

# Monthly SPED Webinar

Special Education Programs  
2025-2026 School Year  
December 16, 2025

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## Effective Practices

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## SPED Connection Highlights

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


- [Deflate parent pressure driving eligibility, make rock-solid, data-backed decisions](#)
- [SmartStart: Transportation — Implementing Provisions in the IEP](#)
- [Detail reason for sending child home early. Is it a disciplinary removal?](#)
- [50 years and counting: Notable IDEA milestones](#)
- [Hard copy or electronic doc: Know what 'in writing' really requires under IDEA](#)
- [Help students transition back from juvenile justice centers.](#)

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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## Accountability

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## Goals and Objectives Required Content:

- All goals and objectives must include a condition, performance, how well, and how often.
- All district staff, including related service personnel, who write annual goals and objectives should review the state and federal requirements.
- Resources: [Individual Education Program \(IEP\) Technical Assistance Guide](#) see page 26 to 27 and [Writing Annual Goals and Examples](#)

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## Objectives/benchmarks support goals

Goals are skills that are directly taught.

Short-term objectives are often used when the subskills leading to the goal must be taught.

Benchmarks are the progress or checkpoints to show progress toward goal.

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## Autism Spectrum Disorder - Resource

- The ASD criteria worksheet assists the district to ensure all the documentation requirements are addressed and provides the eligibility team information to determine severity level.
- The word form is located under the documents section of the [Individual Education Program](https://doe.sd.gov/sped/documents/0814_A_Scr.pdf) webpage. An example of supporting documentation can be found at [https://doe.sd.gov/sped/documents/0814\\_A\\_Scr.pdf](https://doe.sd.gov/sped/documents/0814_A_Scr.pdf)

DID STUDENT MEET CRITERIA?	DIAGNOSTIC CRITERIA	SUPPORTING DATA AND INFORMATION
	Deficits in Social-Emotional Reciprocity ranging, for example, from abnormal social approach and failure of normal back-and-forth conversation; to reduced sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions.	
	Deficits in Nonverbal Communicative Behaviors Used for Social Interaction, ranging, for example, from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication	
	Deficits in Developing, Maintaining and Understanding Relationships ranging, for example, from difficulties adjusting behavior to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers.	

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## Behavior Impedes Learning: Who is it for?

- Students with a behavior-based eligibility
  - OHI (ADD/ADHD), ED, Autism
  - Should be strengths and needs in the area of behavior
- Students without a behavior-based eligibility
  - ANY student who has a behavior that is impeding learning
  - Is the student sent to the hall/principal's office for behavior?
  - Is the student refusing to participate during speech sessions?
  - Is the student skipping school?
  - Is the student distracting others?
  - Is the student not handing in work?

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## Behavior Impedes Learning: When should we use it?

- Always address it, with ALL students, during the IEP meeting
  - Get parent input
- Worsening
- Emerging behaviors

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## Behavior Impedes Learning: Who should be implementing?

- Special Education AND General Education!

REMEMBER! The goal is to keep the student in the gen ed setting as much as possible.



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## Behavior Impedes Learning: What goes in it?

- If the student has a behavior goal
  - What is the student working on during special education service time?
  - Include strategies
  - Include language to use
  - Motivation strategies
  - Positive reinforcement
- If the student does not have a behavior goal
  - What will help this student be successful in the gen ed setting?
  - Include strategies
  - Include language to use
  - Motivation strategies
  - Positive reinforcement



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## Behavior Impedes Learning: Things to consider

- Include the observable and measurable behavior that is impeding learning
- Does the team want to collect data?
  - How will the team know if behavior is getting better/worse?
- Specify what the staff should be doing
- Indicate any environmental alterations that may be necessary
- Develop collaboratively between general and special education
- Stay focused on the positive

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## Behavior Impedes Learning: Ideas

- Cueing systems
- Visual schedules
- Break cards
- Scripted staff language
- Momentum building
- Offer choices
- Self-regulation

Remember!

Most supports/interventions/strategies will need to be taught to the student and positive feedback

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## Manifestation Determination Reminder!

- 11th day of OSS, student **MUST** be provided services!
- Services must be documented
  - On the MD form or
  - On the PPWN



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Data

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# Indicator 11 – Is it an Initial Evaluation?

## Common Question:

Student transferred (in state or out of state) with existing evaluations sufficient for the district to complete eligibility.

No additional evaluations are necessary.



Will this student be reported on Indicator 11?

