

# Monthly SPED Webinar

Special Education Programs  
2024-2025 School Year  
January 21, 2025



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# ACT as State Assessment

Matt Gill, State Assessment Director

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# Assessment Resources

## 11<sup>th</sup> Grade State Assessment Starting Spring 2026 ACT

- Applies to all juniors in public SD schools
- All juniors will be required to take ACT for math, English, reading, writing & science during the spring testing window
- Test will be free
- Results will be used to measure student performance on school & district's Accountability Report Card
- Students can choose to retake ACT again but at expense of the student and retakes will not affect school's accountability

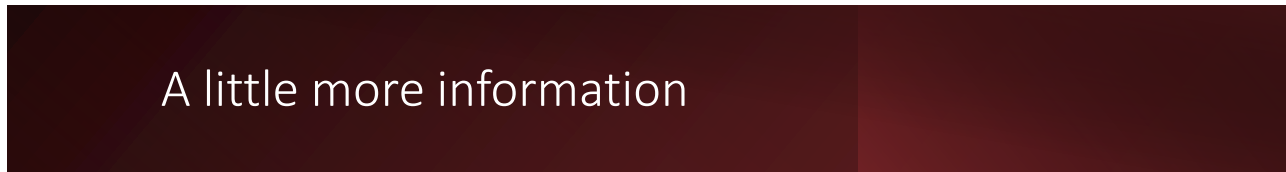
**More information to come!**  
**Questions? Contact**  
[DOAssessment@state.sd.us](mailto:DOAssessment@state.sd.us)

**2024-2025 Key Assessment Milestones**

	All Assessments	NAEP	ACCESS 2.0	EIA, Math, & Science Gen. Ed.	EIA & Math Alt. (MSAA)	Science Alt.
August & September	All test windows posted on district website <b>Important Due Date: 9/15/24</b> <b>Test Window Opens: 9/15/24</b> <b>Test Window Closes: 9/15/24</b>	<b>Spring 2025 Field Test (Response):</b> If selected, assessment and results are shared. The school district is not responsible for communication. State Coordinator will field test. This is often an Assessment Coordinator.	<b>Identifications:</b> All data from beginning of school year to assess and identify students at risk for academic success in district. <b>Check 90 days before school starts:</b> Have data needs to complete learning and identification of all students. <b>Individual student reports:</b> <b>Test window opens: February 28</b> <b>Test window closes: February 28</b>	Activate & Configure to include Campus items right before of current proficiency assessment system. <b>Check up User Accounts:</b> Master students Individual users <b>Test window opens: March 12</b> <b>Test window closes: March 12</b>	Reporting window is from July 25 September for district to download results from Spring 2024 testing <b>Test window opens: March 12</b> <b>Test window closes: March 12</b>	
October & November			<b>Student data file loaded into system:</b> <b>Test window opens: February 28</b> <b>Test window closes: February 28</b>		Students identified for alternate assessment participation must be tracked in Infinite Campus by Dec. 31 <b>Test window opens: March 12</b> <b>Test window closes: March 12</b>	Students identified for alternate assessment participation must be tracked in Infinite Campus by Dec. 31 <b>Test window opens: March 12</b> <b>Test window closes: March 12</b>
December						
January			<b>Test window opens: February 28</b> <b>Test window closes: February 28</b>	<b>Test window opens: March 12</b> <b>Test window closes: March 12</b>		
February	<b>Important Due Date: 2/15/25</b> <b>Test Window Opens: 2/15/25</b> <b>Test Window Closes: 2/15/25</b>		<b>Test window opens: February 28</b> <b>Test window closes: February 28</b>	Documentation for Test-to-Score (TTS) (EIA, Math, & Sci) will be embedded communication (2024) <b>Test-to-Score (TTS) (EIA, Math, &amp; Sci) will be embedded communication (2024)</b> <b>Test window opens: March 12</b> <b>Test window closes: March 12</b>	<b>Test window opens: March 12</b> <b>Test window closes: March 12</b>	<b>Test window opens: March 12</b> <b>Test window closes: March 12</b>
March				<b>Test window opens: March 12</b> <b>Test window closes: March 12</b>	<b>Test window opens: March 12</b> <b>Test window closes: March 12</b>	<b>Test window opens: March 12</b> <b>Test window closes: March 12</b>
April	Letters to parents regarding testing window			<b>Test window opens: March 12</b> <b>Test window closes: March 12</b>	<b>Test window opens: March 12</b> <b>Test window closes: March 12</b>	<b>Test window opens: March 12</b> <b>Test window closes: March 12</b>
May	Letters to parents regarding testing results		Individual student reports available (approximately 3 weeks after testing is completed)	<b>Test window opens: March 12</b> <b>Test window closes: March 12</b>	<b>Test window opens: March 12</b> <b>Test window closes: March 12</b>	<b>Test window opens: March 12</b> <b>Test window closes: March 12</b>
June & July				Individual student reports will be available (approximately 3 weeks after testing is completed)		Individual student reports will be available (approximately 3 weeks after testing is completed)

