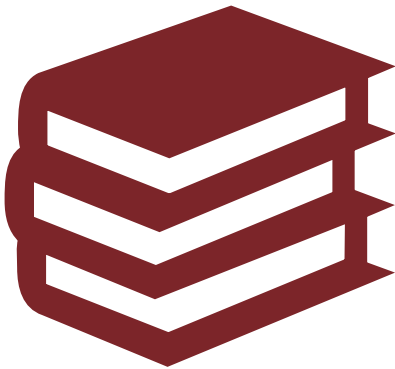


Monthly SPED Webinar

Special Education Programs
2024-2025 School Year
September 17, 2024



1



State Library
Resources

2

Accessible Educational Resources for your students are available through your SPED dept.

We have materials and curriculum in core subjects such as math, science, history, English including STEM.

Materials include Textbooks, educational materials in Braille/Large Print, Audio "Talking Books," print/Braille and tactile materials.

Contact Manager: Kathleen Slocum at 605-773-8438 or email Kathleen.Slocum@state.sd.us



Professional Learning Platform

- Stay up-to-date on current guidance and earn continuing education contact hours (CECHs)!
- In-person trainings, virtual webinars, and on-demand courses are available now and throughout the school year on the Professional Learning Platform:
 - <https://sded.sd.gov/>
 - Search "IEP" or "SPED" for all trainings offered by the Office of Special Education Programs
- For resources/support, visit:
 - <https://doe.sd.gov/SDED/index.aspx>



5

Interim Assessment Workshops

- For students with disabilities taking the regular assessment, Interim Assessments available in TIDE:
 - Are an excellent instructional resource towards grade-level skills.
 - Increase familiarity and comfort level with the state assessment platform.
 - Can help improve Indicator 3 (proficiency of students with disabilities) on the state assessments.
- Register for a 10am-3pm (local time) Interim Training:
 - [October 1 – Aberdeen](#)
 - [October 2 – Watertown](#)
 - [October 3 – Sioux Falls](#)
 - [October 9 – Pierre](#)
 - [October 10 – Rapid City](#)
- Questions? Email [Rebecca Frerichs](#) in the Office of Assessment.

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SPED Connection Highlights

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

- [Questions to ask IEP team members during the IEP meeting](#)
- [Mainstreaming, inclusion: Weigh implications for IDEA compliance](#)
- [Make in-school suspensions foolproof to prevent IDEA, discipline dilemmas](#)
- [Summer 2024 Circuit Court rulings offer key insights on IDEA, 504 compliance](#)
- [Recognize, address when summer skill regression goes beyond norm](#)

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.

7

Accountability

8

Important
Change

New 6-year accountability schedule

Found at


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

Districts were auto-generated into years.

District review year potentially changed.

9

- **Policy:** a course or principle of action adopted or proposed by a government, party, business, or individual.
- **Procedure:** an established or official way of doing something.
 - **a:** a particular way of accomplishing something or of acting
 - **b:** a step in a procedure
- **Practice:** Carry out, apply
 - To do or perform often, customarily, or habit



Policy, Procedure,
Practice

10

Policy, Procedures, Practice Examples

Policy	Procedure	Practice
Anti-Bullying Policy	Reporting methods Who will handle Process to handle How will parents be notified Documentation	When bullying occurs, did the district follow the written procedures. Evidence procedure followed.
<p>Special Education Adult Agency Invite for Transition:</p> <p>(3) To the extent appropriate, with the consent of the parents or a student who has reached the age of majority, identify any other agency that is likely to be responsible for providing or paying for transition services and that will be invited to send a representative.</p>	<p>Step 1: IEP team discusses possible outside agency to invite.</p> <p>Step 2: Get written consent to invite the outside agency.</p> <p>Step 3: Send meeting invitation with the outside agency consent given.</p> <p>Step 4: IEP meeting and document if attended or not.</p>	File contains documentation on PPWN, consent, meeting notice, IEP meeting in correct order.

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District next steps

- Policy
 - Comprehensive Plan
 - Student Handbook
- Procedures
 - Do you have written procedures for staff to follow?
 - Written referral process in all buildings and followed?
 - When students are disciplined, who notifies the appropriate special education staff on number of removals student has to date?
 - Preparation prior to evaluations (review existing data): who reviews information, how long prior to re-evaluations complete process, who sends PPWN consent, etc.

