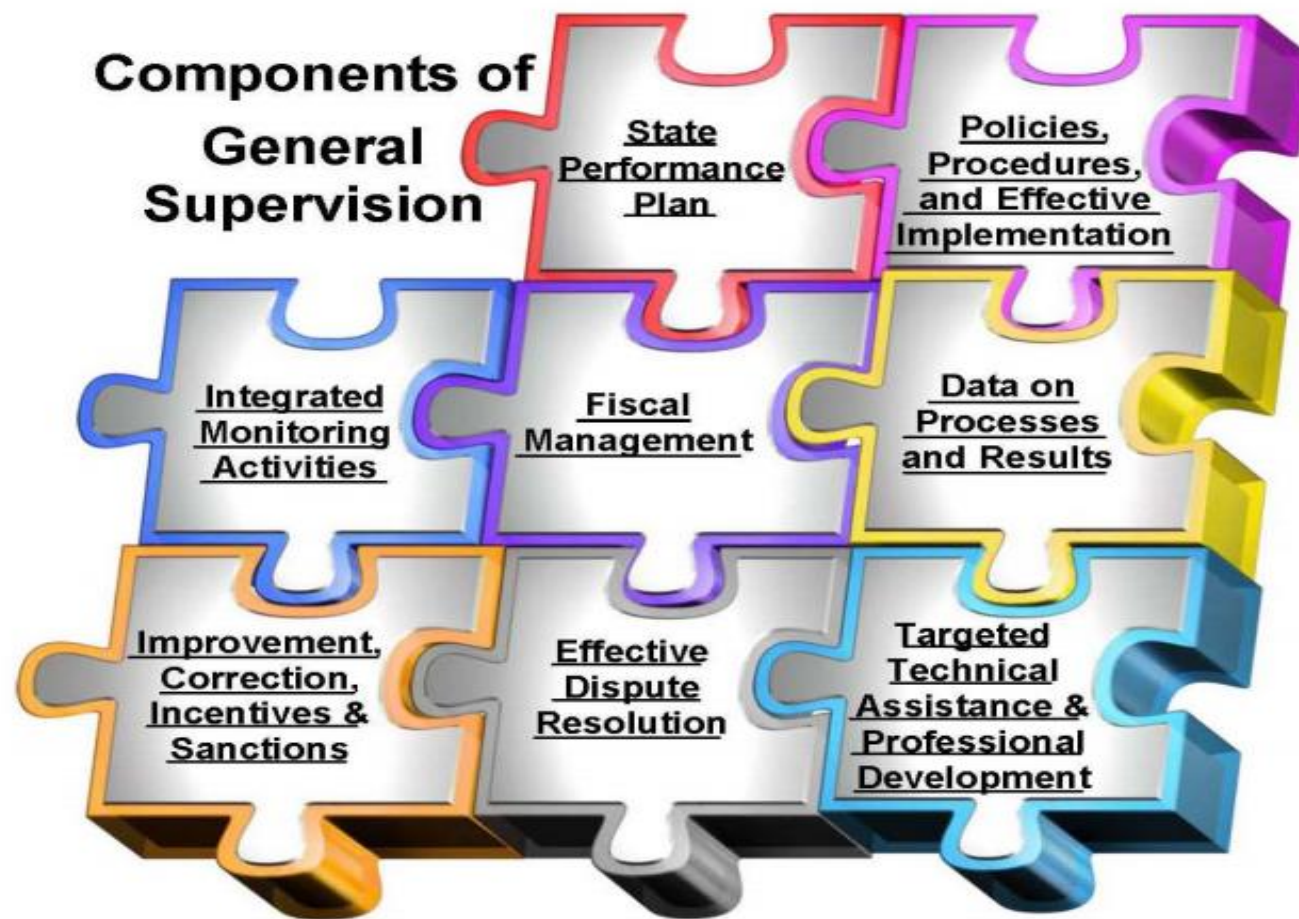


The background of the slide is a close-up photograph of a hand holding a red marker, marking a checklist. The checklist consists of several items, each represented by a red checkmark inside a circle. The hand is in the process of marking the last item. The image is slightly blurred, giving it a soft, professional appearance.