**COLOR CODE:** Important Due Date **Yellow** Test Window Opens **Green** Test Window Closes **Red**

\* Dates and locations subject to change. All updates will be posted in the weekly newsletter.



- This is a timed assessment.
- It is an online assessment.
- Accommodation information still to come
- **Additional resources:**
- [Accessibility Supports Guide for the ACT—State and District Testing](#)
- [How to Request Accommodations](#)
- [Calculator Policy](#)
- [ACT Enhancements FAQ](#) – scroll to the bottom

Questions?

- [DOEassessment@state.sd.us](mailto:DOEassessment@state.sd.us)

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A decorative graphic consisting of three overlapping circles in shades of dark red and maroon, set against a dark grey background. A horizontal gold-colored band is superimposed across the center of the circles, containing the text "Effective Practices".

Effective Practices

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# SPED Connection Highlights

LRP SPED Connections subscription is required to access the following resources:

- [Hand out accommodation tracking sheets after school breaks.](#)
- [Emphasize transparency when staff shortages affect students with IEPs](#)
- [Did district fail to evaluate before taking student "off his IEP?"](#)
- [January 2025 Spotlight: Bullying](#)
- [Check accuracy of AI transcript after IEP meeting.](#)
- [Inform parents of child's good days.](#)

Join the  
SpedConnection  
email Listserv



Contact your public school district special education director for login access. If you have any questions about your subscription access, please contact [Wendy.Trujillo@state.sd.us](mailto:Wendy.Trujillo@state.sd.us).

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## People First Language

School Districts and Special Education

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## Documents to Review

As districts are reviewing policies and procedures this Spring, you are encouraged to look at:

- District Board Policies
- Comprehensive Plans
- Special Education Documents

Identify and update outdated language used for students with disabilities

Resource: [Communicating With and About People with Disabilities | Disability and Health | CDC](#)

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Accountability

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## 24-25 Internal Review Submission

- Internal Review requirements:
  - Between July 1, 2024 to June 1, 2025
  - Each case manager for a district will select 1 file to complete an internal review.
  - Staff should provide feedback in the comments section to help district administrator identify areas of training needed.
  - Information and example documents found at [Accountability Website](#) under Results Driven Accountability (RDA)
- **Information to submit by administrator:** The district Sped Director will submit district level areas identified as professional development needs.
- Submit at <https://forms.office.com/g/Y4ND5zBUjp> or use the QR code.



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## Fall IEP Workshop Recording Available

- Professional Learning Platform: <https://sded.sd.gov/>
- Search "Charting the Course of Special Education"
- Broken into modules
- Process reference
- Special guest recording: Douglas School District presentation on "Skill Based Assessment and Progress Monitoring"
- 4 continue education contact hours (CECH) after completion recordings, complete the survey, and quiz.

Note: Please do not try to get CECH for attending Fall 2024 IEP workshop and review same content on this platform.