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Additional Written Procedure

- Sped Connections: [Obligations to Publicly Placed Private School Students](#)
 - South Dakota referred “Publicly Placed” as out of district placements.
- The district selects appropriate assessments and other evaluation materials:
 - How often do you update evaluations?
 - Staff meet the qualifications to give evaluations and are trained. This includes contracted or cooperative staff.
 - Do you have a variety of assessments to support variety of students and areas?

13

PPWN Consent: New Format Available

It is found on the Individual Education Program site: <https://doe.sd.gov/sped/IEP.aspx>

Under Notices/Consent

[PPWN Consent Guidance Examples](#) found under the “Documents” section

Why format change?

Align with the process.

Understandable

Accessible

District Impact

Not required to change

Campus by 25-26 (maybe sooner)

14

New PPWN Consent
(8.15.2024) Format
Page 1

Found at

- Page 1
 - Document parent input was included in process
 - A and B added clarification content.

DATE SENT:
STUDENT NAME:
PARENT/GUARDIAN NAME:
SCHOOL DISTRICT AND SCHOOL:
SIMS NUMBER:
BIRTHDATE AND CURRENT AGE:
GRADE:

Purpose of Notification: The school district must give written notice and receive written consent whenever the school district proposes to conduct an evaluation or reevaluation of your child.

- Initial evaluation to determine:
 - Whether your child is a child with a disability,
 - The educational strengths and needs of your child and
 - Whether your child needs special education or special education and related services.
- 3-Year Reevaluation to determine:
 - Whether your child continues to be a child with a disability,
 - The educational strengths and needs of your child and
 - Whether your child continues to need special education or special education and related services
- Additional Evaluation: (specify) _____
- Other _____

Documentation of Parent Input into the Evaluation Process:

- A. Explanation of why the district proposed or refused to take the action:**
(When reviewing student data, information, and input from the team, what does the district propose to do for the evaluation and why?)

- B. Description of other options that the IEP team considered and the reasons why those options were rejected:**
(When reviewing student data, information, and input from team, what evaluation considerations did the team reject and why?)

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New PPWN
Consent
(8.15.2024)
Format
Page 2

- C and D added clarification statements
- Document existing data/information first.
- 25 school day evaluation list is updated.
 - Accessible
 - Align to eligibility requirements

- C. Description of each evaluation procedure, assessment record or report the district used as a basis for the proposed or refused action:** (What current student data, pre-referral, diagnosis, evaluations, educational information, and input from the team does the district and parent already have to make evaluation decisions about the student?)

- D. Description of other factors that are relevant to district's proposal or refusal:** (Any other factors that may impact evaluation of the student, considerations for a later date, or general concerns that may not directly impact special education considerations.)

The district is proposing to use the following existing evaluations or information, including skill based, to be pulled forward for eligibility (identified in description of evaluations (C):

Area/Information	Related Documentation (diagnosis, screening information, classroom data, etc.)	Date(s) completed

The following evaluations or information will be completed within the 25-school day timeline after receiving your written parental consent:

<input type="checkbox"/> Ability	<input type="checkbox"/> Academic Achievement	<input type="checkbox"/> Observation	<input type="checkbox"/> Adaptive Behavior
<input type="checkbox"/> Language	<input type="checkbox"/> Articulation	<input type="checkbox"/> Fluency	<input type="checkbox"/> Social Communication
<input type="checkbox"/> Behavior	<input type="checkbox"/> Functional Behavior Assessment	<input type="checkbox"/> Social/Emotional	<input type="checkbox"/> Autism Specific Instrument
<input type="checkbox"/> Fine Motor	<input type="checkbox"/> Sensory	<input type="checkbox"/> Gross Motor	<input type="checkbox"/> Visual Motor
<input type="checkbox"/> Developmental Delay Areas: This includes evaluations in Cognitive, Adaptive, Motor, Communication, Social or Emotional (before age 9)			
<input type="checkbox"/> Chronic/Acute Health (Diagnosis)	<input type="checkbox"/> Audiological (Hearing)	<input type="checkbox"/> Ophthalmological (vision)	<input type="checkbox"/> Medical data for Orthopedic Impairment
<input type="checkbox"/> Transition assessment for post school planning (initial prior to age 16)			
Other: _____			

Note: Skill Based (educational impact and need for specialized instruction) information will be conducted and a report will be completed in all areas identified.