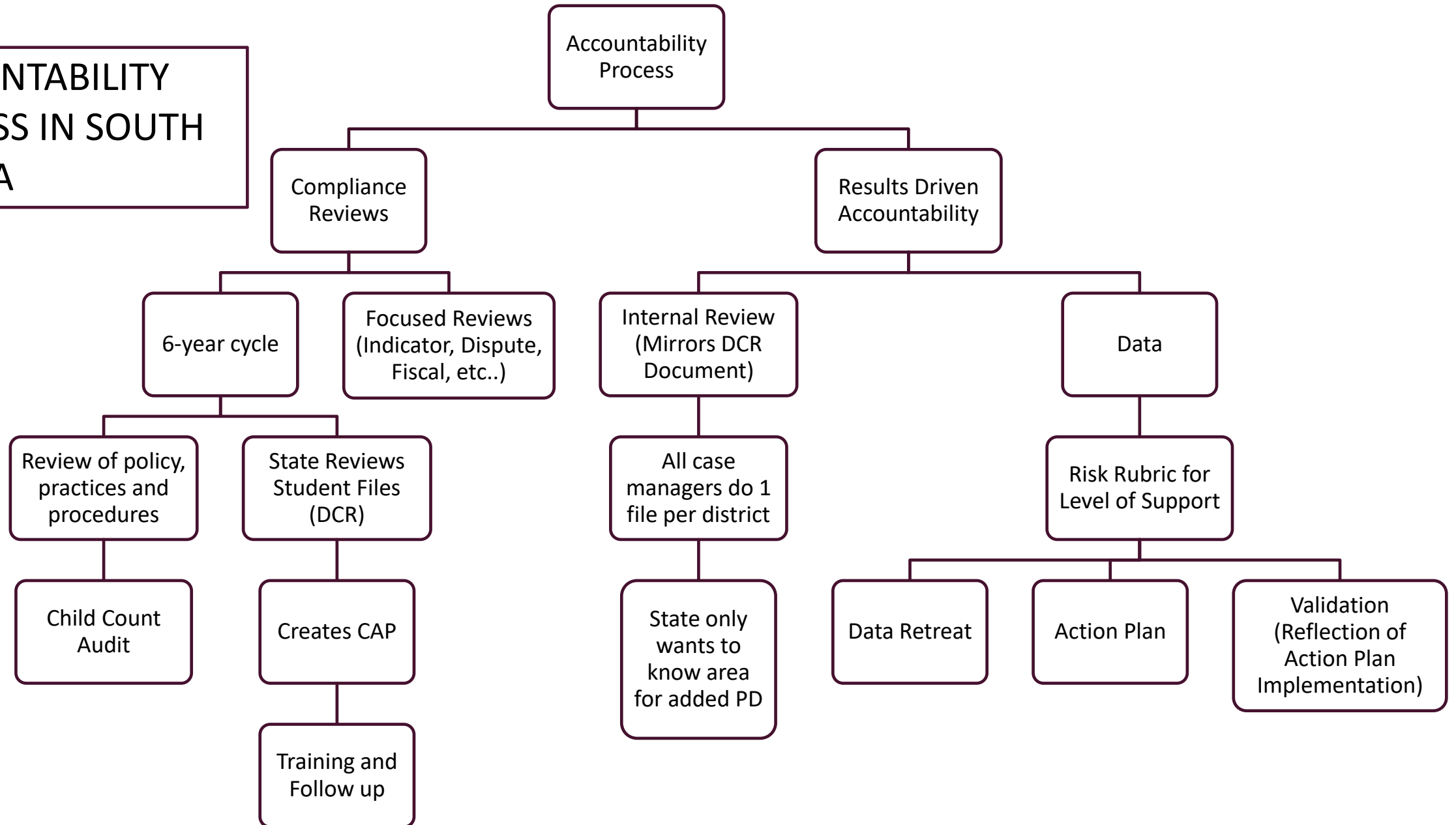
SPECIAL EDUCATION ACCOUNTABILITY PROCESS

2026-2027 School Year

COMPONENTS OF GENERAL SUPERVISION



ACCOUNTABILITY PROCESS IN SOUTH DAKOTA



STAY UP TO DATE WITH RESOURCES

- Special Ed List Serve
 - Monthly Newsletter
- Special Education Website: doe.sd.gov/sped/
 - Monthly Special Education calls (all sped staff)
 - Office of Special Education staff contacts
 - Regional Representative
 - Specialty areas
- Transition Services Liaison Project (www.tslp.org)
- State Performance Plan data collection
- Professional Webinars
- [Guidance Documents](#)
 - [IEP TA Guide](#)
 - [Eligibility Tools and Resources](#)
- Individual Education Plan documents
- Fiscal
- Administrative Rules of South Dakota (ARSD) [chapter 24:05](#)