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## New Guidance Document Available

- **Hearing Loss and Deafness: Considerations for Assessment Planning and IEP Development**
  - Located: On Individual Education Program website: <https://doe.sd.gov/sped/IEP.aspx> under the Documents Section
  - Purpose: Individual education program (IEP) team's guidance and considerations when planning evaluations and the IEP for students who are deaf or hard of hearing
  - Section has Considerations in Assessment Planning and IEP Planning

### Considerations in Assessment Planning for Performance Review:

- What is the academic achievement of the student compared to typical hearing peers?
- Is the student continuing to make progress in the identified areas of educational need or do additional accommodations need to be implemented to assure goal attainment?
- What specially designed instruction is needed in order for the student to progress in the general education curriculum?
- How does hearing loss impact classroom functioning, access, and participation?
- What is the student's linguistic level of development compared to typical hearing peers?
- What is the level of conversational competence in the classroom (sharing information, taking turns, clarification in conversations all in context of a conversation)?
- Have acoustic needs been accommodated in all classrooms based on setting and activity?
- What strategies are utilized when learning breakdowns occur in the classroom?
- How are support services utilized (interpreter, language facilitator, etc.)?
- How effective are the current accommodation(s) and should others be considered?
- What is the student's social-emotional level of competence?

### CONSIDERATIONS FOR IEP PLANNING:

- How does the student handle questions **posed** by the teacher during typical instruction?
- Does the student understand various forms of figurative language, including idiomatic expressions used in conversation, instruction, and grade-level reading materials?
- Can the student follow multi-part directions in both spoken language, sign language, and written language formats?
- Does the student comprehend the print posted in the classroom and school environment?
- Can the student comprehend grade-level texts adequately enough to access critical content?
- Is the student able to fully participate in classroom rituals and routines?
- Can the student demonstrate knowledge using typical testing procedures?
- How do the child's social and emotional skills compare to those of his or her typical hearing peers?

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## Present Levels of Academic Achievement and Function Performance: PLAAFP

- Focus on the **skills** a student has (strengths), and **skills** needed to develop (needs) should primarily be related to disability.
  - Serve as the **baseline data** for goals \*include data or specific objective statements\*.
    - Issues identified with PLAAFP include
      - Too vague or broad
      - State a goal for the student
      - Does not support developing goals focused on **skills** needed to make progress in the general education classroom.
      - Poor examples: Turn in homework, comprehension, problem solving, don't steal others property...
  - How disability affects the student in general education?
    - Team considering and documenting how these areas (disability) impact student involvement, access, and progress in general curriculum.

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# Writing Academic or Behavior Goals



Team should determine a skill area identified on the PLAAFP to develop a goal.



Academic or behavior must be **directly taught** for the student to make progress



What skill does the student need to be demonstrate or be taught?

Performance/Target Behavior



What situation does that student need to use that skill?

Condition



How will we know it is obtained/mastered?

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## Annual Goals Condition

**1) Condition:** represents the **circumstances** under which information, material, or situation is presented to the student so the **skill** the student is expected to perform can be **measured or observed**.

- The teacher will provide the student with....
- When given a task with 3 step direction....
- When presented with 5 math addition and subtraction problems...
- When approached by a peer....
- When putting on or taking off a jacket with a zipper.....

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# Annual Goals Target Behavior

**Performance (target behavior):** represents the specific skill or observable behavior the student will be expected to perform when the condition presents itself.

The teacher will teach/instruct the student on the skill to perform...

- Will complete the three steps using a checklist ....
- Will independently grasp and manipulate the jacket zipper to zip or unzip it....
- Will determine the correct procedure to solve the problem...

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# Annual Goals Criteria

**Criteria (Level of proficiency):** how the skill or behavior will be measured. The criteria must include **how well** (accuracy) and **how often** (consistency) the student must perform the skill or behavior in order to consider it mastered.

Teacher will be able to determine level of mastery through the condition and skill the student is expected to demonstrate.

CONDITION	PERFORMANCE	HOW WELL	HOW OFTEN
When putting on or taking off a jacket with a zipper,	[student] will independently grasp and manipulate the jacket zipper to zip or unzip it completing the zipping/unzipping process	Without any physical assistance	In 4 out of 5 consecutive opportunities over 2-week period.

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# Writing Goals for Students with Emotional Disabilities

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## Consider the Child's Unique Needs

### Internalizing

- Feels worthless
- Fearful of ordinary items/events
- Withdrawn
- Depressed
- Agitated
- Does not enjoy activities
- Overly emotional

### Externalizing

- Noncompliance
- Threatens others
- Harms others
- Destroys property
- Tantrums
- Lack of remorse for behaviors

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## Consider the Child's Unique Needs (cont.)

