

# Monthly SPED Webinar

Special Education Programs  
2025-2026 School Year  
April 21, 2026

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**The South Dakota Department of Education partners with LRP Publications to provide all districts in the state with access to *Special Ed Connection*®**



***With Special Ed Connection* [www.specialedconnection.com](http://www.specialedconnection.com) you get:**

- **Legal, regulatory and practical guidance that is necessary to ensure that students with disabilities receive the services to which they are entitled**
- **Action steps to individualize student services**
- **News, updates, the latest special education trends**
- **Ready-made resources that can be used for in-house professional development, staff meetings and in-service activities**
- **Easy to understand explanations of IDEA, ADA, FERPA and other laws impacting special education**

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- Each district has its own unique username/password to log into *Special Ed Connection*
- The POC for each district's *Special Ed Connection* account is the Special Education Director
- POCs are permitted to give access to *all staff* via a User List Spreadsheet. User lists can be updated at any time throughout the year. Send to the *Special Ed Connection* Training Team - [SECTraining@lrp.com](mailto:SECTraining@lrp.com).
- Each person on your user list will also be signed up to receive the daily eConnections email that comes as part of your subscription
- If you have questions or need your login information contact the *Special Ed Connection* Training Team - [SECTraining@lrp.com](mailto:SECTraining@lrp.com)
- Your subscription includes *unlimited training sessions for you and your staff!* Scheduling a training is a great way to encourage your staff to use this valuable resource. Sessions can be scheduled before, during or after school, or for your next professional development / in-service day. Contact the Training Team to schedule - [SECTraining@lrp.com](mailto:SECTraining@lrp.com)



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## SDPC Training and Parent Opportunities



I joined South Dakota Parent Connection as the Executive Director in August 2016. I have a Doctorate in Educational Leadership and Curriculum and Instruction from the University of South Dakota with a focus on Special Education. I have worked as a university instructor teaching upper-level coursework on assessment, Learning Disabilities, classroom management, and behaviors, as an Early Childhood Administrator, an outreach educator, and an educator on evaluation teams. I currently serve on the state's Part B Interagency Coordinating Council and the South Dakota Board of Services to the Blind and Visually Impaired.

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### The IEP Journey: A Guide for Parents Learning Series

#### Eight On-Demand Sessions to Help You Feel Confident in IEP Meetings

The IEP Journey is a free, on-demand learning series designed to help families across South Dakota understand special education step by step. Each short session breaks down important topics in clear, parent-friendly language.

In this series, participants will learn:

- How evaluations and eligibility decisions are made
- What questions to ask — and how to advocate with confidence
- What an IEP is and how meetings work
- How goals, services, and supports are decided
- What the Least Restrictive Environment (LRE) means
- How Extended School Year (ESY) is determined

Sessions include:

- [Understanding Special Education Evaluation and Reevaluation](#)
- [Qualifying for an IEP](#)
- [Introduction to the IEP and Present Levels](#)
- [Special Factors](#)
- [Goals & Objectives / Accommodations & Modifications](#)
- [Services and Supports](#)
- [Least Restrictive Environment \(LRE\)](#)
- [Extended School Year \(ESY\)](#)



Responses to date:

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## Families Together Support Group



South Dakota Parent Connection is happy to offer this virtual statewide support group for parents and guardians of children, youth, and young adults with disabilities.

This group is a safe and welcoming place to learn, share, and connect with other families who understand your journey.

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### Understanding Social-Emotional Development Learning Series

This 3-part learning series is designed for both parents and professionals who want to better understand and support children's social and emotional growth.

Across these three short videos, parents will learn what social-emotional development is, what to watch for, and simple ways to support children in everyday life.

Topics Include:

- What social-emotional development is and why it matters
- How feelings and behavior are connected
- What skills children are learning at different ages
- Signs that may show a child needs extra support
- Simple, practical strategies to support children at home, in school, and in the community

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### When Behavior is a Concern

This on-demand 3-session video series helps parents and educators understand and respond to challenging behavior. The series explains how stress affects the brain and shares practical strategies, including regulate, relate, and reason, to support calm, connection, and positive behavior at home or school.

