



Annual Service Report

2020-2021

Celebrating 33 Years of Service

SOUTHEAST AREA COOPERATIVE

Tricia West, Director

Ann Boden, Business Manager

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Southeast Area Cooperative

History and Membership

The Southeast Area Cooperative, established in 1987, is a legal entity cooperative educational service unit under South Dakota Codified Law 13-5-31. The Southeast Area Cooperative office is located in a central location in Beresford. Member school districts are: Alcester-Hudson, Beresford, Canton, Elk Point-Jefferson, Gayville-Volin, Irene-Wakonda, and Viborg-Hurley.

The Cooperative exists to enhance educational services and opportunities for all students regardless of school district affiliation. The cooperative provides essential and specialized services identified as needed by the member schools.

The Cooperative is governed by a Board of Directors consisting of school board members from each of the seven member school districts. The Board of Directors meets quarterly (August, November, February, and May) to adopt policy and procedures and act upon the business of the Cooperative. An Advisory Board consisting of superintendents from the seven member school districts meets monthly (the months when the Board of Directors do not meet) and supervises the operation of the Cooperative per policies and procedures established by the Board of Directors.

The Southeast Area Cooperative currently employs approximately 30 staff members. To utilize individual team member's strengths and be effective and efficient with human and other resources, staff may be assigned to serve or consult in a district they are not ordinarily assigned. Some specialized staff have been hired through the cooperative efforts of some districts, without the participation of others. These staff will serve only the districts who have agreed to financially support the position.

Services are available to children ages birth to 21 equally to districts regardless of size. Local assessments are billed to the schools monthly based on a percentage of membership calculation.

Southeast Area Cooperative

Funding Formula

According to Article 5 of the Articles of Incorporation: All members shall initially pay to the cooperative their respective individual shares of monies provided under IDEA and their respective shares of grant monies provided by the State of South Dakota. Thereafter, the members will appropriate such monies as the cooperative Board of Directors deem necessary in the adoption of the annual budget.

- Step 1 - Budget expenditures established for the fiscal year.
- Step 2 - Deduct the following from the budgeted expenditures:

- Federal Appropriations and Grants
- IDEA Part B and 619 monies
- Perkins, Birth to 3, and special milk monies
- State Revenues
- Department of Education
- Contracted Services
- Physical and Occupational Therapy
- Paper/supplies/medical supplies
- Distance Learning

- Workshop Grants/Revenues
- Kindergarten Academy

- Other Revenues
- Up front assessment
- General Fund
- Special Education
- OT/PT
- Medicaid fees
- Interest earned, program administration, and carryover revenues

- Step 3 - Calculate the local school district assessment

To determine the per student cost, take the remaining expenditures and divide by the total student population from the previous year's Fall Enrollment and December 1st PK child count. Take the per student cost times the enrollment of each school district.

Service Summaries

Southeast Area Cooperative

Early Childhood Special Education

The purpose of early childhood special education is to identify the needs of children prior to entering school in order to lessen the effects of delays on academic performance once in school. Services are designed to identify and meet a child's needs in five developmental areas, including: physical development (gross and fine motor), cognitive development (pre-academics), communication, social or emotional development, and adaptive development. Services are integrated within the least restrictive environment to the greatest extent possible. Instructional services are provided as delineated in the Individual Education Program (IEP). The services provided include but are not limited to:

- Screening/Child Find
- Evaluation
- Assessment instruments and forms
- Individual Education Program development and case management
- Specialized instruction for ages 3-5
- Instructional Materials
- Extended School Year Services

Early Intervention: Prolonged Assistance and Birth to Three (Part C)

Early intervention is a family-focused, year-round, in-home service for children from birth to 36 months of age with developmental delays or identified needs. Services and supports for families focus on helping caregivers to understand their child's development and specific training to assist the family in addressing these areas of delay. Services include collaboration with the child's parents, caregivers, childcare providers, professionals and others. Services are provided as delineated in the Individual Family Service Plan (IFSP). These services are provided by Early Childhood Special Education teachers, Occupational Therapists, Physical Therapists, and Speech Language Pathologists, or Speech Language Pathology Assistants as needed. The services provided include:

- Screening
- Evaluation
- Transition to preschool
- Specialized instruction and therapy
- Caregiver training and support
- Assessment instruments and forms
- Instructional materials