### Social

- Difficulties making/keeping friends
- Substance use
- Uses intimidation to meet needs

### Pervasive Thoughts

- Repetitive behaviors
- Repetitive phrases
- Attention challenges
- Impulsivity

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## Tying Functional Behavior Assessment and Behavior Support Plan to the IEP

### FBA/BSP

1. What data was collected?
2. Antecedents identified
3. Maintaining consequences
4. BSP goal
5. Motoring and data gathering

### IEP

1. Present levels information
2. Prevention strategies for Behavior Impedes Learning/Accommodations/modifications
3. Accommodations/Modifications
4. Annual goal
5. Annual goal/progress monitoring

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## Behavior Specific Present Levels: Using Data from the FBA

Billy is generally a cooperative student and has a good relationship with most teachers and has friends. Billy helps others when asked and 6/6 teachers report he's on task in class 85-90% of the time, per teacher survey information.

Data taken during classroom observation shows Billy arguing with staff 4 times during an average 50-minute math class and 3 times during a 50-minute science class when the teacher is presenting information for the in-class assignment. Billy did not argue during other classes or in math and science when there was no assignment.

Arguments lasted on average of 2 minutes with 75% of them ending with Billy complying with the teachers request. The 25% of time Billy did not comply, he was sent to the hall or to the principal's office. All arguments began when staff asked Billy to begin working on the daily assignment.

Both math and science teacher noted these arguments are becoming more frequent and the consequence is more frequently becoming being sent to the hall or principal office. He's turning in completed in-class assignments 50% of the time in math and 55% of the time in science.

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What is Billy  
Trying to  
Tell Us?

MATH AND  
SCIENCE ARE HARD  
FOR ME!!

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What Skills  
are Billy  
Missing?

The ability to express  
needs or concerns  
appropriately

Consider a range of  
solutions to a  
problem

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## Behavior Support Plan

**Behavior Support Plan**  
Developed from a Functional Behavioral Assessment

Student Billy \_\_\_\_\_ Grade 7 \_\_\_\_\_ Date \_\_\_\_\_  
School \_\_\_\_\_ Case Manager \_\_\_\_\_

**BUILD A COMPETING BEHAVIOR PATHWAY**

<b>Routine</b> _____		<b>Desired Behavior</b> Completes in class assignments quietly and on time	<b>Consequence/Outcome</b> Learns material, gets along with teachers, stays in class
<b>Setting Event</b> Does not eat breakfast at school (probably does not eat at all)	<b>Antecedent</b> Teacher gives all students the assignment and asks them to complete the work	<b>Problem Behavior</b> Billy begins arguing with staff in math and science class about information the teacher presents	<b>Consequence</b> Argument takes time away from doing the assignment, Billy is sent to the hall or principal's office <b>Function</b> Escapes task
		<b>Replacement Behavior</b> Billy waits until the assignment is given, asks to take a break.	

**IDENTIFY INTERVENTION STRATEGIES**

Setting Event Strategies	Manipulate Antecedents to prevent problem & prompt Replacement/Desired behavior	Teach Behavior Explicitly Teach Replacement & Desired Behaviors	Alter Consequences to Reinforce Replacement & Desired behavior; Redirect & Minimize Reinforcement of Problem Behavior
<b>Make sure Billy has eaten breakfast- Daily Mrs. Smith- during CICO</b>	<b>Prevent problem behavior</b> Before class begins, the classroom teacher will inform Billy there will be an in-class assignment today and will remind him to ask for a break before beginning if needed <b>Prompt Replacement/Desired Behavior</b> Before giving the assignment, the classroom teacher will give Billy a predetermined alert reminder to ask to take a break after the assignment has been given.	<b>Teach Replacement Behavior</b> During specialized instruction time, staff will have Billy practice asking to take a break. Staff will work with Billy on the phrases: "Can I wait?" "If I start in five minutes" "Can you help me get started?" Staff will work with Billy to recognize his feelings when he's getting anxious and practice calming techniques <b>Teach Desired Behavior/ Academic/ Social Skills</b> See academic goals for math	Verbal praise Receives a 2 on his CICO goal  Redirect to Replacement Behavior & Maximize Reinforcement of Problem Behavior  If redirection is needed, allow at least one minute between prompts to allow Billy to process and utilize his relaxation techniques.