PREPARATION TIPS

- Accountability Reviews Occur:
 - Last week in September through January
- Comprehensive plan is updated and district specific
- Spreadsheet with all case managers and assigned students (see slide 19)
- Plan to have substitutes for the day of the review
 - File reviews last 1.5 to 2 hours (especially high school)
- Notify staff to prepare files
- Create a folder for documents requested so prepared to share
- Team needs access to WiFi
- CAP approximately about 6 to 8 weeks after review date
- Plan minimum half day for technical assistance/training after CAP
- Note: Dates to consider, email Melissa.Flor@state.sd.us

STATE LEVEL STAFF

Accountability Manager

- DOE
- Oversee
- Corrective Action Plans
- Correspondence

Special Education Program Staff

- Review team members

CONTRACTORS

Results Driven Accountability Coaches (RDA)

Team Lead

- Leads the process
- Communicates with district
- Technical assistance
- Corrective Action Plan
- Member of the review team

DISTRICT STAFF

Special Education Director or designee

- Communicates with team lead
- Notifies local special education staff
- Make electronic copies for child count verification
- Create a list of all initial and re-evaluations by staff within last year
- Work with Team Lead on development of the review schedule and technical assistance needs
- Ensures all files and information is prepared and ready for review

Special Education Staff

- Prepare files for review
- Assist reviewer with identifying items in file and explain process
- Take notes on potential compliance, best practice suggestions, and items to discuss with administration
- Bring questions regarding special education process

TIMELINES AND PROCESS

Notification

Schedule

Contact



Pre-Review

Policy and Procedure

File Review/Case Manager

Child Count Audit



Review

Technical assistance

Files for compliance

Interviews



Post-Review

Corrective Action Plan

Further Technical Assistance

PRE-SITE ACTIVITIES WITH TEAM LEAD

Between July and September

- Team Leader – sends an email/phone call to make initial contact with the District Superintendent and Special Education Director
 - At this point, the district's primary contact person will be established.
- Process Letter – delivered through email
 - Provides the review date(s)
 - Reviews the process

