

# Special Education Director Call

April 2014

**Finalizing End of the Year Data  
in Infinite Campus  
For Students with Disabilities**

**Spring 2014**

# Resources

- \* DOE website - <http://doe.sd.gov/>
- \* Student Data Collections Desk Guide -  
<http://doe.sd.gov/ofm/documents/SIMSdeskGd.pdf> -  
Found in the Documents section of the page
- \* Student Data Newsletters  
[http://doe.sd.gov/ofm/documents/1113\\_SIM2.pdf](http://doe.sd.gov/ofm/documents/1113_SIM2.pdf) -  
Found in the Documents section of the page
- \* School Directory
- \* <http://doe.sd.gov/ofm/edudir.aspx>

# District Contacts

System Administration > Resources > District Information

**District Detail**

<b>*Name</b> Carthage 48-2	<b>*State District Number</b> 48002	State SD
District Code 10: Public Schools	<b>Funding</b> public	
NCES DistrictID 4611070	District Contact First Name Tami	District Contact Last Name Darnall
<b>*Phone</b> ( 605 ) 111 - 1111 x	Fax ( 605 ) 111 - 1121 x	Email
Type 10	URL	
Region Number	Federal Tax ID	
Address 141 Town Rd W		
City Carthage	State SD	County Select a Value
Zip 57323	Physical Address 141 Town Rd W	
Physical City Carthage	Physical State SD	
Physical Zip		

**District Code**

10: Public Schools

- 10: Public Schools
- 20: Non-Public Schools
- 30: BIA Schools
- 40: Coops
- 50: Correctional Facilities
- 60: State Special Populations
- 70: Community Based Providers
- 80: Special Populations
- 90: Alternative

# District Contacts

System Administration > Resources > District Information  
Special Education Contact

## Special Ed Information

SPED Contact First Name

Linda

SPED Contact Last Name

Turner

SPED Phone

( 605 ) 111 - 1122 x

SPED Fax

( 605 ) 111 - 1121 x

SPED Address

141Town Rd W

SPED City

Carthage

SPED State

SD

SPED Zip

57323

SPED County

# Title I Coding

System Administration>Resources>School

Carthage High School

**School**

Save School History | New School History

School data is divided into two areas: School Detail and School History. School History records contain information related to a school that can be tracked historically. By creating a new School History, the new information is tracked as of a specific date while the previous values are preserved. To create a new School History record, select an existing School History and click the New School History button. This will create a new School History record based on the current information, which can be modified as needed and saved.

**School Editor**

- Carthage Elementary
- Carthage High School
- Carthage Middle School
- Home School
- Out of State/Private School
- Private School
- Summer School

**Carthage Middle School (03) School History**

Original Record

Program Participation

Title 1  Title III

Targeted Assistance Eligible - No Program

Targeted Assistance Program

Schoolwide Eligible - Targeted Assistance

Schoolwide Eligible - No Program

Schoolwide Program

Not a Title I School

School Breakfast Program(SBP)  National School Lunch Program (NSLP)

Provision  Provision Type SBP  NSLP  Provision Base Year  Provision End Year

- Modified by: Jung, Teri 03/26/2013 13:07

If you are a Title III school, please check this box.

Please mark the appropriate code.

# Calendars



- \* Double check all school calendars for accuracy.
- \* Double check that all snow days have been entered correctly. SDCL 13-26-2
- \* Information within your calendar is used to calculate your attendance rate for Accountability and is also used for the ADM (average daily membership ) calculation.
- \* Make sure that the school days, instructional days and attendance boxes are checked appropriately.

# State Reporting Fields

## General Enrollment Information

Calendar  
13-14 Carthage High School

Schedule (read only)  
Main

\*Grade  
10

Class Rank Exclude

\*Start Date

No Show

End Date

End Action

\*Service Type

09/03/2013



P: Primary

Start Status

00: Current Student

Start Comments

## Future Enrollment

Next Calendar

## State Reporting Fields

\*Resident District

Miller : 29004

\*County

Hand

Citiz

\*Serving (Attending) District

Alpena 36-1: 36001

Enrollment Status

O: Open Enrollment

End Status

- 01: Expelled, didn't return to any school
- 02: Discontinued education - dropped out
- 03: In-state School Transfer
- 04: Student graduated
- 05: Student died
- 06: Committed to institution
- 07: Reached maximum age for special-ed
- 08: Out-of-state School Transfer
- 09: Colony student > grade 8 - religious exemption
- 10: Student retained
- 11: Student continues
- 12: Persistently Dangerous Transfer
- 13: School Improvement Transfer
- 14: Home School Transfer
- 15: Suspended
- 16: Home School Completer
- 17: Discontinued education - completed GED
- 18: Discontinued education - exceeds compulsory age

Students must have an end date.

A student can only have one primary enrollment.

This code is to be used when placing a student at SD Human Service or STAR Academy.

Homeless Status

Unaccompanied Youth

Transportation Category

504 Plan



# Change In IEP

☐ Title 1 Vocational    ☐ Title 1 Health/Dental/Eye Care    ☐ Title 1 Math

☐ Special Ed Fields

Effective Date	Special Ed Program	Special Ed Category
11/04/2013	A: Mild to Moderate Disabilities	0100: General Class with Modifications 80-100%
	Primary Disability	Multiple Disability 1
	525: Specific Learning Disability	
	Multiple Disability 2	Multiple Disability 3
	Multiple Disability 4	Multiple Disability 5
End Date	Exit Code	
04/07/2014	11: Change in IEP	

When there is a change in the IEP, you must end date that record and create a new one.