16

New PPWN
Consent
(8.15.2024)
Format
Page 3

- What other information does the team need?
- Document who they can contact at district/agency if questions.
- New: check box if include the SD Parental Rights document with the notice.

Other information the team determined relevant for eligibility and programming (to be completed within the 25-school day timeline):

<input type="checkbox"/> Current Medical Data/Records	<input type="checkbox"/> Hearing screening	<input type="checkbox"/> Braille
<input type="checkbox"/> Developmental History	<input type="checkbox"/> Vision screening	<input type="checkbox"/> Orientation/Mobility
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	<input type="checkbox"/> Assistive Technology

If you have questions or concern about the proposed plan, please contact _____ at _____.

Parental Rights Resources:

You have protections under IDEA procedural safeguards. If you need a copy of these procedural safeguards or assistance understanding your rights, please contact the person noted above or South Dakota Parent Connection at 1-800-640-4553. The SD Parent Rights and Procedural Safeguard handbook can also be found at <https://doe.sd.gov/sped/parentalrights.aspx>.

- SD Parental Rights and Procedural Safeguard handbook was provided with the notice.

17

New PPWN
Consent
(8.15.2024)
Format
Page 4

- Extension of 25 school day evaluation timeline at bottom.
- It includes reason extension and evidence of agreement with parent to extend.
- Extensions for rare situations

DATE Sent: _____
STUDENT NAME: _____

(Sign and return this page to the district, previous pages should be kept for your records.)

I CONSENT: for my child to be evaluated in the areas identified on this consent form. I have a copy of my parent rights and procedural safeguards that explains due process procedures.

I DO NOT CONSENT: for my child to be evaluated in the areas identified on this consent form. I have a copy of my parent rights and procedural safeguards that explains due process procedures.

Parent/Guardian Signature: _____
Date Signed: _____

For District Use:
Date consent was received by the district: _____
Evaluations must be conducted within 25 school days or by the extension date. Date to be completed by: _____
Determination of eligibility made within 30 calendar days. Eligibility must be determined by: _____

Reasonable effort was made to gain parent consent:

1 st Contact Date	Method	Response
2 nd Contact Date	Method	Response
3 rd Contact Date	Method	Response

If needed, extension of 25-school day evaluation timeline due to unique circumstance (24:05:25:03, 24:05:25:06)

For District Use
District and parent agreed to extend the evaluation timeline to this date _____ due to (reason) _____.
The new 30 day calendar date for eligibility meeting will be by _____
This agreement was documented through phone, email, meeting, or other means on this date: _____
(Parent Initials) _____

Note: Parents must be given a copy of their procedural safeguards upon initial or parent request for evaluation. If this notice is not an initial referral for evaluation, a copy of procedural safeguards may be obtained from district administration.

³ Consent definition can be found in Administrative Rules of South Dakota (ARSD) 24:05:13:01

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Data

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BDI Reminders

- The DOE subscription provided to school districts includes electronic record forms (ERFs) each year to complete and submit student data online
 - The number of kits your district gets is set by the number of kits DOE purchased for your district, additional kits and supplies can be purchased by the district.
- Districts are responsible for purchasing paper student protocols and workbooks
 - Purchasing information can be found at Riverside website
 - https://riversideinsights.com/battelle_3e
- Districts are responsible for entering student data accurately and reviewing to ensure accuracy
 - DOE will be contacting some districts to update student and district data in Riverside Score due to errors identified during collection this year.

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2023-2024 Indicator 8 Parent Survey Results

- 2023-2024 results of the Parent Involvement Survey have been posted to [SD-STARS](#).
- Districts under target in Parent Involvement or in Response Rate were notified.
- **District Reports** on SD-STARS give valuable data on how parents rated your district SPED program!
 - Ratings on each survey question regarding parent involvement.
 - What is your district doing well? What does your district need to improve on?
 - Demographic data on respondents.
 - Do demographics of respondents represent demographics of parents? Ex: Race/Ethnicity
 - Trends over the years.
 - How do districts results look over time?
- Contact Stacy.Holzbauer@state.sd.us with questions.