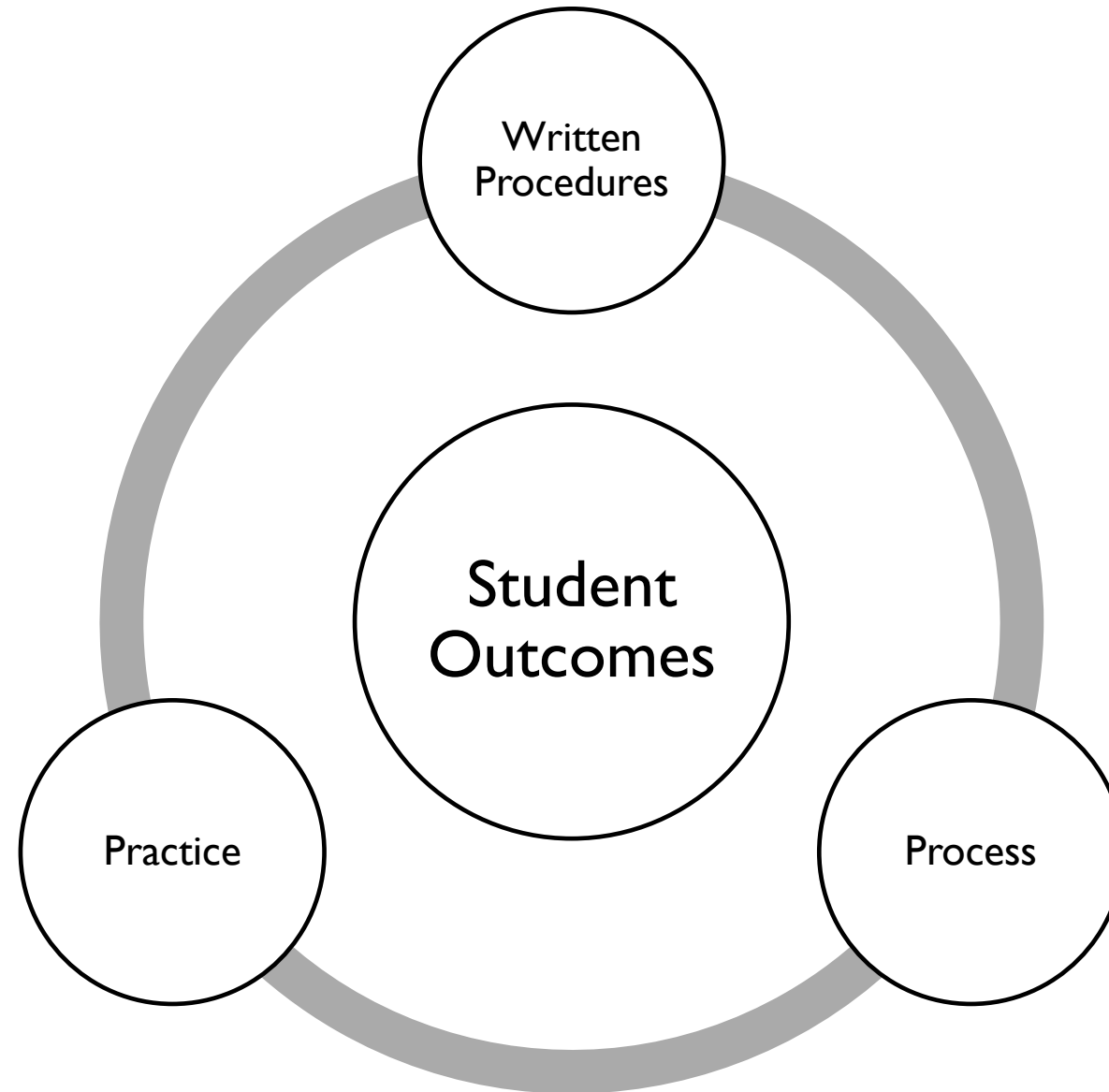
DISTRICT PRE-SITE PREPARATION

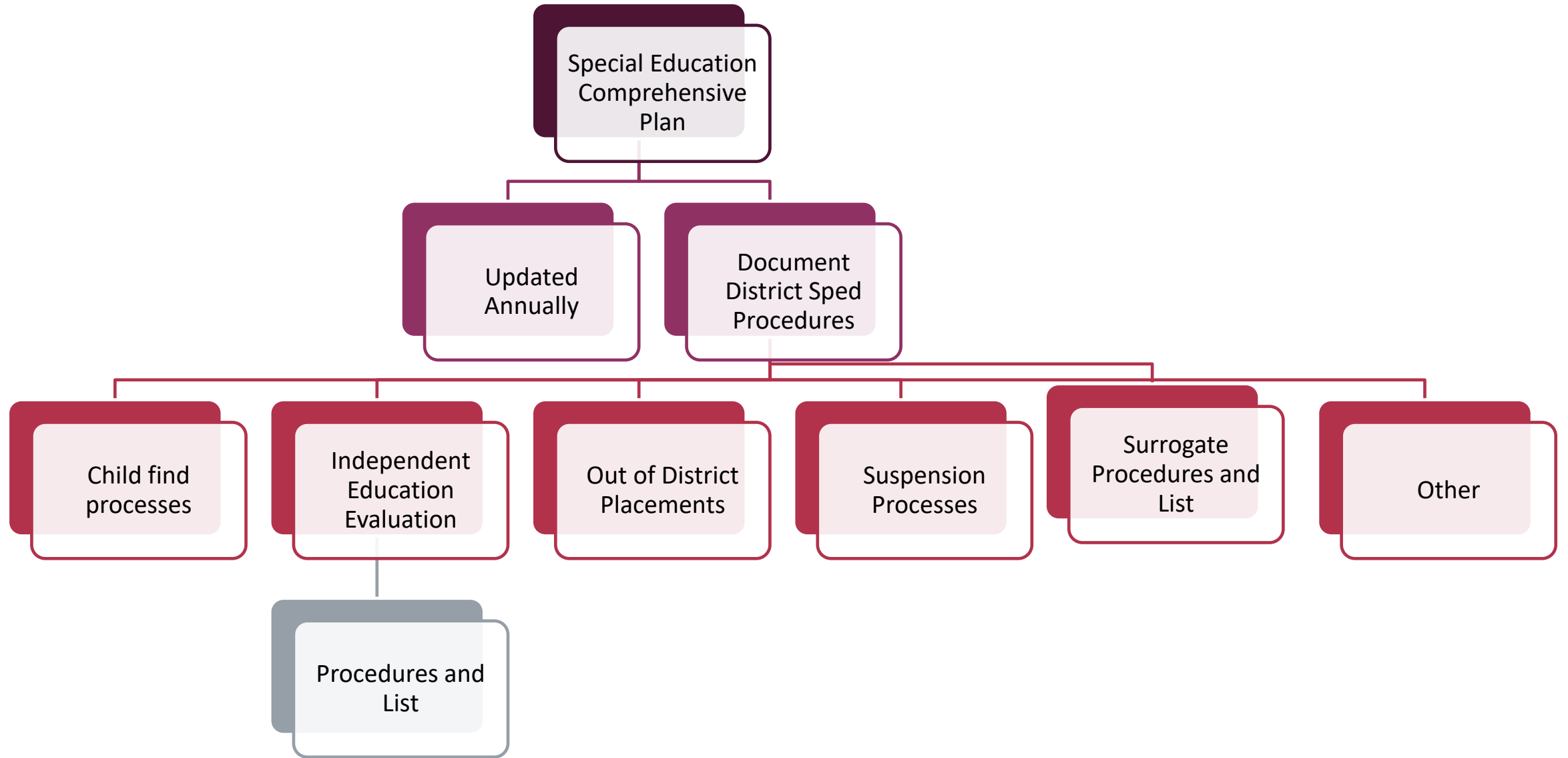
Notify

- District administration will notify staff of upcoming review
 - Dates
 - Regular updates regarding process

Support

Pre-Review





DISTRICT ADMINISTRATORS INTERVIEWS



- Building level administrators serve an important role in supporting students with disabilities and staff.
- During reviews, interviews will be conducted with building administrators or others. Topics covered supports in classroom, referral, procedural safeguards, and behavior.
- We will also meet with the Special Education Director to review the district's policies, procedures, and practices.

STAFF SUPPORT

- Personnel requirements
 - Certified Staff
 - Special education and teaching content
 - Qualified Paraprofessionals
 - Sped verse Title
- Staff and Paraprofessionals receive necessary training
 - IEP workshops
 - Specialized training
 - Understand Roles and Responsibilities
- During review, ensure all staff are certified and following correct procedures.
- Are the contracted and cooperative staff certified in the appropriate areas?

Resource: Personal Record Form

Certification Questions: Division of Accreditation and Certification



CHILD COUNT VALIDATION

- The team leader will validate a sample 2025 December child count.
- Team lead will send the list
- Still require an **electronic** copy of the front page of each IEP in effect by the 2025 December child count will need to be given to the team lead. District will also include a copy of the official child count from Launch Pad.