Effective Date	Special Ed Program	Special Ed Category
04/08/2014	A: Mild to Moderate Disabilities	0100: General Class with Modifications 80-100%
	Primary Disability	Multiple Disability 1
	550: Speech/Language	
	Multiple Disability 2	Multiple Disability 3
	Multiple Disability 4	Multiple Disability 5
End Date	Exit Code	

When creating the new record, the start date must be the next calendar date.

# Exit Codes for Students with Disabilities

Enrollment Editor

Edit	Grade	Type	Calendar	Start Date	End Date
	12	P	13-14 Carthage High School (100%)	08/21/2013	
	11	P	12-13 Carthage High School (100%)	09/04/2012	05/23/2013

**General Enrollment Information**

Calendar: 13-14 Carthage High School

Schedule (read only): Main

\*Start Date: 08/21/2013

End Date: 5/21/2014

Start Status: 00: Current Student

\*Grade: 12

End Action: [dropdown]

End Status: 11: Student continues

\*Service Type: P: Primary

**Special Ed Fields**

Effective Date	Special Ed Program	Special Ed Category
08/21/2013	A: Mild to Moderate Disabilities	0100: General Class with Modifications 80-100%
	Primary Disability: 525: Specific Learning Disability	Multiple Disability 1
	Multiple Disability 2	
	Multiple Disability 4	
End Date: 5/21/2014	Exit Code: 12: Student Continues	

Modified By

Grade Level is 12

The student will be continuing - end status is 11.

This student will be continuing on to the next school year. You will need to add an end date and exit code. Please make note that the exit codes in the Special Ed Fields are different then the exit codes in the general enrollment.

# Student with a disability coded incorrectly

**General Enrollment Information**

Calendar  
13-14 Carthage High School

\*Start Date: 08/21/2013  
No Show:

Schedule (read only)  
Main  
End Date: 5/21/2014

\*Grade: 12  
End Action:   
End Status: 04: Student graduated  
End Comments:

Start Status: 00: Current Student  
Start Comments:

A student who is receiving services and will continue to receive services the following school year cannot be coded as a graduate. If they have an End Status of 04: student graduate, they will be included in the graduation rate.

Title 1 Vocational  Title 1 Health/Dental/Eye Care  Title 1 Math

**Special Ed Fields**

Effective Date	Special Ed Program	Special Ed Category
08/21/2013	A: Mild to Moderate Disabilities	0100: General Class with Modifications 80-100%
	Primary Disability 525: Specific Learning Disability	Multiple Disability 1
	Multiple Disability 2	Multiple Disability 3
	Multiple Disability 4	Multiple Disability 5
End Date 5/21/2014	Exit Code 12: Student Continues	

When a student is coded as a graduate above, they must also be coded as a graduate in the Special Ed. fields.

# Special Ed. Students that will Continue.

- \* Can a student who has graduated with a signed diploma continue to receive special education services?
- \* **No. Graduation with a signed regular HS diploma ends the student's eligibility for Special Education.**
- \* Can a student, who has met the course requirements for the LEA, still receives special education services until age 21?
- \* **Yes. Student who have earned the HS credits to receive a diploma but has not received their signed diploma are eligible for special education services until they are 21.**
- \* Things to be aware of: When using the end batch tool with seniors, make sure that you are not coding students that will continue to receives special education services with an end status of: "student graduated".

# Important Data Elements to Check

- \* Verify that the student's start and end dates on their Enrollment Record are correct. These dates are used to determine if a student has been enrolled for a "Full Academic Year" (FAY) for Accountability purposes.
  - For all enrollments (including Students with Disabilities) to be included in FAY, the student must have been enrolled in your school district from October 1 through the last day of the testing window (4-18-2014). If the student has left your district, make sure you update the exit date and enter an appropriate exit code for the student.

# Important Data Elements to Check

- \* Verify that you have properly coded any students who have dropped out of school during the school year as (02: Discontinued education – dropped out).
  - A dropout is defined as a student that:
    - Was enrolled in school at some time during the school year;
    - Was not enrolled on the last day of school;
    - Has not graduated from high school or completed a state approved program;
    - If a student has left to pursue their GED, they are coded as a drop until they have completed it.
    - Does not meet any of the following exclusionary conditions:
      - \* Transfer to another accredited education program
      - \* Temporary absence due to suspension or illness
      - \* Excused from public school attendance (SDCL 13-27-3)
      - \* Death

# Graduation Tab

- \* Also verify that all high school graduates have the Diploma Date, Diploma Type and Diploma Period updated on the GRADUATION tab in Infinite Campus. You can use the actual diploma date on this screen or the last day of school.
- \* Verify that the NCLB Cohort End Year for all high school students has been checked to ensure that it is accurately reflecting the correct graduation cohort year on the GRADUATION tab in Infinite Campus.