Coming Next: 2 parent education opportunities

- One will focus on how to provide structure and support at home for children who benefit from more visual supports and consistency.
- The other will be 'beyond common sense' parenting for parents who have children with emotional/behavioral challenges for whom typical parenting practices might not be enough.

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## Supporting Their Future, Their Plan Learning Series

Supporting Their Future, Their Plan is an on-demand learning series designed to help parents understand the transition planning process step by step.

In this series, they will learn:

- What the IEP Transition Plan is and why it matters
- The key parts of a strong transition plan
- How post-secondary goals guide future planning
- Why student voice and vision are important

The series will help them connect today's school supports to tomorrow's goals — so their teen can move toward adulthood with purpose and confidence.

Families can watch one session or complete the full series at their own pace.

### Sessions Include

- [Session 1: The Purpose and Importance of the IEP Transition Plan](#)
- [Session 2: Understanding Each Part of the IEP Transition Plan](#)
- [Session 3: Vision to a Good Life](#)

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### Helping Youth and Families Navigate Their Future Learning Series

A 5-Part Series to Help Professionals Support Families and Youth in Planning for Life After High School

#### Who This Series Is For:

This learning series is designed for school professionals who support students with disabilities as they prepare for life after high school. This may include teachers, transition coordinators, school counselors, and other school staff involved in transition planning.

The sessions are designed to help professionals better understand the transition process so they can guide families and transition-age youth, explain important parts of the IEP transition plan, and support students as they prepare for education, employment, and independent living after high school.

Each session is short, practical, and easy to follow, giving school professionals tools and information they can use to help families better understand transition planning and support youth on their path to adulthood.

1 CEU can be earned for completion of the course.

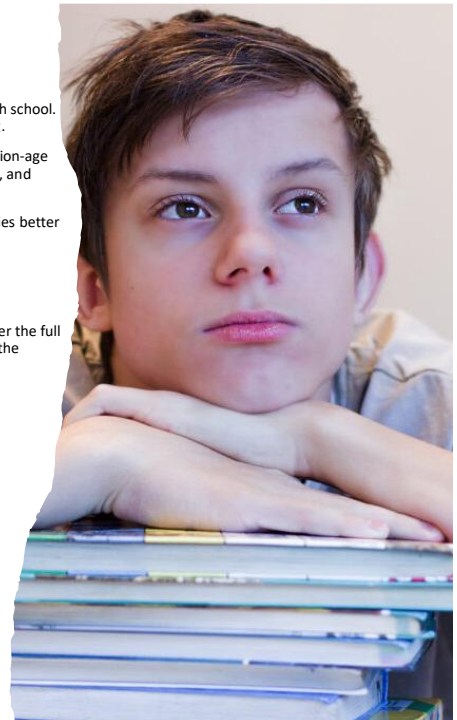
#### When Can It Be Taken:

This learning series will be offered three times in 2026. As a self-paced opportunity, participants may complete the content over the full two-month period or choose to finish it in a shorter timeframe. You can begin and complete the series at any point within the scheduled dates.

- March 15, 2026 – May 14, 2026
- June 1, 2026 – July 31, 2026
- August 15, 2026 – November 14, 2026

#### Session Topics Include:

- What transition planning is and why it is important
- What is included in an IEP transition plan
- How transition assessments help identify a student's strengths, interests, and goals
- What transition services and activities help prepare youth for adulthood
- How youth can build self-advocacy skills and take part in planning their future



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# Questions

Dr. Carla Miller  
Executive Director  
[cmiller@sdparent.org](mailto:cmiller@sdparent.org)  
[www.sdparent.org](http://www.sdparent.org)  
605-361-3171

## Effective Practices

## **Plans of Intent vs Alternative Certification**

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## **Plans of Intent**

- Individuals who hold a valid educator certificate but are teaching in an area for which they are non-authorized may be on a plan of intent for 2 years to complete requirements to add the necessary endorsement.
  - Plans of Intent are entered into the PRF.
  - No waiver is required for the first two years of a plan of intent.