Note: child count validation is need as part of a fiscal audit and ensure accurate and valid data for federal reporting.





FILE REVIEWS

TYPES SELECTED



FILE REVIEWS

Minimum of 1 per case manager

- Includes sped teacher, speech therapist, early childhood, etc....
- Based on their case load
- Preference file: an evaluation they recently conducted

Check a representative sample:

- Every disability category
- Ages 3-21
- Transfers
- Out of district placement
- Private school (plan in place and evaluated every 3 years)

Resources to Assist in Compliance

- doe.sd.gov/sped/IEP.aspx
- Complete the Internal Review Process annually
- Utilizing Technical Assistance Documents
- Participate in IEP workshops
- Stay up to date on Sped Monthly Calls and Recordings

CREATE SPREADSHEET WITH THIS INFORMATION (26-27)

School Building	Case Manager (sped teacher, EC, or SLP)	SIMS #	Student Name	Disability Category	Age	Grade	LRE/ Placement category	Transition Services (Indicate those receiving)	Current Eligibility Date	Type of Evaluation I: Initial R: Re-Eval	Current IEP Date	Transfer Student (I: in state transfer, O: out of state transfer)	Private school if applicable
child count		child count	child count	child count	child count	child count	child count						child count
South Dakota	Beth S	1234567	Melissa	525	9	3	110	N	3/30/2026	I	3/30/2026		
High School	Rebecca	234567	Stacy	530	16	9	120	Y	2/24/2024	R	1/30/2025	I	

1. Minimum type of information
2. Different Order
3. Tip:

- **Download child count spreadsheet.** Add column for the Case Manager and columns after LRE/Placement Category. Update as students move in or exit the district.