 Save

The following fields can only be filled out once a student has entered 9th grade:  
Date First Entered the 9th Grade  
NGA Cohort End Year  
NCLB Cohort End Year

Graduation Detail: Watertown 14-4 (14004)

General Graduation Information

Diploma Date:  

Diploma Type:

Diploma Period:

Date First Entered the 9th Grade: 08/25/2009 

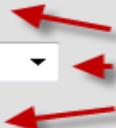
NGA Cohort End Year: 2013

NCLB Cohort End Year: 2013

Post Grad Location:

Post Grad Plans:

**These three fields will be filled in after the student has graduated.**

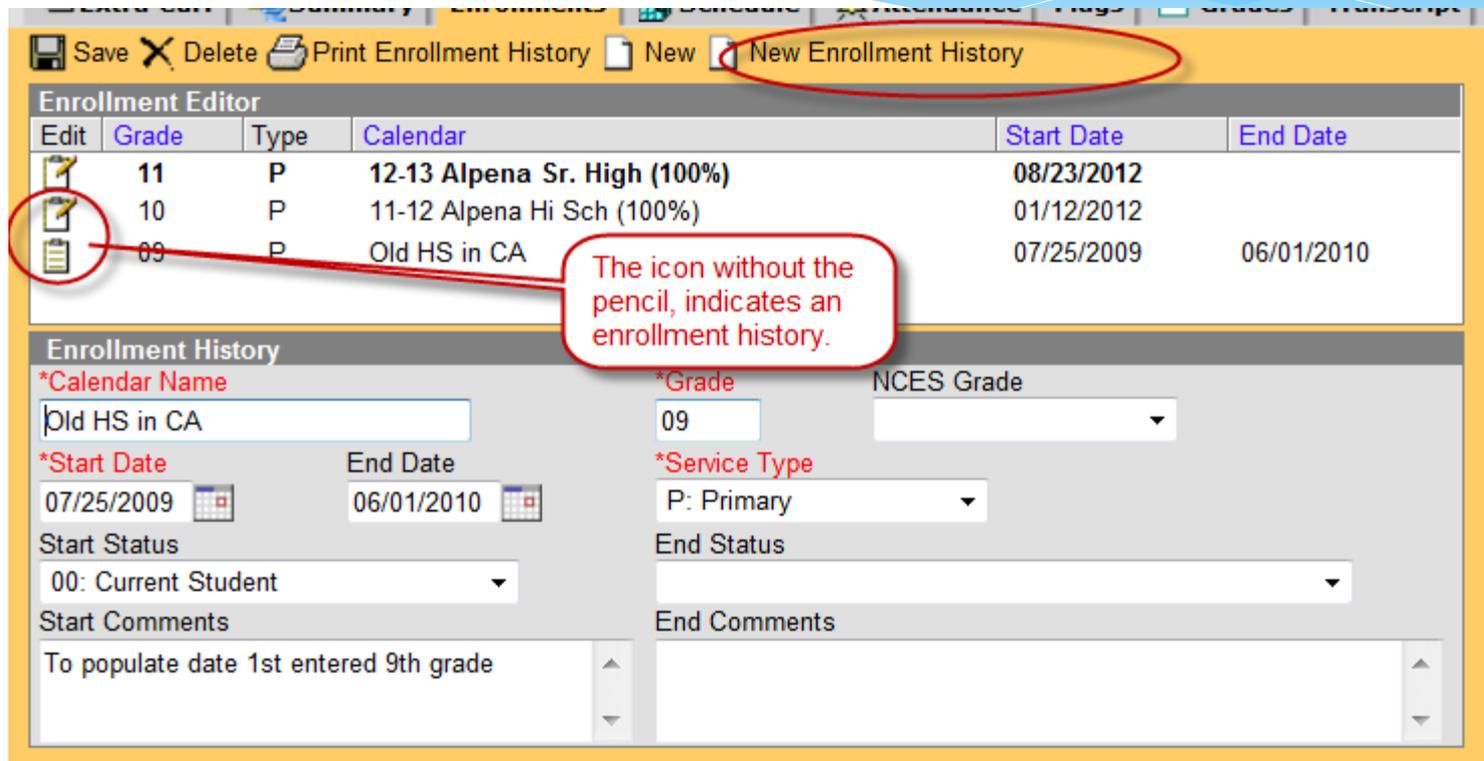


# Date First Entered 9<sup>th</sup> Grade

How is this field populated?

- \* 1<sup>st</sup> 9<sup>th</sup> grade enrollment in your district
- \* If a student started 9<sup>th</sup> grade outside your district, but was enrolled in SD District that has records-transfer capability, the date should come over when the records transfer process is complete.
- \* If a student started 9<sup>th</sup> grade outside the state or in a BIE school or a private school, you will need to create a 9<sup>th</sup> grade Enrollment History.

# How to Enter an Enrollment History



Save Delete Print Enrollment History New **New Enrollment History**

### Enrollment Editor

Edit	Grade	Type	Calendar	Start Date	End Date
	11	P	12-13 Alpena Sr. High (100%)	08/23/2012	
	10	P	11-12 Alpena Hi Sch (100%)	01/12/2012	
	09	P	Old HS in CA	07/25/2009	06/01/2010

The icon without the pencil, indicates an enrollment history.