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# Goals/Benchmarks

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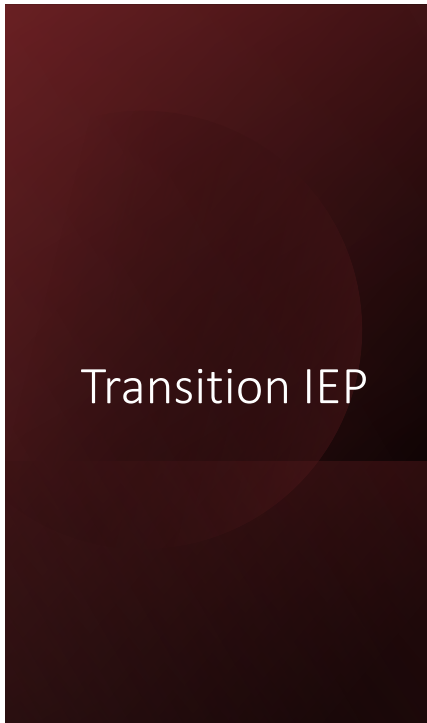
- Goal: When Billy is asked to complete an assignment in class, he will use one of his previously taught strategies to respond to the teacher's request independently, 5 out of 5 trials in a three-week period.
  - Benchmark: When Billy is asked to complete an assignment in class, he will use one of his previously taught strategies to respond to the teacher's request with fewer than 2 prompts, 3 out of 5 trials in a three-week period.
  - Benchmark: When Billy is asked to complete an assignment in class, he will use one of his previously taught strategies to respond to the teacher's request with 0-1 prompt, 4 out of 5 trials in a three-week period.
  - Benchmark: When Billy is asked to complete an assignment in class, he will use one of his previously taught strategies to respond to the teacher's request independently, 4 out of 5 trials in a three-week period.

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## US Department of Education Document

- [Using Functional Behavioral Assessments to Create Supportive Learning Environments. November 2024 - Individuals with Disabilities Education Act](#)
  - How can FBA be used to inform instructional strategies
  - How can FBA be used as part of an evaluation
  - How can FBA be incorporated into the IEP
  - Using FBA for students without disabilities

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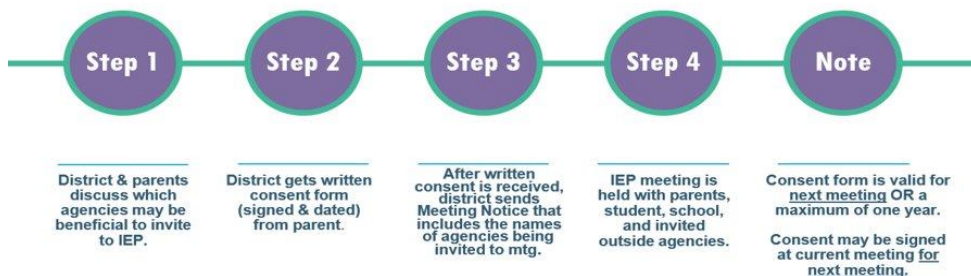
Events

- Transition IEP Workshops
  - Fall 2023 Virtual Transition IEP Workshop Video (YouTube)
  - Fall 2024 Transition IEP Workshop PowerPoint



PROCESS FOR INVITING OUTSIDE AGENCIES

To IEP Meetings for Transition-Age Students



## Transition IEP – Agency Invite Consent

- As a district, discuss HOW, WHEN, and WHO will decide what agencies to invite.
- Develop a process for inviting outside agency representatives. Consider getting parental consent at current IEP meeting for the next IEP meeting.
- Remember, you must get written parental consent **BEFORE** sending the **Meeting Notice** form.
- Sending the Consent to Invite Outside Agency form and the Meeting Notice at the same time is **NO T** in compliance.

STUDENT NAME: _____		SIMS: _____	
PARENT/GUARDIAN NAME: _____		DATE SENT: _____	
SCHOOL DISTRICT: _____		SCHOOL: _____	
DOB: _____	AGE: _____	GRADE: _____	

**Purpose of this release:**  
Schools are required, with parent consent, to invite agencies likely to be responsible for providing or paying for transition services, to the child's IEP meeting.