Files Include

☐

- ☐ Record of Access
- ☐ Current evaluation reports should include information pulled forward.
- ☐ Meeting notice
- ☐ Current Individual Education Plans
- ☐ Parental Prior Written Notice
- ☐ Initial Consent Document
- ☐ Referral for initial

Past

☐

- ☐ 3 Year Eligibility
- ☐ Last IEP

If applicable

☐

- ☐ Behavior Plans
- ☐ Amendments
- ☐ Manifest Determination
- ☐ If graduated or aged out, a summary of performance
- ☐ If graduated, PPWN of exit

Note: If a student has moved, please retain information according to school district records retention requirements

INDICATOR 13: TRANSITION IEP SECTION

Districts are responsible to ensure students on IEPs have a transition plan in place on 16th birthday.

The process begins at age 15 or younger.

During a review, a sample of transition files age 16-21 will be selected

- Based on a representative sample of disability categories and number of transition students served.
- Each transition case manager will have a minimum of 2 files reviewed
- Transition files should demonstrate evidence of invitation of outside agency process.



OUT OF DISTRICT PLACEMENTS

- Who is responsible to ensure IDEA/Special Education Paperwork is in compliance?
 - District ultimately responsible
 - Agency and District Collaboration
 - District personnel must be included in decisions
- During review will request to review files related to out of district placements.
- Ensure the district has all the evaluation and IEP documentation on the student available.
- District must ensure student receives FAPE. The district is responsible for compliance in the process and paperwork

OTHER FILES

Private School within district boundaries:

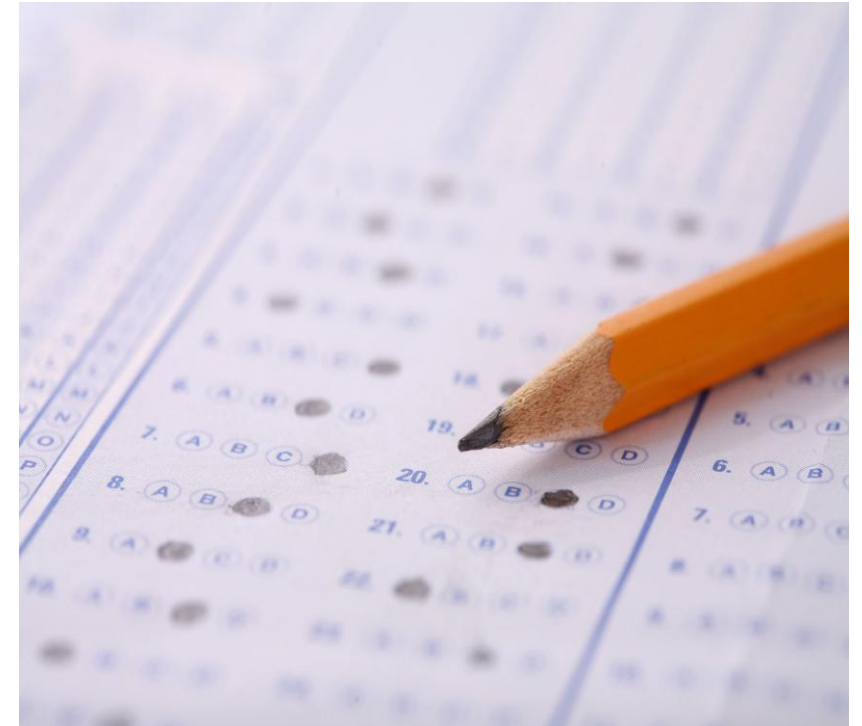
- District required to evaluate (child find) private school students.
- A proportionate share of IDEA Federal Funds must go to providing services to private school students.
- District and private school(s) will consult on type of services that will be provided and location of services. Identified in consultation and reported in IDEA Federal Flow Through Application.
- During a review, if district has private school students, will review a sample of student files.
- May discuss some information on funds utilized for private schools.
- Resource: [Private Schools Q and A](#)

Suspension greater than 10 days

- Ensure district is following correct discipline procedures

STATE/DISTRICT ASSESSMENT: ACCOMMODATIONS

- District must ensure that accommodations are provided for the applicable district and statewide assessments.
 - Communication on process through district Testing Coordinator.
 - Accommodations to be enable submitted to the state prior to state assessment
 - Alternate Assessment students are identified in campus.
- Review team will review files to determine if accommodation on state assessment was documented in IEP.



CORRECTIVE ACTION PLAN (CAP)

■ Purpose:

■ OSEP Q and A 23-01 identified two federal requirements:

○ Immediate Fix

- Fix the file in which noncompliance was identified.
- If required, participate in technical assistance or training.
- Possible procedure documentation

○ Verification of Correction

- The district will provide additional documentation as evidence of continued correction of noncompliance.
- It may include procedure documentation and submitting new evaluations and/or IEP documentation.