### Enrollment History

**\*Calendar Name**  
Old HS in CA

**\*Grade**  
09

**\*Service Type**  
P: Primary

**\*Start Date**  
07/25/2009

**End Date**  
06/01/2010

**Start Status**  
00: Current Student

**End Status**

**Start Comments**  
To populate date 1st entered 9th grade

**End Comments**

# Enrollment History

- \* You'll notice that the Enrollment History record has a different icon than the Regular Enrollment record

Grade:10 #120529027 DOB:04/10/1995 Gender:M

Transportation Fees Lockers Graduation Athletics AdHoc Letters Waiver Rec  
Summary **Enrollments** Schedule Attendance Flags(formerly Programs) A+Grades

Print Enrollment History New New Enrollment History

## Enrollment Editor

Edit	Grade	Type	Calendar	Start Date	End Date
	10	P	11-12 Alpena Hi Sch	01/12/2012	
<i>Start Status: 00 Current Student Moved here from California</i>					
<i>End Status:</i>					
	09	P	Old HS in CA	07/25/2010	06/01/2011
<i>Start Status: 00 Current Student To populate date 1st entered 9th grade</i>					
<i>End Status:</i>					

# Verify Students End Status

- \* At the end of the school year, verify that seniors who will be returning have the correct end status of “student continues” on the General Education enrollment and also on the Special Ed. enrollment.
- Students that are on an IEP - If they will be receiving services the following school year, those students can't be coded as a graduate. They will need to be coded as “student continues”.
- \* Verify that the Grad Tab has not been populated with a graduation date.

# Accountability

- \* All classifications from the 12-13 Accountability will remain the same for 13-14.
- \* No Achievement data for Reading and Math, except for the Colony Schools that are taking D-Step.
- \* CRT Reports will be available to run in IC for anyone who is taking the D-Step and the D-Step Alt.
- \* There will be no “feed back” reports for parents for the Smarter Balance.
- \* There will be a calculation done for Attendance Rate, Participation Rate, Graduation, and Completer Rate.

# DOE Contacts

- \* **Data Management –**
- \* [Judy.Merriman@state.sd.us](mailto:Judy.Merriman@state.sd.us)
- \* [Teri.Jung@state.sd.us](mailto:Teri.Jung@state.sd.us)
- \* [Jennifer.RattlingLeaf@state.sd.us](mailto:Jennifer.RattlingLeaf@state.sd.us)
- \* [Tom.Morth@state.sd.us](mailto:Tom.Morth@state.sd.us)
- \* [Randy.Hanson@state.sd.us](mailto:Randy.Hanson@state.sd.us)

# Welcome New SEP Staff

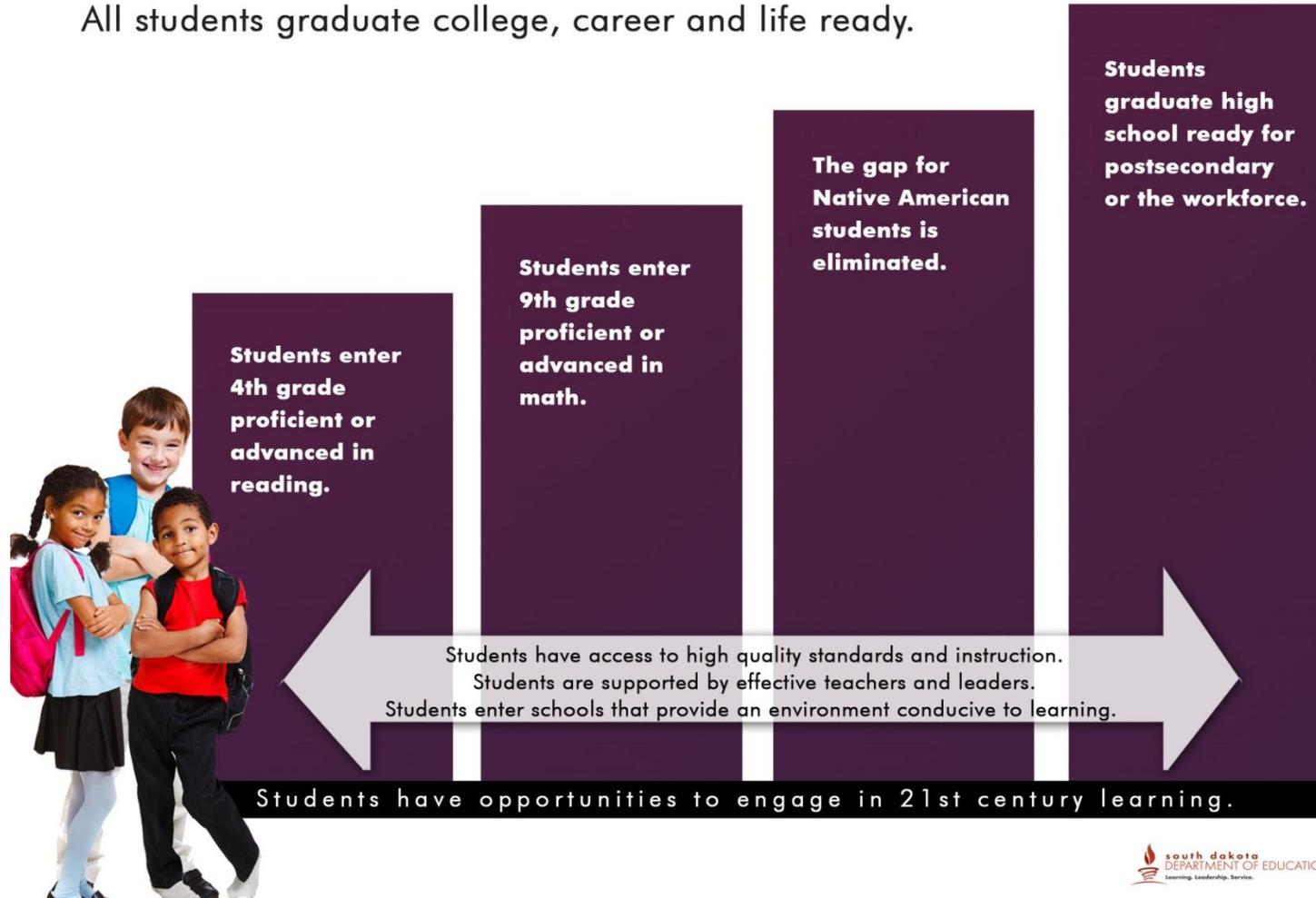
- Ben Morrison – Alternate Assessment
  - 605-773-6119
  - [Ben.Morrison@state.sd.us](mailto:Ben.Morrison@state.sd.us)
- Caitlin Uthe – Intern will start May 12
- Plan to have Monitoring position staffed in July
- Region Reps will be assigned by fall

# Regulation Update

- Changes in State Statute regarding Autism Eligibility
- Stakeholder group meet March 19
- Draft regulations are being developed.

