hard that they force a child into sensory overload. Sensory overload is real and can be overwhelming so it is a delicate balance between pushing for progress

but not to the point of shutting students down.

Mentoring children with ASD is important. Parents, other relatives, teachers, peers, and community members can serve as mentors. These mentors should stretch the child's comfort zone, but also give choices.

Temple's **family and school worked together**. If she had a temper tantrum at school that would mean no TV at home. (*This might not work for every student. Some students perform better when consequences are completed in one setting and a fresh start begins in the next setting.)

Exposure to a wide variety of life experiences helped introduce her to animals/cows.

Adults need to **take a child's strength and expand on it**. Don't let them get into repetitive hobbies or habits. If they like drawing horses have them draw the head, the body, the details of the legs, etc.

ABA – you can do too much for too long. She gave the example of, “A fully verbal kid making his own behavior plan is stupid.” If you have ever heard her speak, you can imagine her saying it just like that! Temple attended a presentation many years ago where one of the “inventors of ABA” said it began as a little kids' program designed to jumpstart speech. Certainly it has evolved since then, but she made the point to **fade an intervention once it has served its purpose**.