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Indicator 14 Appendix A

Friday, November 1

- Districts need to:
 - Check uploaded information for accuracy
 - Complete questions
 - Part 2: **16, 17, 20, 21** AND
Parent/Guardian contact information
 - SAVE**
 - 'How To' document found
at <https://doe.sd.gov/sped/SPP.aspx>
- Contact Lori (Lori.Kwasniewski@state.sd.us)
if student:
 - Returned to school
 - Listed twice
 - Transferred to another district

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Indicator 14
Appendix A
*Report

South Dakota
Last Log
Launchpad Applications for State of South Dakota

- Production
- Actions
- Support Tables
- Utilities
- Reports
- Administration
- About
- Close

Report

SchoolDistricts

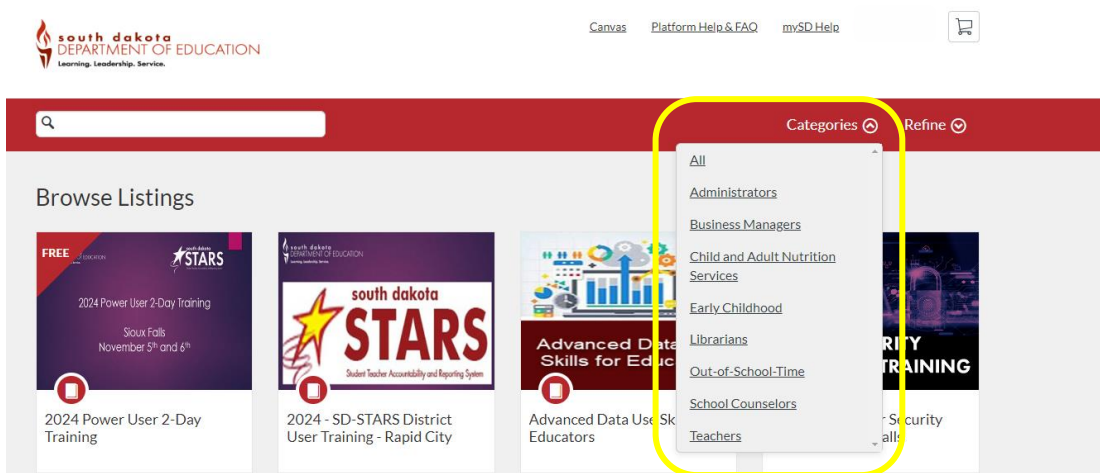
View	Name	Description
📄	District Report	Will return all data for a district
📄	District Short Report	Returns a list of students encoded for the district
📄	District's Incomplete Appendix A Data	District's students with incomplete data.
📄	Individual Report by District	Returns all the data for all the students in a district

- View pdf
- Select school year (2024)
- View report



Two Free Canvas Classes: Early Childhood Special Education

sded.sd.gov



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Two Free Canvas Classes: Early Childhood Special Education



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Riverside BDI-3 Trainings


Getting Started

- Download the Mobile App
- Tutorial Videos
- Quick Reference Guides
- BDI-3 Technical Manuals
- BDI-3 Lesson Plans
- Record Form Administration Resources
- Assessment Service Bulletins & White Papers
- Riverside Score Help
- Riverside Insights Policy Documents
- BDI-3 Spanish Resources


[Home](#) > [Getting Started](#)

Battelle Getting Started E-Learning Course

This E-Learning course provides an overview of the *Battelle Developmental Inventory, 3rd Edition*, which includes an introduction to the test, test components, guidelines for testing, administration instructions and demonstrations of each test, scoring overview, and a preview of the *Riverside Score™* platform.



Battelle Developmental Inventory Getting Started E-Learning Course (Administrator Course)



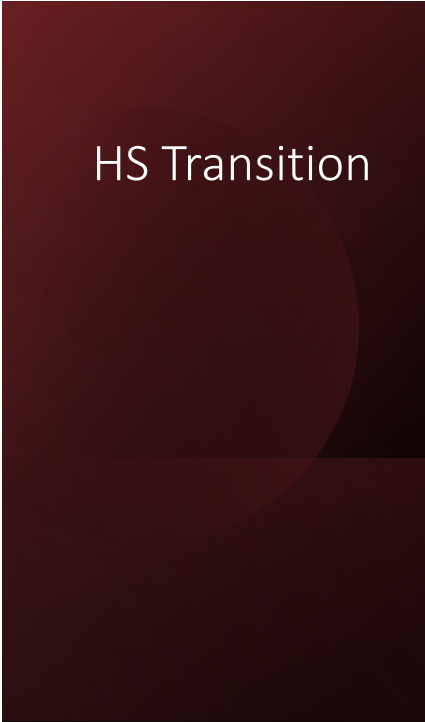
Battelle Developmental Inventory Getting Started E-Learning Course (Examiner Course)