# College, Career and Life Ready

All students graduate college, career and life ready.



# School Climate

Students enter schools that are provide  
an environment conducive to learning.

- **A positive school climate** can help districts
  - boost student achievement and closing achievement gaps;
  - increase high school graduation rates;
  - decrease teacher turnover and increasing teacher satisfaction; and
  - turn around low-performing schools.

# Federal School Climate Grants are coming out!

- **State competition:** 18-20 awards
  - Average size: \$410,000
- **LEA competition:** 110-200 awards
  - Average size: \$201,000
- **If you are interested contact**  
**[rebecca.cain@state.sd.us](mailto:rebecca.cain@state.sd.us)**

# April Behavior Tip

## Examples of Positive Supports: Reinforcement/Recognize Systems

It's not as much about the reinforcement  
as it is about the relationship



VS.



# Tips for giving positive reinforcement

- 1. Be specific**
- 2. Be sincere**
- 3. Be aware**

**Practice it!**

# Top 20

- July 21-22 at the Rapid City
  - Ramkota 8:30 AM-5:00PM
- July 23-24 at the Sioux Falls
  - Ramada 8:30AM-5:00PM
- Graduate credit is available
- [Rebecca.cain@state.sd.us](mailto:Rebecca.cain@state.sd.us)

It's coming!!! Suspension and Expulsion data collection logins will be sent out the first week of May.



**South Dakota**  
**Special Education Data Collection:**  
**Suspension & Expulsion Data**

**Title:** Test  
**Logged in as:** test  
**District:** Test School  
[Suspension/Expulsion Instructions](#)  
[Log Off Data Collection](#)

- Table A:  
Breakdown by Disability
- Table B:  
Breakdown by Race
- Table C:  
Breakdown by Gender
- Table D:  
Breakdown by LEP Status
- SECTION E:  
Expulsion with & without disability

School Year: 2011 - 2012 ▾

**District: Test School**  
 No Suspensions/Expulsions

SECTION A  
 REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL  
 SCHOOL YEAR 2011

SECTION A : REMOVAL BY DISABILITY

Children with Disabilities Ages 3-21	1. Removals to an Interim Alternative Educational Setting by School Personnel				2. Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination	3. Out-of-School Suspensions or Expulsions		4. In-School Suspensions		5. Disciplinary Removals			
	A. No. of Children	B. No. of Removals for Drugs	C. No. of Removals for Weapons	D. No. of Removals for Serious Bodily Injury		A. No. of Children Totalling <= 10 Days	B. No. of Children Totalling > 10 Days	A. No. of Children Totalling <= 10 Days	B. No. of Children Totalling > 10 Days	A. Total Removals	B. No. of Children Totalling 1 Day	C. No. of Children Totalling 2 - 10 Days	D. No. of Children Totalling > 10 Days
1. Intellectual Disability	0	0	0	0	0	0	0	0	0	0	0	0	0
2. Hearing Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0
3. Speech or Language Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0
4. Visual Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0
5. Emotional Disturbance	0	0	0	0	0	0	0	0	0	0	0	0	0
6. Orthopedic Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0

- 1. Counts should cover the entire school year.
- 2. In Tables A through D, children should be reported (1) by disability, (2) by race/ethnicity, (3) by gender, and (4) by limited English proficiency status, respectively. Table E reports students, both general and special education, that have been expelled during the year.
- 3. The totals at the bottom of each Table (A-D) should match or you will get the message below
- **Totals for each table do not match. Please check your data to ensure it is correct and please contact Becky Cain at 280-3568 with any questions.**

= 2011  
 update tChildrenReport set F1A=0, F1B=0, F1C=0, F1D=0, F2=0, F3A=0, F3B=0, F4A=0, F4B=0, F5A=0, F5B=0, F5C=0, F5D=0 where districtId = 144 and ClassificationId = 22 and schoolYear = 2011

**South Dakota**  
**Special Education Data Collection:**  
**Suspension & Expulsion Data**

Title: Test  
 Logged in as: test  
 District: Test School  
[Suspension/Expulsion Instructions](#)  
[Log Off Data Collection](#)

- Table A:  
Breakdown by Disability
- Table B:  
Breakdown by Race
- Table C:  
Breakdown by Gender
- Table D:  
Breakdown by LEP Status
- SECTION E:  
Expulsion with & without disability

School Year: 2011 - 2012 ▾

District: Test School  
 No Suspensions/Expulsions

Totals for each table do not match. Please check your data to ensure it is correct and please contact Becky Cain at 280-3558 with any questions.