INITIAL CAP PROCESS

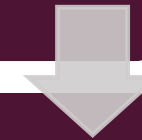
Compile Evidence



Draft CAP



Reviewed and Finalized by SEP



Sent to District



Team Lead and District Complete Process



- A copy of the Accountability CAP will be sent in an email.
 - Immediate Fix
 - 60 days to submit immediate fix corrections.
 - Individual files requiring immediate correction.
 - Verification of Correction
 - 1 year timeline starts from report date.
 - Additional IEP documentation and/or update policy, procedure, and practice.

Note: Districts notified at 10 months if not closed out. The district also notified, if CAP is not verified corrected by 1 year timeline, then sanctions will apply.

ARSD 24:05:20:23

CAP REPORTS

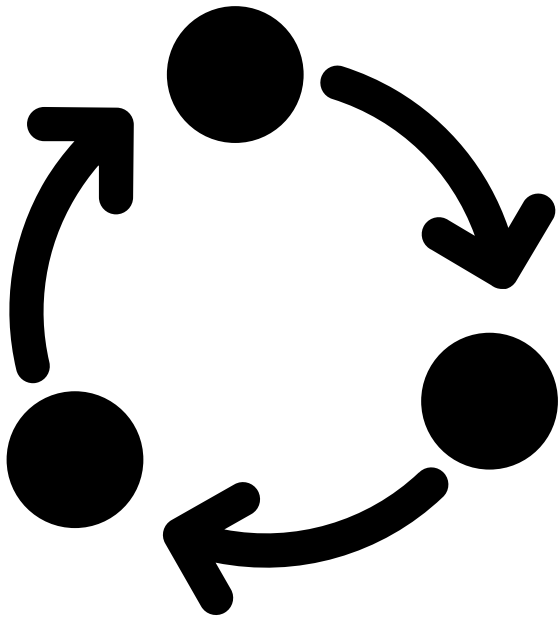
Public Report

- Lists the ARSDs that are in noncompliance
- Posted to the State website

District Report

- Student/ Teacher Name
- Specific noncompliance issued
- Fixes related to student file or district procedures
- Requirements to demonstrate continued compliance

CAP CLOSURE



- District has met requirements for immediate fix and verification of correction:
 - Team lead will notify the Accountability Manager
 - Accountability Manager will send the district a letter stating all items in the CAP have been met and the CAP is closed.
 - CAP is sent via email to the Superintendent and Special Education Director
 - Public Report is updated and posted to the website
- Even through the process is ended, district should continue to work toward improvements and stay up to date on changes.

TOP NONCOMPLIANCE NOTED

- Prior Written Notice Consent content (Individualized and description of information)
- All evaluations conducted and only those on PPWN Consent
- Skill based report requirements (person, assessment title, date completed)
- Prior Written Notice content (individualized and explains IEP team decisions and 5-day requirement)
- Measurable Annual Goals and Objectives criteria
- Specialized Services frequency, duration, and location: minimum broken down by goal area and location
- Parent input documented in evaluation process (PPWN consent) and IEP.
- Accommodations must not have “modified test” or “modified assignment” or “length of IEP”

COMMON TRANSITION ISSUES (INDICATOR 13)

- Measurable Post-Secondary Goals: This is what the student's **future** employment and education that is after high school/18-21 programs.
 - Includes after Project Search, Augie Access, DWU program, district 18-21 transition programs, etc.
- Education/Training is associated with the career/employment goal.
 - It is not during high school.

(Required on or before the student's 16th birthday) OSEP guidance requires at least one linked annual goal AND at least one service/activity for each MPSG identified. Assessment results should determine which MPSGs are addressed.

Employment: _____ (see linked annual goal(s) # _____)

Education/Training: _____ (see linked annual goal(s) # _____)

Independent Living (where appropriate): _____ (see linked annual goal(s) # _____)

Process for Inviting Outside Agencies

To IEP Meetings for Transition-Age Students

Step 1

District & parents discuss which agencies may be beneficial to invite to IEP.

Step 2

District gets written consent form (signed & dated) from parent.

Step 3

After written consent is received, district sends Meeting Notice that includes the names of agencies being invited to mtg.

Step 4

IEP meeting is held with parents, student, school, and invited outside agencies.