**Reason for signed consent:**  
During an IEP meeting, confidential information from your child's/your education records will be discussed. The school needs your consent for the agency(ies) listed below to attend the next IEP meeting, due to the disclosure of confidential student information that will occur during the meeting. Informed parental/adult student consent must be obtained before the school district discloses confidential student information. If any release of records to the outside agency is needed prior to or after the meeting, an additional consent form will be required.

**The specific agency(ies) we would like to invite to attend the next IEP meeting include:**

- Vocational Rehabilitation  
 Division of Developmental Disabilities (e.g. Resource Coordinator, Family Support 360)  
 Community Support Provider: \_\_\_\_\_  
 Disability Services (college or technical institute) \_\_\_\_\_  
 Other: \_\_\_\_\_  
 Other: \_\_\_\_\_

**Note:** You can add or decline consent for a specific agency. Please note on this form.

<b>Please Sign, Date, and Return As Soon As Possible</b>	
<input type="checkbox"/>	<b>I CONSENT!</b> Having been informed as stated above, I give my consent for the school district to invite a representative of the above agency(ies) to attend the next IEP meeting.
<input type="checkbox"/>	<b>I DO NOT CONSENT!</b> Having been informed as stated above, I do not give my consent for the school district to invite a representative of the above agency(ies) to attend the next IEP meeting.
Parent/ Guardian/ or Adult Student Signature: _____	
Date: _____	
<b>Note: This consent will remain in effect for the next IEP meeting or one year from the date signed, whichever comes first. Your consent is voluntary and may be revoked in writing at any time.</b>	

<sup>1</sup> Consent definition can be found in Administrative Rules of South Dakota (ARSD) 24.05.13.01

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## Transition IEP – Course of Study

### Courses of Study

- Coursework should be based on the student's measurable post-secondary goals and should match goals and graduation requirements
- Need to be multiyear, **specific** and individualized
- Should reasonably enable students to achieve their MSPSGs
- Specify elective classes to the greatest extent possible instead of just using the word "elective".

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## Transition IEP Resources

TSLP.ORG



### Transition IEP

- **Transition Assessments**

- Where is the student presently? Where is the student going?  
How does the student get there?
- Assessment Toolkits

- **Transition Resources**

- [Transition Timeline Suggested Activities By Grade](#)
- [Checklist of Transition Services and Activities](#)
- [Transition Resources Booklet](#)
- [Student-Led Script for IEP Meetings](#)

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Data

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## Parent Surveys for Indicator 8

- Reminder to please continue gathering paper and [online](#) Parent Involvement Surveys for 2024-2025!
- Paper surveys were distributed to districts last summer. [2024-2025 District Flyer](#) is a resource.
- DOE expectation is that districts will provide every parent of a student receiving special education services in their district with the opportunity to complete a Parent Survey.
- DOE requirement is that each district's response rate will be 20% or higher.
- A snapshot of district response rates was taken on Jan. 7th. Any districts under 20% response rate were notified of their to-date percentage.
- If you have questions about your to-date response rate or need more printed or translated Parent Surveys, contact [Stacy.Holzbauer@state.sd.us](mailto:Stacy.Holzbauer@state.sd.us).

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## Interim Assessment Workshops

- Interim Assessments are a resource offered by the Office of Assessment. They are administered throughout the school year and are a great tool to measure progress on grade level standards and familiarize students with the technology and testing platform for the spring state assessment.
- The Office of Assessment & Accountability is offering the below in person workshops:
  - [Jan. 28 - Mitchell](#)
  - [Jan. 30 - Rapid City](#)
  - [Feb. 4 - Brookings](#)
  - [Feb. 6 - Mobridge](#)
- Contact [Rebecca.Frerichs@state.sd.us](mailto:Rebecca.Frerichs@state.sd.us) with questions.
- For ALTERNATE interim assessment, [MSAA Sample Items](#) are a resource.

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## Summative Assessment Winter Roadshow

- The Office of Assessment & Accountability provides regional in person trainings for district Assessment Coordinators and Special Education Directors to prepare for the Spring 2025 state assessments (regular and alternate):
  - [Feb. 19 - Pierre](#)
  - [Feb. 20 - Rapid City](#)
  - [Feb. 25 - Watertown](#)
  - [Feb. 26 - Sioux Falls](#)
  - [Feb. 27 - Sioux Falls](#)
- Contact [DOEAassessment@state.sd.us](mailto:DOEAassessment@state.sd.us) with assessment questions.