SECTION D  
 REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL  
 SCHOOL YEAR 2011

SECTION D: REMOVAL BY LEP STATUS

Children with Disabilities Ages 3-21	1. Removals to an Interim Alternative Educational Setting by School Personnel				2. Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination	3. Out-of-School Suspensions or Expulsions		4. In-School Suspensions		5. Disciplinary Removals			
	A. No. of Children	B. No. of Removals for Drugs	C. No. of Removals for Weapons	D. No. of Removals for Serious Bodily Injury		A. No. of Children Totaling <= 10 Days	B. No. of Children Totaling > 10 Days	A. No. of Children Totaling <= 10 Days	B. No. of Children Totaling > 10 Days	A. Total Removals	B. No. of Children Totaling 1 Day	C. No. of Children Totaling 2 - 10 Days	D. No. of Children Totaling > 10 Days
LEP STATUS													
1. Yes	0	0	0	0	0	0	0	0	0	0	0	0	0
2. No	0	0	0	0	0	0	0	0	0	0	0	0	0
3. Total	0	0	0	0	0	0	0	0	0	0	0	0	0

Save Data  
 11:52 AM  
 04/25/2012

If you do not have the same totals for each of your tables or you have not entered data in Table D LEP, your data **WILL NOT SAVE!!**. If you close out and try to get back in, all your data will be lost. You **MUST** make sure you are not getting any **red error messages** to ensure your data is correct and saved.

# You MUST enter data in Table D which is LEP.

- This is asking if the **special education students** that were suspended **also were LEP**. If you do not you will get the message below

If you have entered data for tables A-C you must enter the same student data here also. This table is asking for the number of students in special education that have been suspended and are also LEP.



# Column 5 is a report of disciplinary removals.

- In column 5A, report the number of **times** any child with a disability was subject to any kind of disciplinary removal during the school year.
  - include in-school suspensions,
  - out-of-school suspensions
  - expulsions,
  - removals by school personnel to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and
  - and removals by hearing officer for likely injury to self or others.
  - **Note that column 5A is a report of disciplinary events, NOT children.** If a child has more than one disciplinary removal in the school year, then each removal should be reported in column 5A.

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL  
SCHOOL YEAR 2011

SECTION A: REMOVAL BY DISABILITY

Children with Disabilities Ages 3-21	1. Removals to an Interim Alternative Educational Setting by School Personnel				2. Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination	3. Out-of-School Suspensions or Expulsions		4. In-School Suspensions		5. Disciplinary Removals			
	A. No. of Children	B. No. of Removals for Drugs	C. No. of Removals for Weapons	D. No. of Removals for Serious Bodily Injury		A. No. of Children Totalling <= 10 Days	B. No. of Children Totalling > 10 Days	A. No. of Children Totalling <= 10 Days	B. No. of Children Totalling > 10 Days	A. Total Removals	B. No. of Children Totalling 1 Day	C. No. of Children Totalling 2 - 10 Days	D. No. of Children Totalling > 10 Days
DISABILITY													
1. Intellectual Disability										5	0	0	2
2. Hearing Impairments										5	0	1	1
3. Speech or Language Impairments										1	0	1	0
4. Visual Impairments										0	0	0	0
5. Emotional Disturbance										0	0	0	0
6. Orthopedic Impairments										0	0	0	0
7. Other Health Impairments										0	0	0	0
8. Specific Learning Disabilities										0	0	0	0
9. Deaf-Blindness										0	0	0	0
10. Multiple Disabilities										0	0	0	0
11. Autism										0	0	0	0
12. Traumatic Brain Injury										0	0	0	0
13.													

If you have entered students in this part of each table  
 You MUST enter their data in Column 5A and also  
 In either 5B,C,or D



Contact Rebecca Cain at 280-3568 with any questions.

Proficiency in Reading  
by 4<sup>th</sup> Grade

Proficiency in Math  
by 9<sup>th</sup> Grade

# SMARTER BALANCED ACCOMMODATIONS

# Smarter Balanced Accommodations

- **Text-to-Speech**
  - Level 2 (Designated Support) – grades 3-8 & 11
    - Math (stimuli and items)
    - ELA (items)
  - Level 3 (Documented Accommodation) – grades 6-8 & 11
    - ELA (stimuli)
- **Read Aloud** (same guidelines as Text-to-Speech)
  - For those students who may have difficulty listening to the computer generated voice (should be very few)
  - Teacher must be trained and qualified (more information on our website)
  - Teacher would read right off the computer screen

**Stimuli = main information such as reading passage for ELA**

# Smarter Balanced Accommodations

- **Use of Paras**

- Test administrator (certified teacher)

- Starts the assessment with the appropriate login information
    - Checks to make sure supports and accommodations are being provided
    - Reads the directions
    - Does periodic checks

- Para

- Proctors the assessment (watches the students)
    - Makes sure not technical issues arise
    - Keep students on task

# SBAC Accommodations

Contact Information:

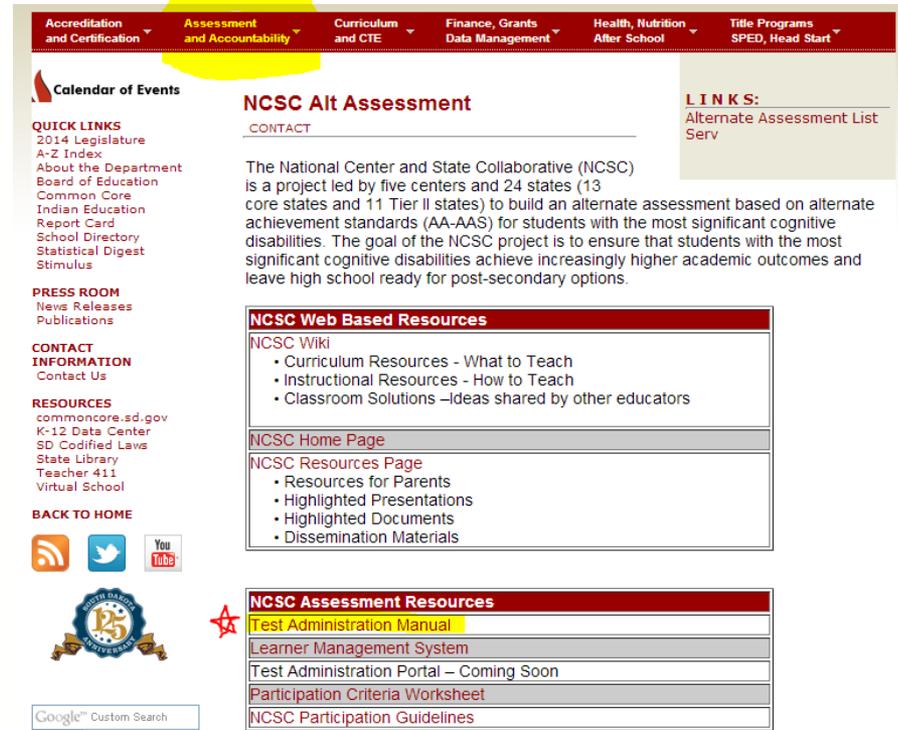
Beth Schiltz

[Beth.Schiltz@state.sd.us](mailto:Beth.Schiltz@state.sd.us)

605-773-4257

# Alternate Assessment Updates

- NCSC pilot window opens April 14 - May 16
  - Username and passwords will be sent directly to those participating in pilot
  - Test Administrators must pass final test with 80% prior to administering assessment



Accreditation and Certification | **Assessment and Accountability** | Curriculum and CTE | Finance, Grants and Data Management | Health, Nutrition After School | Title Programs SPED, Head Start

**Calendar of Events**

**QUICK LINKS**  
 2014 Legislature  
 A-Z Index  
 About the Department  
 Board of Education  
 Common Core  
 Indian Education  
 Report Card  
 School Directory  
 Statistical Digest  
 Stimulus

**PRESS ROOM**  
 News Releases  
 Publications

**CONTACT INFORMATION**  
 Contact Us

**RESOURCES**  
 commoncore.sd.gov  
 K-12 Data Center  
 SD Codified Laws  
 State Library  
 Teacher 411  
 Virtual School

**BACK TO HOME**







**NCSC Ait Assessment**

[CONTACT](#)

The National Center and State Collaborative (NCSC) is a project led by five centers and 24 states (13 core states and 11 Tier II states) to build an alternate assessment based on alternate achievement standards (AA-AAS) for students with the most significant cognitive disabilities. The goal of the NCSC project is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options.

**LINKS:**  
[Alternate Assessment List Serv](#)

NCSC Web Based Resources
NCSC Wiki <ul style="list-style-type: none"> <li>• Curriculum Resources - What to Teach</li> <li>• Instructional Resources - How to Teach</li> <li>• Classroom Solutions –Ideas shared by other educators</li> </ul>
NCSC Home Page <ul style="list-style-type: none"> <li>• NCSC Resources Page</li> <li>• Resources for Parents</li> <li>• Highlighted Presentations</li> <li>• Highlighted Documents</li> <li>• Dissemination Materials</li> </ul>

NCSC Assessment Resources
<b>Test Administration Manual</b>
Learner Management System
Test Administration Portal – Coming Soon
Participation Criteria Worksheet
NCSC Participation Guidelines

# Significant Cognitive Disability Criteria

- Adopting new criteria – *refer back to March call for more details*
- Will use from this point forward
- Posted on NCSC Alt webpage and IEP Forms and Documents page

- [Participation Criteria Worksheet](#) (Appendix A from Guidelines)

- [NCSC Participation Guidelines](#)

# Significant Cognitive Disability Criteria

- IEP will not change

## Assessment

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

# Alternate Assessment

Contact Information:

**Ben Morrison**

[Ben.Morrison@state.sd.us](mailto:Ben.Morrison@state.sd.us)

773-6119

or

**Linda Turner**

[Linda.Turner@state.sd.us](mailto:Linda.Turner@state.sd.us)

# Save the Date

- What do Common Core State Standards mean and look like for students with significant cognitive disabilities?
  - This one hour webinar will focus on what one set of standards for all students means and provide information and tools to communicate this message to parents and the community.

# Save the Date

- April 16, 1:30-2:30 central time
- <https://www.livemeeting.com/cc/stateofsd/join?id=AAAC&role=attend>

## Audio Information

Toll-free: +1 (866) 410-8397

Participant code: 6057736119

- ***This is not the same as sped director call***

# Save the Date

- Workshop on developing universally designed lessons focusing on the NCSC curriculum and instruction materials.
  - August 11 – Rapid City - 8:00-4:00 mountain time
  - August 13 – Sioux Falls - 8:00-4:00 central time
- Districts are encouraged to send an education team. Teams would bring student scenarios and lesson plans and leave with lessons, materials, and strategies adapted to meet the needs of their students .