Individuals who hold no certification may NOT be on a plan of intent.

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- SPED Alternative Certification – Allows individuals with an educator certificate to pursue an alternative pathway to receive the special education endorsement.
  - Individuals must have a certificate and 3 years of teaching experience to pursue SPED Alt cert.
  - Requires an annual renewal application with a progress report until program is complete
  - Individuals have 3 years to complete this program
- Individuals with an educator certificate with no teaching experience may NOT pursue SPED alt cert and must follow the traditional path to obtaining the special education endorsement.
  - Endorsement requirements include 23 credits + Content Praxis test (may need pedagogy depending on prep and previous experience)

## Alternative Certification (cont.)

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A plan of intent is not required for an individual on alternative certification

A waiver is not required for an individual who meets the eligibility requirements for Alternative Certification

More information regarding coursework and testing requirements for all areas of Alternative Certification may be found here:

<https://doe.sd.gov/certification/AltCert.aspx>

## Alternative Certification (cont.)

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# Hiring Considerations

## Fully State Certified vs Certified Non-Authorized vs Non-Certified

- a. Fully State Certified
  - i. Holding a valid certificate with all requirements met for the position they are filling.
- b. Certified Non-Authorized
  - i. Holds an Educator Certificate but not the correct endorsement for the position they are filling.
  - ii. They need to be on a POI (plan of intent) to gain proper certification.
  - iii. Limitations for Special Education purposes.
- c. Non-Certified
  - i. Invalid Certificate, no certificate or alternative preliminary
  - ii. They will be on a corrective action plan (CAP) and must gain certification
  - iii. Can not be paid as certified staff.
  - iv. Not allowed for Special Education purposes.

View status on Teacher 411.

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# Hiring Considerations

## Difficulty filling positions?

- a. Continue to advertise and keep documentation of efforts.
- b. Review currently employed staff. - Offer bonus to add duties or shift positions, use SPED funds to pay for additional coursework if needed, consider co-teaching options...
- c. Certified teacher with some previous Sped experience - may be possible to apply for waiver to pursue SPED alt cert.
- d. Certified teacher no experience – can pursue endorsement.
- e. Non-teaching degree, with previous SpEd experience – may be possible for waiver to pursue gen. ed and SpEd alt cert. simultaneously.
- f. Foreign teacher certifications options, contact certification office.

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## Hiring Considerations

Teachers that are not fully state certified have limitations on duties they can perform. This includes student teachers.

Task	Yes/No
Works with student(s) on IEP	Y – under the supervision of the special ed mentor teacher
Awards grade to student on IEP	Y – but needs to be certified in the content instructing
Evaluates students to determine eligibility	Y – if meets the qualifications for the evaluation instrument
Writes student IEP	N – can help draft but the special ed mentor teacher or certified special ed staff that will sign the IEP must complete the final IEP
Signs off on students IEP	N – must be the special ed mentor teacher or other certified special ed staff
Issues progress report	N – may collect data but the special ed mentor teacher or certified special ed staff that signed IEP must report progress

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## 2026 SPED Case Law Series

**Recordings are available for the four 2026 SPED Legal Webinars!**

**District special education staff can view each SPED Case Law recording for 2 CECH:**

1. SPED Case Law: [2025 Year in Review](#) - through April 24
2. SPED Case Law: [After the Manifestation Determination](#) - through May 19
3. SPED Case Law: [Assistive Technology Under IDEA](#) - through June 19
4. SPED Case Law: [Specific Learning Disability](#) – through July 14

Contact [Wendy.Trujillo@state.sd.us](mailto:Wendy.Trujillo@state.sd.us) with questions.