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Riverside BDI-3 Academy

- Enhancing use of the BDI-3 through additional training
- To access this resource please email Kelly.Gilbert@state.sd.us
 - Your school will get a log in to use this resource
- Topics Include:
 - Overview of the BDI-3
 - BDI-3 Domains
 - BDI-3 Administration
 - Using Riverside Score and the MDS with BDI-3
 - MDS = Mobile Data Solutions

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Transition IEP Workshops

Fall 2024



The transition IEP workshops will provide secondary special education teachers and directors an overview of how the transition process can guide IEP development to assist the student in achieving their post-secondary goals.

Transition IEP workshops will be held statewide at the following locations:

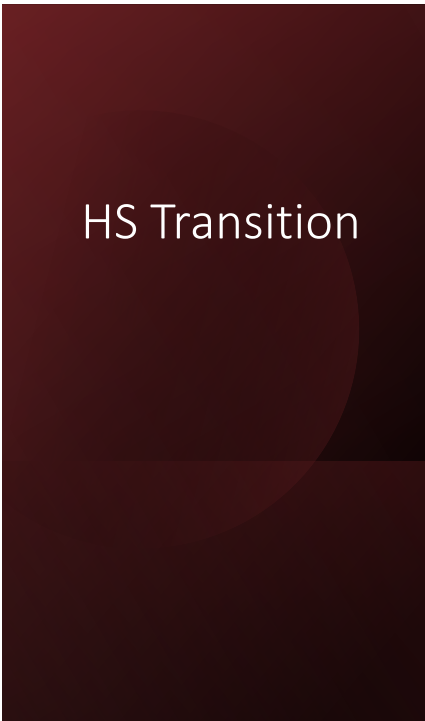
- ~~August 23~~ 9:00am-4:30pm CST, CORE West Library Community Room, 2154 Ave. C, ~~Aberdeen, SD~~
- ~~August 29~~ 9:00am-12:30pm CST, Prairie West Library, 4630 W. 26th St, ~~Sioux Falls, SD~~
- September 19 9:00am-12:30pm CST, CORE Coop Conference Room, 612 Main St., **Platte, SD**
- September 25 1:00 - 4:30pm MST; Compass Office (formerly TIE), 1925 Plaza Blvd, **Rapid City, SD**

A Virtual Transition IEP workshop is also available to view at: www.tslp.org - Events - Transition Workshops.

To request special accommodations, or for questions about the training, contact your regional transition liaison listed below.
Central: Dan Rounds, 605-494-3618
North Central: Cate Dieder, 605-626-2398
South Central: Miah Gillen, 320-583-6731
South Eastern: Bev Petersen, 605-362-4856
Western: Steph Badwoud, 719-659-3097

Workshops are free, but registration is required.

<https://doe.sd.gov/SDFD/index.aspx>



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<https://us02web.zoom.us/j/87596031227pwd=oOQIEzje099rbVUab1V7gDvlYmM3Gu.1>

HS Transition

YLF applications
Due December 20

THE Youth Leadership Forum WELCOMES YOU

June 8-12, 2025
Northern State University
Aberdeen, SD

Apply online here:
<https://form.jotform.com/242074546815156>

Applications due by
December 20, 2024!

Check out the YLF
video at:
www.tslp.org/events

Transition Services Liaison Project
www.tslp.org

Dan Rounds, Coordinator
(605) 494-3618
Email: drounds@bhvasc.org

Regional Transition Liaisons

South Eastern Region
Sav Peterson
(605) 362-4806
Sav.Peterson@state.sd.us

North Central Region
Cate Dieck
(605) 626-2386
Cate.Dieck@state.sd.us

Western Region
Steph Backlund
(719) 659-3097
Stephanie.Backlund@state.sd.us

South Central Region
Miah Gillen
(320) 583-6731
Miah.Gillen@state.sd.us

TSLP
Transition Services Liaison Project

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Next SPED Webinar October 15, 2024

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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