# College and Career Ready

Students graduate high school ready  
for postsecondary or the workforce

# Save the Date

## Summer Transition Institute

- Transition Training for HS Special Education Teams
- Sponsored by TSLP
- July 14-16, 2014, Ramkota, Pierre, SD
- “*Going Beyond Indicator 13 Requirements*” is the theme for this summer’s training. Training will begin at 1:00pm on July 14, and end at noon on July 16. One graduate credit will be available.
- **Pre-Conference Session** July 14, 8:00am-Noon. Job Coach/Job Development Training for Educators.

# Effective Teachers and Leaders

Students are supported by effective teachers and leaders.

# Education Summer Conference

- June 2 and 3 in Pierre Ramkota
- Differentiated instruction Dr. Richard Cash
- Family engagement Lori Laughlin
- Registration is now available on the DOE website

- \$80 – both days, \$50 – one day
- Graduate credit will be available.

\*\*Both general education and special education staff are encouraged to attend



[Click here to register.](#)

# Tri-State (NE, KS, IA) Law Conference

- This conference is designed for general and special education administrators and teachers, service providers, parents, advocates, lawyers and others involved in developing and supporting special education services for children with disabilities and their families.
  - Registration is now open:  
<http://www.cvent.com/d/x4q2qv/1Q>
  - November 6 - 7, 2014
  - Embassy Suites, Omaha, NE
  - Cost: \$250
- *SD does not directly support this conference however we have attended for several years*

# IEP Facilitation Training

- Free training to learn skills to facilitate an effective IEP meeting.
- May 1 and 2, 2014 in Pierre, SD

Click here to register: [IEP FACILIATION TRAINING](#) or contact region rep for flyer information.

Deadline is April 18, 2014.

# Indicator 7, 11, 12

- **Indicator 7 – Preschool Outcomes**
  - Email was sent to Sped Directors regarding BDI clean-up last week
  - Clean-up must be completed by May 15<sup>th</sup>, 2014
  - Please contact [Wendy.Jarvis@state.sd.us](mailto:Wendy.Jarvis@state.sd.us) for any assistance
- **Indicator 11 – Initial Evaluations**
  - Due August 1<sup>st</sup>, 2014
  - 2013-14 Spreadsheet and directions can be found at [http://doe.sd.gov/oess/sped\\_SPP.aspx](http://doe.sd.gov/oess/sped_SPP.aspx)
  - Students age 3-21 evaluated for initial special education services
- **Indicator 12 – Effective Transitions**
  - Due September 1<sup>st</sup>, 2014
  - 2013-14 Spreadsheet and directions can be found at [http://doe.sd.gov/oess/sped\\_SPP.aspx](http://doe.sd.gov/oess/sped_SPP.aspx)
  - Student turning age 3 who received Part C services and are being evaluated to determine eligibility for Part B services
- Please contact [Wendy.Jarvis@state.sd.us](mailto:Wendy.Jarvis@state.sd.us)
  - Please be aware that my contact information will change within the next few weeks:  
[Wendy.Trujillo@state.sd.us](mailto:Wendy.Trujillo@state.sd.us)

# APPLICATIONS

# ECF Application Open

- <http://doe.sd.gov/ofm/exordincost.aspx>

## Extraordinary Cost Funds

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Click [here](#) to log-on to the Extraordinary Cost Fund Application

### ECF Period

April 1-25, 2014

## DOCUMENTS

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2014 ECF Brief

2014 ECF Application Process

2014 ECF Application Process Webinar

## LINKS

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Administrative Rules for Extraordinary Costs

- Contact Susan Woodmansey or Bobbi Leiferman

# IDEA Flow Through Training

- No changes but will review e-grant and components.
- May 5, 2014
  - 11:00 am CST (10:00 am MST)
- May 21, 2014
  - 10 am CST and (9:00 am MST)
- Utilize the Sped Director Link

# SPP Data Collection

- No changes in data collection
- SPP Data Due Dates will go out on sped listserv
- Overview of spring data requirements
  - May 5, 2014 at 2:00 pm CST (1:00 pm MST)
- It will be recorded.

Is there a teacher or program that is newsworthy? Please share

# **TEACHER OR DISTRICT SHARING**

# Congratulations Nominees for Parent Nominated Special Ed Staff of the Year

- Emily Bartscher, Harrisburg Explorer Elementary
- Kelly Baxter, Cheyenne River Infant & Toddler Program
- Lisa Doyen, Transition Advantage
- Lori Grove Southeast Area Cooperative (Canton)
- Carol Johnson, SD School for the Deaf Outreach
- Joyce Johnson, Milbank High School
- Ruth Jongeling, Turtle Creek Youth Program

# Congratulations Nominees for Parent Nominated Special Ed Staff of the Year

- Melissa Kirkpatrick, Stanley County Elementary
- Crystal Lingeman, Ethan
- Jane Lukens, Sioux Falls Patrick Henry Middle School
- Carolyn Shuldies, Sturgis Brown High School
- Mary Titze, Pierre Georgia Morse MS
- Justin Tostenson, Pierre Georgia Morse MS
- Jerilyn Ulmer, Deuel High School

# Congratulations Parent Nominated Special Ed Staff of the Year

- Sherry Jackson, Brookings Hillcrest Elementary



# Next Sped Directors LiveMeeting

- Change in meeting platform coming...

# Next Sped Directors LiveMeeting

**May 15, 2014**

**10:00 CST**

**Join the meeting log on to:**

<https://www.livemeeting.com/cc/stateofsd/join?id=Sped&role=attend>

Meeting ID: Sped

Entry Code: (none required)

**Telephone conferencing**

Toll-free: +1 (866) 410-8397

Participant code: 6057738195