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## Summative Assessment Windows

- The [Office of Assessment website](#) provide information about the Assessment Window
  - SD ELA and Math – March 24-May 2, 2025
  - SD Science – March 24 – May 2, 2025
  - SD ELA and Math Alternate Assessment – March 10 – April 25, 2025
  - SD Science Alternate Assessment – March 24 – May 2, 2025
- Contact [DOEAassessment@state.sd.us](mailto:DOEAassessment@state.sd.us) with assessment questions.

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## Alternate District Assessment

- [District-wide Assessment Guidance Policy](#), pages 4-5 address district ALTERNATE assessment:
  - "If a school district has a district-wide assessment, then that district must also have a **district alternate assessment** for those students who cannot participate in the regular assessment even with accommodations and whose IEP indicates participation in the alternate assessment.
  - Options for alternate assessment could consist of a **body of evidence or a performance-based assessment**...If the district assessment covers several different content areas (reading, writing, math, science, etc.) then the district alternate assessment must also measure progress in those **content areas and should be linked to grade level expectations.**"
- Grade level expectations are the [Core Content Connectors](#) (alternate academic achievement standards).
- [MSAA Sample Items](#) are a resource for grade level district alternate assessment.

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## Alternate District Assessment in IEPs

- When completing the Assessment section of an IEP for a student participating in alternate assessment, consider if DISTRICT assessments are required at that student's grade level:

State/ <a href="#">District-wide</a> Assessment Accommodations
<p><b>Assessment</b></p> <p><input type="checkbox"/> Student will be taking state and district-wide assessments with or without accommodations.</p> <p><input type="checkbox"/> Student will be taking state and <a href="#">district-wide alternate assessments</a> (The alternate assessment is for students working in the alternate achievement standards) (<a href="#">Annual goal and short-term objectives required</a>)</p> <p>a. Does the student meet the significant cognitive disability criteria? (If no, student is not eligible to take the alternate assessment)    <input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>b. Explain the reason why the student cannot participate in the regular assessment.  <input type="text"/></p> <p>c. Explain the reason why the alternate assessment selected is appropriate for this student.  <input type="text"/></p> <p><input type="checkbox"/> No state and/or <a href="#">district-wide assessments are required at this student's grade level</a> during the course of this annual IEP.</p>

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## Alternate State Assessment

- The Office of Assessment is offering informal question and answer sessions regarding the upcoming spring 2025 SD Alternate Assessment, including:
  - Multi-State Alternate Assessment (MSAA) for ELA-Alt and Math-Alt
  - Cambium for Science-Alt
- Test Coordinators and Test Administrators for the spring 2025 Alternate Assessment are welcome to join at the below zoom link and dates:
  - <https://state-sd.zoom.us/j/92093517870>
  - Feb. 14 from 11:30am-12:00pm CT / 10:30am-11:00am MT
  - Feb. 21 from 11:30am-12:00pm CT / 10:30am-11:00am MT
- For announcements and resources for students with significant cognitive disabilities, [subscribe](#) to the "DOE Special Ed Alternate" listserv.
- For questions about alternate assessment, contact [Stacy.Holzbauer@state.sd.us](mailto:Stacy.Holzbauer@state.sd.us).

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## Accommodations for State General Assessment

### ELA, Math & Science

- Those accommodations that are enabled or marked at the state level
  - Reading Passages for ELA
  - Print on Demand
  - Non-Embedded Accommodation
  - Embedded Speech-to-Text/Word Completion
- Use Forms in TIDE (test information distribution engine) to make requests
  - Due March 1 to ensure accommodations available on 1st day of testing

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## Accommodation requests for State assessment

- Benefits of getting the accommodations requests in early
  - Can be enabled or marked prior to testing window
  - Can be used on interim assessments
  - Students can practice using them with the practice tests in the secured browser
  - Carry over to the state assessment
  - Will be set when students need them
- For more information on accommodations for the state assessment contact [Beth.Schultz@state.sd.us](mailto:Beth.Schultz@state.sd.us)