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## Indicator 11 Reporting Guide

<b><u>DO</u> Report Students if:</b>	<b><u>DO NOT</u> Report Students if:</b>
<ul style="list-style-type: none"> <li>• permission is received (<i>even if the student moves during the testing window OR testing couldn't be completed for some other reason</i>).</li> <li>• a student is evaluated by outside evaluators.</li> <li>• a student moves during the evaluation process.</li> <li>• a student moves into your district from another district or state and <u>requires additional evaluations</u> to determine S.D. eligibility.</li> </ul>	<ul style="list-style-type: none"> <li>• it is a <b>three-year</b> re-evaluation for continued eligibility.</li> <li>• a student is currently receiving special education services and now being evaluated to add related services.</li> <li>• they are an initial referral for Birth to 3 services. (These are reported on Indicator 12 only.)</li> <li>• a student moves from another district or state and <b><u>does not</u></b> <u>require additional evaluations</u> to determine SD eligibility.</li> <li>• permission is not obtained.</li> </ul>

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# Indicator 11 – Initial Evaluation Answer

## Common Question:

Student transferred (in state or out of state) with existing evaluations sufficient for the district to complete eligibility.

No additional evaluations are necessary.



## Will this student be reported on Indicator 11?

- **No**
  - The student does not require additional evaluations to determine eligibility.
- However
  - If the student is **3–5 years old** and will receive at least six months of special education services prior to turning six, a BDI-3 should be administered as soon as possible after eligibility is determined for Indicator 7 (early childhood progress monitoring) purposes.
  - The district can contact *the Part B 619 Coordinator to verify if a BDI-3 Part B Entry has been completed previously.*

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## Indicator 12 Proactive Planning

- **Plan eligibility meetings well in advance** of the child's 3rd birthday to ensure a smooth and timely transition into services
  - Build a buffer to allow for potential last minute rescheduling or delays
  - Maintain flexibility to meet Indicator 12 requirements
- **Strengthens family partnerships** and builds trust
  - *Reduces staff stress* by minimizing last minute meeting scheduling



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# Preschool Child Outcomes BDI-3 Data Program Labels

## Beginning Part B 619 services (ages 3-5)

- Part B Entry
  - If younger than 3, give 90 days or less prior to 3rd birthday
- Transition
- Part C Entry/Transition
  - Only used for students receiving Part C services or being evaluated for Part C services

## Ending Part B 619 services (leaving or turning 6)

- Part B Exit
  - BDI-3 given prior to 6th birthday

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## Riverside Score Log In Changes Effective January 1, 2026

- Riverside Score will now provide Single Sign On for all BDI-3 users.
  - This means users will use their email address only to log in.
  - Please inform your staff of this change.
- The first time a user logs in, they will use their username and password.
- After that the user will only need to enter their email address, no password
  - All @k12 emails will automatically convert
  - Efforts are being made to convert all current non @k12.sd.us emails

Problems?

Contact [Kelly.Gilbert@state.sd.us](mailto:Kelly.Gilbert@state.sd.us)

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## Infinite Campus: Special Education Summary Section

- When to end a special ed record and create a new record
  - **Situation 1:** an amendment is made to change OT, PT and/or Speech hours (end the previous record and create a new record because the number of service hours has changed)
  - **Situation 2:** Student's IEP is in spring and is in preschool, then in the fall (before a new IEP is developed) the student enters kindergarten (end the previous record and create a new record because the least restrictive environment code has changed from a 300 code to a 100 code)
  - **Situation 3:** Student has an annual IEP meeting even if all services and settings remain the same but only the goals have changed a new record is required (end the previous record and create a new record because this is a new IEP with a new effective date)

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## Infinite Campus: Special Education Summary Section

- What not to do
  - Don't change the effective date on the record, rather enter an end date and exit code. Then create a new record
  - By changing the effective date, you lose the historical information.

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# Child Count Reminders



### Initial upload is due by **January 16**

65+ districts have completed upload



### If you have questions, contact

Region Representative  
Data Manager



### Some common errors

Ending and starting a new special ed record on the same date, **need to be different days**  
Flagged issue because of **resident and serving LEA being the same** for 97 school code  
**Flagged SpEd Category being wrong** like instead of 300 series code (early childhood) it is 100 series code (K-12 and age 6-21)

# Child Count Reminders

State_ID	Gender	State_Race_Ethnicity	Birthdate	Age	Grade	Special_Ed_Category	State_School_Number	District_Number	Serving_District	Date	Flagged	Explanation
2.5E+08	M	HI	05/01/2015	9	04	0355	97	47001	49317	12/01/2024	1	Based on the Age & Grade SpEd Cat. is incorrect.
2.5E+08	M	HI	05/01/2015	9	04	140	97	47001	49317	12/01/2024	0	
1.9E+08	M	HI	05/01/2015	9	04	140	97	47001	47001	12/01/2024	1	Based on the School Number the serving district and resident district should be different
1.9E+08	M	HI	05/01/2015	9	04	140	97	47001	49317	12/01/2024	0	
2.1E+08	F	IN	05/01/2014	10	04	0100	2	47001	47001	12/16/2024	1	The date is wrong
2.1E+08	F	IN	05/01/2014	10	04	0100	2	47001	47001	12/01/2024	0	

## Indicator 8: Parent Involvement Survey

- Reminder to continue gathering parent feedback via 2025-2026 Parent Survey.
- Having parents complete their Parent Survey at their annual IEP meeting produces the best response rate! Ask them to take a few minutes after the meeting to complete it.
  - ✓ Have the [on-line survey](#) on an I-pad or laptop for the parent to fill out and submit.
  - ✓ Give parent the paper survey to fill out and seal inside the envelope; then district can mail it for them.
- The more responses gathered, the better whole feedback the district can receive on how parents feel about district SPED programming!
- THROW AWAY OLD PAPER SURVEYS. Only use the paper surveys labeled 2025-2026.
- Contact [Stacy.Holzbauer@state.sd.us](mailto:Stacy.Holzbauer@state.sd.us) with questions.