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## SPED Connection Highlights

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

- [Make sense of accommodations for students with sensory issues](#)
- [Measure benefits before cutting student's school day short](#)
- [SmartStart: Revocation of Consent](#)
- [Steps to take when a parent revokes consent](#)
- [Director advocates 'All kids are our kids' mentality to shape special education programs](#)
- [Unpack options when qualified special educator is inaccessible, unavailable](#)

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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## Transition to the next building

Sped Connection article: [Changing grades: Does student take SDI to next education level?](#)

- Changes to accommodations, supports, Specially Designed Instruction (SDI)
- Pre-school/Early Childhood to Kindergarten classrooms
- Transition supports
- Medical supports
- Accessibility

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## Preparing for Kindergarten



Visit Kindergarten classrooms for a glimpse into the future



Provide Kindergarten open house, screening, and registration information to families



Consider a Kindergarten amendment meeting with receiving school



Create Kindergarten social stories to send home

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## Assistive Technology Resources

Below are two current DOE resources regarding Assistive Technology:

**1. DOE Guidance Document: [Assistive Technology Technical Assistance Guide](#)**

- This resource aids school districts and local IEP teams in creating and developing local processes and procedures surrounding Assistive Technology.
- The document provides links to federal guidance, resources, and considerations.

**2. DOE On-Demand Webinar: [SPED Case Law: Assistive Technology Under IDEA](#)**

- This two-hour legal webinar discusses how Assistive Technology devices and services play an increasingly large role in the education of students with disabilities under the IDEA.
- Two continuing education contact hours (2 CECH) are available through June 18, 2026.

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## Significant Needs IEP Workshop – Fall 2026

- DOE will be offering fall 2026 IEP workshops regarding students with significant needs in three locations:
  - **Rapid City:** Sept. 17, 9am-12pm MT
  - **Watertown:** Sept. 23, 12:30-3:30pm CT
  - **Sioux Falls:** Sept. 24, 9am-12pm CT
- Audience: Special Education Teachers of students with significant cognitive or other severe needs
- Each special education teacher will bring a current IEP to use for the workshop objectives:
  1. **Writing IEPs** – Workshop will review IEP considerations, guidance, and IEP section examples that are unique to students with significant needs.
  2. **Completing an Internal Review** – By the end of the workshop, the SPED teacher will complete their annually required Internal Review document.
- Contact [Stacy Holzbauer](#) or [Melissa Flor](#) with questions.

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### COMING FALL 2026: FACILITATED INTERNAL REVIEW SESSIONS

- In-Person
- Focus on IEPs only
- Participants must have access to an IEP (confidentiality)
- General and Behavior sessions
- Registration, dates, and locations coming in late May

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## Accountability

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### Evaluation Procedures Reflection and Preparation (24:05:25:04)

#### Selection of Assessments

- Purpose of the assessment
- Administered by trained and knowledgeable personnel
- Assessment selected considers the child's impairments
- Variety of tools
- Technically sound instruments

#### Assessment concerns:

- Only one assessment for all students
- Most recent update of an evaluation tool (1 year) and is it still meeting the assessment criteria
- Student impairments (verbal assessment with a non-verbal student)
- Trained or Certified Staff

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## Transfer - Written Procedures

### Resource

- IEP TA Guide: <https://doe.sd.gov/sped/documents/IEP-TA-25.pdf>

1. IEP: Can the district implement the IEP as written?
  1. Who/role that takes the lead?
  2. What is the district timeline complete each step?
  3. \*How is it documented such as review of IEP, set up IEP meeting for changes, etc.
2. Eligibility documentation: Does the district have all the student's eligibility documentation
  1. Who/role that takes the lead?
  2. Timeline for completing each step
  3. \*How is it documented such as the review, notifying the parent, and documentation of the decision.

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## BDI-3 Limitations

- BDI-3 is a developmental evaluation tool
- BDI-3 **CANNOT** be used to determine ability or achievement for eligibility
  - IEP teams must consider appropriate ability and achievement evaluations



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## Behavior Tip: ADHD Accommodation- Extended Time

"Time blindness"-poor time perception

- Not knowing how much time has passed
- Inability to estimate how long something takes

Extended time=extended time blindness

What works better?

- Set a timer for the length of the test
- Student can stop timer and take break
- Start timer when starting test again

This will need to be taught and monitored!