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## BDI-3 Clean Up

- Districts will receive emails in the upcoming weeks about BDI-3 data errors
  - Instructions on how to fix errors, if able
  - Data file to review for errors
  - Instructions on how to run reports for future reference
- Common errors
  - No CHILD ID and determined eligible for services
    - state ID from Infinite Campus
  - Program labels are missing or incorrect
    - Program label guidance can be found on the Part B 619 webpage under Battelle Developmental Inventory -3
    - <https://doe.sd.gov/sped/Early-Intervention.aspx>

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## BDI-3: Students Moving

- Students moving creates a common error in BDI-3 data
  - When a student moves out of state the district should complete the BDI-3 exit before the child moves
  - When a parent revokes services, the district should request to complete a BDI-3 for progress monitoring
- Students who:
  - enter Part B 619 services
  - and received at minimum 6 months of services between their 3rd and 6th birthdays
  - Always given an Entry and Exit BDI-3

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Collecting “Informal”  
Removal Data

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## Train Classroom-Level Staff to Properly Track Informal Removals

### 1. Written tracking procedures

- Track all removal where a student is removed anytime during the day
  - Including nonacademic times (lunch, recess, specials)
- Include:
  - Who made the removal
  - Date and time of removal
  - Duration of the removal
  - Behavior that occurred
  - Location of behavior

### 2. Written procedures for insuring implementation of IEPs and 504 plans

- Confirm classroom staff understand their obligations for implementation
- Include behavior plans and behavior impedes learning

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## Train Classroom-Level Staff to Properly Track Informal Removals (cont.)

### 3. Written procedures for parent communication

- Review policies and practices on how classroom teachers communicate with parents
- Ensure understanding on when it's appropriate to call parents to pick up a student due to behavior and how to document

### 4. Written procedures for documenting early pickups due to behavior

- Ensure teachers know the difference between parent initiated and school-initiated pickups

### 5. Written procedures for classroom teacher and IEP team members communications

- Ensure classroom teachers know when and who to contact when classroom behavior is resulting in removals

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## Miscellaneous

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## Transition Round Up Opportunity



<https://us02web.zoom.us/j/89324688087?pwd=baBKuXovM0GHX2leuxk99rGyv1YGOm.1>

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## Legal Webinar Series

- SEP is hosting a 4 part Legal Webinar Series
  - January 15<sup>th</sup> – Legal Update with Elena Gallegos
    - Recording will be available in Canvas soon
  - February 18<sup>th</sup> – Navigating the Provision of FAPE: Effective IEP development, Placement Decisions, and Ensuring Compliance with the LRE Mandate
  - March 24<sup>th</sup> – Progress Reporting
  - April 30<sup>th</sup> – Meaningful Parent Participation and Prior Written Notice
- All webinars will be held from 2-4pm CT via zoom
  - Recording will be made available in CANVAS for a limited time after
- 2 CEUs per webinar will be issued for those who attend the full webinar
- Registration
  - February – [https://usu.co1.qualtrics.com/jfe/form/SV\\_3KtYiXDe7xsnsCG](https://usu.co1.qualtrics.com/jfe/form/SV_3KtYiXDe7xsnsCG)
  - March and April - [https://usu.co1.qualtrics.com/jfe/form/SV\\_1MRXW4i3745DUrQ](https://usu.co1.qualtrics.com/jfe/form/SV_1MRXW4i3745DUrQ)

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## 2025 SPED Conference: March 18-19 in Rapid City

- [REGISTRATION](#) is still open!
- For full details, visit: [SPED Conference Website](#)

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## Infinite Campus Updates

- Changes to Special Ed Module
  - Special Ed Editors look different
  - Determination of eligibility for each disability incorporated into editors
  - PPWN part of the IEP editors
- Training available through Professional Development Website
  - Direct link to [training registration](#)
  - Training provides insight to concerns and possible workarounds

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## Next SPED Webinar

February 18, 2025

Please share the SPED Webinar login information with your district or agency special education professionals!

**SPED Webinar PowerPoints are posted at:**

<https://doe.sd.gov/sped/directors.aspx>

**A recording is available for 2 weeks after the webinar and can be accessed by reaching out to your [Regional Representative](#).**

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