Note

Consent form is valid for next meeting OR a maximum of one year.

Consent may be signed at current meeting for next meeting.

ENSURE IEPs TO BE REVIEWED HAVE ...

- Include data in the PLAAFPs section of strength and needs.
- Accommodations must be more descriptive: doe.sd.gov/sped/documents/SD-Accommodation-0724.pdf .
Duration is not “length of IEP”.
- Make sure PLAAFP, annual goals and, service time are aligned. There are progress monitoring procedures in place: doe.sd.gov/sped/documents/Documenting-25.pdf and IEP Technical Assistance Guide.
- PPWN Consent and evaluation reports align
- PPWN Consent and PPWN are individualized:
 - PPWN after decision examples: doe.sd.gov/sped/documents/PPWN-Examples-0724.pdf
 - PPWN Consent Examples: doe.sd.gov/sped/documents/Tools-Resources-23.pdf and doe.sd.gov/sped/documents/WrittenNotice%20-Examples.pdf
 - PPWN for Transition Ideas: tslp.org/wp-content/uploads/2025/10/Inviting-Outside-Agency.pdf

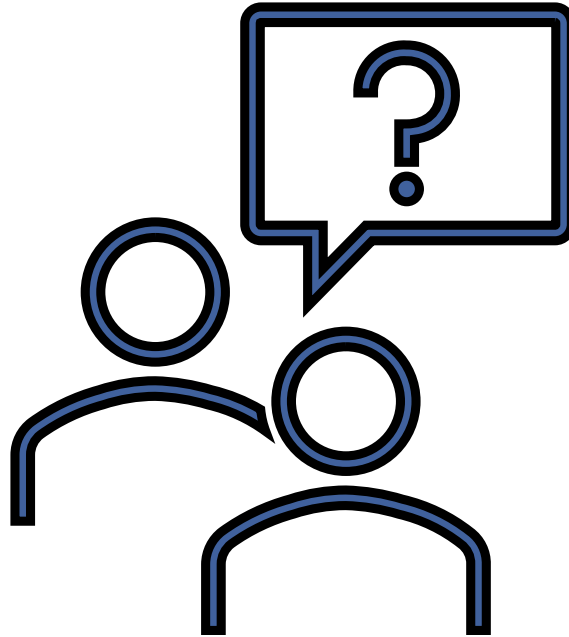
BEGIN PREPARATION BEFORE CONTACT

- Review comprehensive plan – is it individualized to the district.
- List of students evaluated in last year to 18 months and connected case managers.
- Ensure out of district placed student files are in district.
- If private school, ensure the district is following the consultation process documented.
 - Reference: doe.sd.gov/sped/idea.aspx
- Amend IEPs if notice an error
- Utilize the internal review process in preparation for review.
 - Use guidance documentation at doe.sd.gov/sped
 - IEP training are posted on the state's [Professional Learning Platform](#)

WRITING IEP GUIDANCE DOCUMENTS AVAILABLE AT doe.sd.gov/sped/iep.aspx

Documents

- [Autism Spectrum Disorder Criteria](#)
- Eligibility Guidance and Example Documents
 - [Evaluation Instruments \(Excel\) \(pdf\)](#)
 - [Eligibility Tools and Resources - 2023](#)
 - [Eligibility in SD Guide](#)
 - [Parental Prior Written Notice Consent Guidance and Examples](#)
 - [Specific Learning Disability Categories and Skills](#)
- IEP Guidance and Example Documents
 - [Assistive Technology Technical Assistance Guide 2024](#)
 - [Documenting Annual Goals, Service Time, and Monitoring Progress](#)
 - [IEP Technical Assistance Guide \(updated 8.15.2025\)](#)
 - [PPWN After Decision Examples](#)
 - [South Dakota Accommodation Documenting Frequency Location Duration](#)
 - [Writing Annual Goals Examples](#)
 - [Alternate Assessment Participation Guidelines](#)
 - [Hearing Loss or Deafness: Considerations for Assessment Planning and IEP Development](#)
- Other Special Education Documents
 - [SD Surrogate Parent Manual](#)
 - [Paraprofessional Guidelines](#)
 - [Discipline in Detail](#)
 - [Engaging Youth in IEPs](#)
 - [Sped Data Reporting Sheets](#)
 - [Ages 3-5 Eligibility, Developmental Delay, and Progress Monitoring Q&A](#)



Questions: Melissa.Flor@state.sd.us

Note: Procedures are subject to change