For more information on working with students with ADHD:  
sded.sd.gov Search ADHD- Dr. Russell Barkley training series

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## IDEA Flowthrough Application

- Allowable Cost Document Updated
  - Language under salaried staff
  - Added Software guidance
- Equipment Approval
  - \$10,000 to \$15,000
- Private School Consultations
  - Discussion with private school that outlines supports and services being provided
  - Review questions and guidance to ensure answers meet requirements
- Comprehensive Plans – must be updated annually
- Training is in development and will be available in May prior to application opening
  - Will be hosted in the learning platform
  - Modules at your own pace
- Anticipate application will be open mid to end of May

**SpedConnection Resource:**  
**Planning for consultation with  
private school representatives**

2025 Webinar Recording and other  
Guidance can be found at:  
<https://doe.sd.gov/sped/idea.aspx>

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## Extra Ordinary Cost Fund Application

- Application window is open until April 30
- Work with business manager to determine if eligible to apply
- Can apply under:
  - High Cost Student
  - High Cost Program
  - Supplemental (only or in combination with high cost student)
- Apply at: <https://doe.sd.gov/ofm/exordincost.aspx>
- Board will meet to review applications May 13

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## Data

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# Suspension/Expulsion Data Collection-Indicator 4

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- Suspension/Expulsion data collection will open May 19, 2026
- Data collection information will be presented on the May 19, 2026 Sped call.
- Please have the person in your district who enters the info attend the call if possible.
- Recording will be available for them as well
- Data is due June 30, 2026

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## Things You Can Do Now for Ind 4

- Gather suspension/expulsion data from all buildings
- Read through the Indicator 4 Data Collection Guidance document <https://doe.sd.gov/sped/SPP.aspx> - Indicator 4
- Locate your username and password from last year
- If you are leaving your district, please complete before leaving or gather information for your replacement
- Contact me at [Rebecca.cain@state.sd.us](mailto:Rebecca.cain@state.sd.us)

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## Indicator 8: 2025-26 Parent Surveys

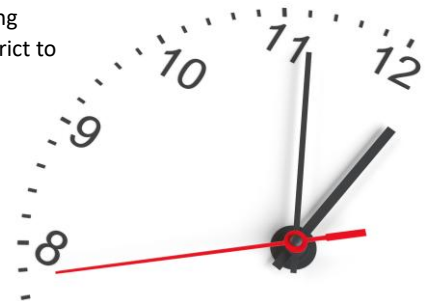
- Districts are reminded to distribute Parent Involvement Surveys to all parents of students with IEPs in their districts **by April 30**. All paper and on-line survey responses are **due May 31**.
- **Response Rate:**
  - Please ensure that survey collection is representative of the demographics of students receiving special education in your district, specifically Race/Ethnicity.
  - Districts currently under 20% response rate will be contacted one final time next week.
- **Resources:**
  - [On-Demand Webinar](#) that covers survey collection, survey purpose, how to use survey results.
  - [District Flyer](#) that provides a QR code and a script for teachers to explain the survey purpose to parents
  - [On-Line Survey Link](#) that is easily accessible and convenient for parents
- **Results:**
  - Reports with each district's 2025-2026 parent ratings/results will be available in July 2026.
  - These reports can be used for teacher in-service and planning prior to the start of the 2026-27 school year.
- Contact [Stacy Holzbauer](#) with any questions or for additional printed surveys.

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## Indicator 11 – Initial Evaluations

**Indicator 11 ensures students suspected of having a disability receive a timely initial evaluation to access special education and related services if they are found eligible**

- Complete evaluations and skills-based assessments in the 25-school day window, starting on the day the district documents receipt of consent to evaluate (day 1)
  - Extensions to the timeline may be granted for the parent failing to or refusing to produce the student for evaluations or the student moving from one district to another during the evaluation timeline.
  - Permission to extend the timeline must be provided by the parent/guardian
- Federal regulations require **100% compliance**
  - Any findings of noncompliance require corrective action



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# Indicator 11 Reporting

Indicator 11 data for the 2025-2026 school year is due  
September 1, 2026

Additional information and tracking spreadsheet found at:  
[doe.sd.gov/sped/SPP.aspx](https://doe.sd.gov/sped/SPP.aspx)

## DO Report Students if:

- permission is received (*even if the student moves during the testing window OR testing couldn't be completed for some other reason*).
- a student is evaluated by outside evaluators.
- a student moves during the evaluation process.
- a student moves into your district from another district or state and requires additional evaluations to determine S.D. eligibility.