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Speech Language Therapy

Licensed Speech Language Pathologists are specially trained to optimize a student's ability to communicate. They are key participants in educational teams that educate parents, teachers and other school-based professionals about the clinical markers of language impairment, the ways in which these impairments can impact a student's reading and writing skills, and facilitate early referral for evaluation and assessment. School-based Speech Language Pathologists address receptive and expressive language skills and language aspects of literacy, as well as other communication disorders including articulation, voice and fluency that effect students in the educational setting. Speech Language Pathologists assist teams with understanding the impact of hearing loss on communication. Services are provided as delineated in the IEP. These services are provided by Speech Language Pathologists or Speech Language Pathology Assistants. The services provided include but are not limited to:

- Screening (hearing and speech/language)
- Evaluation/reevaluation
- Instructional materials
- Consultation
- Individualized Education Program and Individual Family Service Plan development
- Case management
- Evaluation instruments and forms
- Direct therapy
- Extended school year services

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School Psychology

School psychologists are uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. The services provided include but are not limited to:

- Intellectual, Achievement, Adaptive Behavior and Behavior Assessment
- Participation in the development of Individualized Education Programs (IEP)
- Counseling
- Teacher Assistance Teams
- Evaluation instruments and Forms
- Consultation for academic and behavioral needs
- Assistance with developing Behavior Intervention Plans
- Presentations or professional development on Special Education topics, such as ADHD, behavior, etc.

Adapted Physical Education

Adapted Physical Education (APE) is physical education which has been adapted or modified, so that it is as appropriate for the person with a disability as it is for a person without a disability.

Federal law mandates that physical education be provided to students with disabilities and defines Physical Education as the development of: physical and motor skills, fundamental motor skills and patterns (throwing, catching, walking, running, etc.), and skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports). The services provided include but are not limited to:

- Instruction (including a specialized preschool program)
- Evaluation instruments and forms
- Participation in the development of Individualized Education Programs (IEP)
- Coordination of resources and consulting
- Instructional Materials

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Autism Team

Autism spectrum disorders are serious neurodevelopmental disorders that impair a child's ability to communicate and interact with others. It also includes restricted repetitive behaviors, interests and activities. These issues cause significant impairment in social, occupational and other areas of functioning. Autism Spectrum Disorder is a category of disability that requires specialized multidisciplinary team training. Services are provided by a well-trained team, which include school psychologists, early childhood teachers, occupational therapists and speech language pathologists, as needed. The services provided include but are not limited to:

- Observation
- Screening
- Evaluation/re-evaluation
- Integration of best practices into the school setting and technical assistance
- Participation in the development of Individualized Education Programs (IEP)
- Evaluation instruments and forms
- Referral to outside resources
- Resource library
- Group and individual professional development on characteristics of ASD and Evidence Based Practices
- Consultation

TOTEM PD

Totem gives schools the tools they need to teach and care for students in safe, understanding environments. Through ASPEN, school systems will learn to understand student behavior and utilize optimistic teaming:

Recognize and understand what causes aggressive student behavior.

Replace outdated, inefficient practices and replace them with practices that work in numerous situations.

Identify the ways MTSS is currently working and build upon it with Totem student behavior training.

Use positive psychology methods and Applied Behavioral Analysis (ABA) principles to address aggressive student behavior.

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Administrative and Fiscal Services

Administrative and fiscal services are provided by the Director, and Business Manager. The Administrative Assistant/Medicaid billing specialist provides support for all programs.

Administrative services provided include but are not limited to:

- Federal forms and grant applications
- Special Education Forms
- Comprehensive plan development
- Support for compliance with the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA)
- Annual needs assessment survey
- Professional development in areas of identified need
- Special Education Technical Assistance
- Special Education Director and Teacher share sessions
- Special Education Accountability Review support

Fiscal services provided include but are not limited to:

- Grant Reporting
- Financial data
- Billing
- Business office assistance

Toy Lending Library

A toy/assistive technology/resource lending library is available for service providers, teachers, and parents. Items such as books, voice output devices, switches and switch activated toys, play based activities and toys, music/activity books, and parent resources are available through the library located at the Cooperative office.