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## Indicator 3: Alternate Assessment participants

- Multi-State Alternate Assessment (MSAA):
  - The list of students participating in 2026 state alternate assessment has been pulled from Infinite Campus to be uploaded into the MSAA system.
  - If you need to verify if your students were entered/pulled properly from Infinite Campus, need to add students with spring IEP meetings/changes, or have any questions, contact [Sabrina.Johnson@state.sd.us](mailto:Sabrina.Johnson@state.sd.us).
- South Dakota 2025 Alternate Assessment Participation rate: **0.91%**.
  - Districts are doing a great job using the [Alternate Assessment Participation Form](#) to identify which students should participate in the alternate assessment versus the regular assessment.
  - District 1% Justifications for those exceeding 1% participation for the 2025 assessment were completed last month; Thank you! These are gathered AFTER the assessment season; nothing is needed prior to 2026 assessment.
  - If you have any questions about participation criteria, contact [Stacy.Holzbauer@state.sd.us](mailto:Stacy.Holzbauer@state.sd.us).

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# HS State Assessment (ACT) Accommodations

- Need to be in way before the state assessment
  - Testing Window 1 accommodations submission deadline Jan 14
  - Testing Window 2 accommodations submission deadline Jan 28
  - Testing Window 3 accommodations submission deadline Feb 11
- Students do not need to be loaded in order to submit accommodation requests
- ACT approves all accommodation requests
- Once accommodations have been requested and approved they are in and available for a year.
- Questions about ACT Accommodations
  - [Accessibility Supports Guide for the ACT](#) (web content)
  - Phone: 800.553.6244, ext. 1788
  - [actstateaccoms@act.org](mailto:actstateaccoms@act.org)

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Miscellaneous

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## Secondary Transition

### Youth Leadership Forum **YLF**

Applications due **December 19, 2025**

- YLF held at Northern State University campus, June 7 - 11, 2026
- More information at
  - <https://tslp.org/events/>
  - <https://tslp.org/wp-content/uploads/2025/09/YLF-26-Info.pdf>

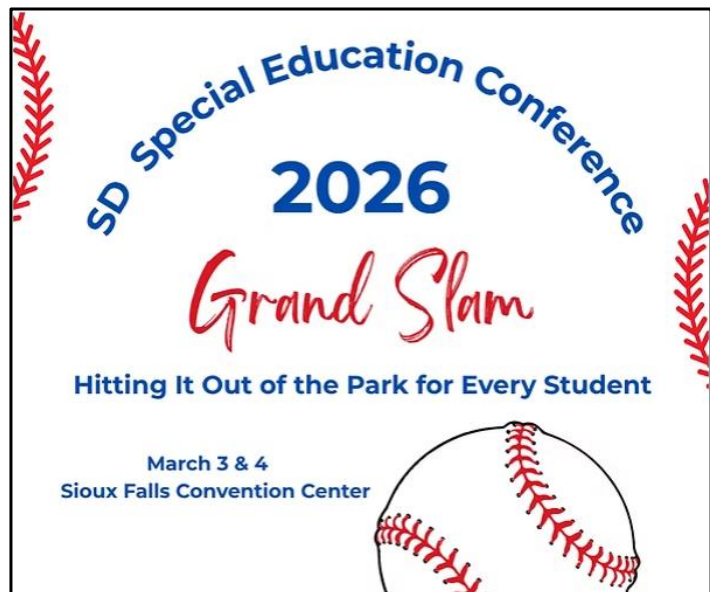


Applications can be completed here: [2026 YLF Delegate Application](#)

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### 2026 SPED Conference Registration

- [Conference Registration](#):  
now open!
- [Conference Website](#):  
visit for details!



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## 2026 SPED Staff of the Year

- **NOMINATIONS** are being accepted through **Jan 9, 2026** for the 2026 SPED Staff of the Year award!
- **Parents/guardians** may nominate SPED teachers, SPED directors, SLPs, OTs, PTs, school psychologists, or paraprofessionals who made an outstanding impact in their child's education and have served in their profession for three or more years.
- Please share this information with your school community!
- The 2026 SPED Staff of the Year will be announced at the SD SPED Conference in Sioux Falls on March 4, 2026.
- Contact [Stacy Holzbauer](#) with questions.

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## Next SPED Webinar

January 20,  
2026

Please share the SPED Webinar registration 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](#).