## DO NOT Report Students if:

- it is a **three-year** re-evaluation for continued eligibility.
- a student is currently receiving special education services and now being evaluated to add related services.
- they are an initial referral for Birth to 3 services. (These are reported on Indicator 12 only.)
- a student moves from another district or state and **does not** require additional evaluations to determine SD eligibility.
- permission is not obtained.

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# Indicator 12 – Transition to Preschool

Indicator 12 ensures all Birth to Three (Part C) students receive their evaluations, eligibility determination, and have an IEP in effect prior to their 3rd birthday for a smooth and reliable transition to preschool services.

- Federal regulations require **100% compliance**
  - Any findings of noncompliance require corrective action
- Meetings due PRIOR to the child's 3rd birthday
  - Eligibility meeting
  - IEP meeting
- Services can begin on the child's 3rd birthday
  - Summer birthdays without Extended School Year, or agreements with the parent, may cause services to start after the child's 3rd birthday
  - Eligibility and IEPs are still required prior to the child's 3rd birthday



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# Indicator 12 Reporting

Indicator 12 data for the 2025-2026 school year is due  
**August 1, 2026**

Additional information and tracking spreadsheet found at:  
[doe.sd.gov/sped/SPP.aspx](https://doe.sd.gov/sped/SPP.aspx)

## **DO** Report Students if:

- a student received Part C services and is being evaluated to determine continued eligibility into Part B.
- you receive permission to evaluate.
- a student whose birthday and/or eligibility meeting occurred between July 1<sup>st</sup> and June 30<sup>th</sup> of the reporting period. (Birthdates may fall outside of reporting period in some cases).
- a student was evaluated by outside evaluators.
- a student moves during the evaluation process.
- a student moves into your district from another district or state who requires additional evaluations to determine S.D. eligibility.

## **DO NOT** Report Students if:

- it is an initial referral for Part C (B-3) services, NOT Part B.
- it is an initial referral for Part B services for students age 3-21 (**student did not receive Part C, B-3, Services**).
- a student moves from another district or state and does not require additional evaluations to determine S.D. eligibility.
- permission is not obtained

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## Indicator 13 Transition in the IEP

Preparing for Special Education On-Site  
Accountability Reviews

TSLP Liaisons will be contacting districts for review  
in **2026-27**

as well as **2027-28**

Meet with Case Managers, SPED Directors,  
and Administration

review transition student files

Indicator 13 checklist



<https://tslp.org/>



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# Exit Codes

Special Education end codes in Infinite Campus must be entered by the second Friday in June

- The exit codes used for **Indicator 1** (Graduation) and **Indicator 2** (Dropout) will be the **special education exit codes**.
- Age out codes need to be entered as well.
- [Student Data Collection Desk Guide](#)
  - Ending enrollment in Special Education-codes (pg 114-115)
  - Refer to the crosswalk (pg 116-117) for appropriate exit code for general ed code in relation to special education code.
- SD Infinite Campus Listserv <http://k12.sd.us/MailingList/>
- Run district **STARS** Special Education Exiter report to check codes

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## Indicator 14 Appendix A Students exiting 2025-26

- Blank document for student information and transition activities (complete before the student leaves).
  - ✓ [Ind14-AppndA.doc \(live.com\)](#)
- "How to" guide can be found at
  - ✓ [Indicator 14 Appendix A \(sd.gov\)](#)
- Two Options
  - **May-June:** • Districts may enter student data (need to enter everything and **SAVE each section**)
  - **Or** in August student demographic data will be uploaded
  - **August -September:**
    - Check demographic information
    - District will only need to enter **Part 2** data and family contact
    - Does not override what districts have already put in