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Physical and occupational therapy direct services are provided on-site for an additional assessment, which includes an upfront assessment and a charge for services based on prior year usage. Both services are mandated related services for students who qualify:

Physical Therapy

School-based Physical Therapy focuses on functional mobility and safe, efficient access and participation in educational activities and routines in natural learning environments. School based physical therapists demonstrate expertise in the treatment of pediatric issues and access to curriculum. The services provided include but are not limited to:

- Participating in the development of Individual Education Programs/Individual Family Service Plans
- Screening, evaluation and reevaluation
- Therapeutic tools and materials
- Adaptive equipment
- Direct therapy
- Consultation
- Evaluation instruments and forms
- Extended School Year
- Adapting physical environment to facilitate access
- Supporting safe transportation of students
- Serving as a liaison among school, medical personnel, and medical equipment vendors

Occupational Therapy

School-based occupational therapy is designed to enhance the student's ability to fully access and be successful in the learning environment. This might include addressing sensory processing and regulation needs, working on handwriting or fine motor skills so the child can complete written assignments, helping the child organize himself or herself in the environment, or working with the teacher to modify the classroom and/or adapt learning materials to facilitate successful participation. The services provided include but are not limited to:

- Evaluation/reevaluation
- Screening
- Participation in the development of Individual Education Programs/Individual Family Service Plans
- Direct therapy
- Direct consultation
- Therapeutic tools and materials
- Evaluation tools and forms

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Behavior Intervention Services Coordinator

The position of Behavior Intervention Services Coordinator was established for the purpose of providing leadership to and support for members of the member school staff in assuring that effective and efficient, evidence-based behavioral intervention and support systems are in place to support continuous academic progress of students identified as demonstrating difficulty with behavior or social skills. The behavior intervention services coordinator will collaborate with teachers to develop and implement appropriate behavior plans, as well as, provide direct support and modeling of instruction to meet the behavior goals of the students. The BISC will follow the regulations associated with IDEA, FAPE, procedural safeguards, and IEP development and implementation.

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Additional Services

Medicaid Billing

School districts are able to bill to recover costs for certain medically necessary services that are provided in the school setting, including Occupational, Physical, and Speech-Language therapy as well as School Psychology and Nursing services. The Cooperative provides all billing services, forms and expertise. Medicaid billing is a prerequisite to individual districts accessing extraordinary cost funds, if needed. This service is provided to the Cooperative member districts as a part of their membership. Medicaid funds are returned directly to the school districts for use in the special education programs. Billing services are provided for additional school districts for a fee.

Part C/B Billings

School districts are able to bill to recover costs for certain early intervention services for eligible students. The Cooperative provides all billing services, forms and expertise. Part C/B funds are returned to the Cooperative, and are used to offset direct services expenses. Part C/B billing services are provided for one additional school district for a fee.

Group Purchasing

Twenty-five area schools, including Southeast Area Cooperative members, participate in a paper/supplies/medical bid process each year. This cooperative venture provides substantial savings for supplies and paper. The Southeast Area Cooperative is the program administrator and charges Cooperative schools a fee of \$50 per school and non-Cooperative schools are charged \$75 per school.

Kindergarten Academy

For the past seventeen years, the Southeast Area Cooperative, in conjunction with the University of South Dakota and the Beresford School District, has conducted a regional professional development workshop each summer. In 2017, the academy was extended to two-two day workshops, with the second session geared toward primary grade teachers. Nationally known speakers are featured at this event. Teachers from member schools attend at no charge. In 2018, this was a professional staff resource of over \$8,000 to the Cooperative school districts. Registration is also open to teachers outside of the Southeast Area Cooperative. They are charged a registration fee, which is currently \$185. The director serves as Adjunct faculty for USD credit.

Contracted Services

The following programs are contracted services. The Southeast Area Cooperative receives a 5% administrative fee.

Carl Perkins (CTE grant)

Southeast Area Cooperative schools are part of a consortium for Career and Technical Education (CTE) approved programs. The federal funding provided offers students opportunities for career awareness and preparation by providing them with the academic and technical knowledge and work-related skills necessary to be successful in postsecondary education, training, and employment. The Cooperative serves as the fiscal agent and provides guidance and purchasing assistance for approved purchases.

Distance Learning

The Southeast Area Cooperative is the fiscal agent for the Southeast Interactive Long Distance Learning consortium. The consortium (SILD) is a unique cooperative distance learning project involving rural K-12 school districts whose purpose is to work collaboratively with schools to improve learning opportunities in rural South Dakota. Jason Selchert is the coordinator for SILD.

Southeast Birth to 3 Connections

The Southeast Area Cooperative is the fiscal agent for this program that covers Union, Lincoln, Yankton, and Clay counties. Southeast Birth to Three Connections provides a system of services and supports for families to help them understand their child's development and specific training to assist the family in addressing areas of delay. Coordinators are actively involved in helping families identify areas in their daily routine where supports and services are needed. Three Birth to 3 coordinators receive referrals and provide coordination of services to eligible children in the program.

Southeast Area Cooperative

Cooperative Information

MEMBER SCHOOL DISTRICTS:

ALCESTER-HUDSON SCHOOL DISTRICT 61-1
BERESFORD SCHOOL DISTRICT 61-2
CANTON SCHOOL DISTRICT 41-1
ELK POINT-JEFFERSON SCHOOL DISTRICT 61-7

GAYVILLE-VOLIN SCHOOL DISTRICT 63-1
IRENE-WAKONDA SCHOOL DISTRICT 13-3
VIBORG-HURLEY SCHOOL DISTRICT 60-6

DIRECTOR – Patricia J. West
1109 West Cedar
Beresford, South Dakota 57004
Phone: 605-763-5096/Fax: 605-763-2206
Cell: 605-321-8032
Email: tricia.west@k12.sd.us

BUSINESS MANAGER – Ann Boden
1109 West Cedar
Beresford, South Dakota 57004
Phone: 605-763-5096/Fax: 605-763-2206
Cell: 605- 957-5444
Email: ann.boden@k12.sd.us

ALCESTER-HUDSON
SCHOOL DISTRICT 61-1

BOARD OF DIRECTORS

Jay Hallaway
PO Box 256
Alcester, SD 57001
Home: 605-934-2012/Work: 934-2222
Email: jhallaway@alkota.com

ADVISORY BOARD

Tim Rhead, Supt.
PO Box 198
Alcester, SD 57001-0198
Phone: 605-934-1890/Fax: 605-934-1936
Email: tim.rhead@k12.sd.us

BERESFORD
SCHOOL DISTRICT 61-2

Chris Savey
29947 470th Ave Beresford
Beresford, SD 57004
Cell: 605-366-0419
Email: casavey@live.com

Brian Field, Supt.
301 W Maple
Beresford, SD 57004
Phone: 605-763-4293/Fax: 605-763-2205
Email: brian.field@k12.sd.us

CANTON
SCHOOL DISTRICT 41-1

Christal Dietzenbach
48349 279th St.
Canton, SD 57013
Phone: 605-214-6606
Email: cdietz69@gmail.com

Terry Gerber, Supt.
800 N. Main
Canton, SD 57013
Phone: 605-764-2706/Fax: 605-764-2700
Email: terry.gerber@k12.sd.us

ELK POINT-JEFFERSON
SCHOOL DISTRICT 61-7

Sabrina Sayler
32804 480th Ave
Jefferson, SD 57038
Phone: 712-251-2200
Email: ssayler@craryhuff.com

Derek Barrios, Supt.
PO Box 578
Elk Point, SD 57025
Phone: 605-356-5951/Fax: 605-356-5999
Email: derek.barrios@k12.sd.us

GAYVILLE-VOLIN
SCHOOL DISTRICT 63-1

Kathy Jorgensen
PO Box 111
Gayville, SD 57031
Phone: 605-267-4260
Email: kathy.jorgensen@usd.edu

Jason Selchert, Supt.
PO Box 158
Gayville, SD 57031-0158
Phone: 605-267-4476/Fax: 605-267-4294
Email: jason.selchert@k12.sd.us

IRENE-WAKONDA
SCHOOL DISTRICT 13-3

Brian Spurrell
29436 452nd Ave
Irene, SD 57037
Phone: 605-760-3221
Email: bnsppurell@iw.net

Dave Hutchison, Supt.
PO Box 5
Irene, SD 57037-0005
Phone: 605-263-3311/Fax: 605-263-3316
Email: dave.hutchison@k12.sd.us

VIBORG-HURLEY
SCHOOL DISTRICT 60-6

Faydra Christensen
28809 445th Ave
Viborg, SD 57070
Phone: 605-661-4150
Email: fchristensen@ysd.k12.sd.us

Brett Mellem, Supt.
PO Box 397
Viborg, SD 57070-0397
Phone: 605-238-5221/Fax: 605-766-5635
Email: brett.mellem@k12.sd.us