Final validation completed by Oct 1

- Forgot password? Contact [Lori.Kwasniewski@state.sd.us](mailto:Lori.Kwasniewski@state.sd.us)

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## Indicator 14: Appendix B Students exited 2024-25

### POST SCHOOL OUTCOMES

#### The Results of IDEA

Number of respondent youth (within one year of leaving high school)

- who enrolled in **higher education**
- who **competitively employed**
- who enrolled in some other postsecondary education or training program
- who are in some other employment

Review questions with students before they leave high school.

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

- Indicators
  - Indicator 14
    - Post School Outcomes Survey questions (NEW)

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## Indicator 14: Appendix B SURVEY Students exited 2024-25



- New data collection for Post School Outcomes survey
- Districts can volunteer to help collect data
  - Email [Lori.Kwasniewski@state.sd.us](mailto:Lori.Kwasniewski@state.sd.us)
- Survey collection **online** only
- Calls between May – August 15

More details will be presented at the  
April 22, 2026 Transition Round up

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## LEA Determinations UPDATES

- IDEA requires states to make annual determinations regarding the performance of each LEA
  - The State issues LEA determination annually by June 1
  - LEAs are placed into categories based on results from SPP compliance indicators, correction of noncompliance, and audit findings

Determination Level	Maximum Points Earned	Minimum Points Earned
Meets Requirements	45	35
Needs Assistance	34	26
Needs Intervention	25	16
Needs Substantial Intervention	15	0

- Updates
  - Clarification on components used to make determinations
  - Updated point system

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## LEA Determinations UPDATES Cont...

- Reports can be found in the [SD STARS Community Page](#) (Administrators Only)
- Updated Guidance Document <https://doe.sd.gov/sped/SPP.aspx>
- Questions? Contact your [Region Representative](#)

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## Miscellaneous

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### 2026 Special Education Staff of the Year

- The South Dakota Department of Education congratulated Amanda Edlund, Harrisburg School District, on being selected as the parent-nominated 2026 Special Education Staff of the Year at the annual South Dakota Special Education Conference in Sioux Falls on March 4.

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# Parent Resources Webpage

- [doe.sd.gov/sped/parents.aspx](https://doe.sd.gov/sped/parents.aspx)

## Resources for Parents: Early intervention and special education services

Welcome! Do you have questions about your child's development and unique needs? Here you'll find resources to help you better understand your child's developmental milestones and what to do if you think your child might have physical, academic, social, or emotional challenges.

From early childhood to high school and beyond, there are services and supports available. We hope you find this webpage useful in making choices for and with your child.



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## SD Advisory Panel for Children with Disabilities - Results

- Priority Area: Supporting the retention of teachers and improving student outcomes by providing accessible professional development resources.
  - Survey Conducted in Fall 2025 to find out who, what, when, where, and how educational professionals are accessing professional development.
  - Survey results:
    - Special Education Professionals were the main respondents, with general education coming in second
    - There is a need for general educators, paraprofessionals, administrators and related service professionals to have more access/awareness to PD opportunities
    - Survey participants identified behavior support, classroom management, literacy and math instruction for diverse learners, IEP Development, and assistive technology as areas of support needed
    - In-person learning is the most preferred, although a mix of virtual, on-demand, and in-person ranked pretty closely
    - The majority of respondents stated that TeachSD, learning platform, sped conference, and USD trainings were most utilized and they were the most aware of those
    - Participants learn about PD through listservs, school district communications, colleagues, and DOE website
    - The identified barriers to accessing PD is due to substitute coverage, time of day or year, training is too theoretical and not practical, topics not aligned with student needs
    - Participants like short trainings and targeted workshops

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## SD Advisory Panel for Children with Disabilities - Recommendations

- Advisory Panel Recommendations
  - Special Education Programs will improve awareness through:
    - Sharing out a one-page poster that includes where education professionals can learn about available PD and where to access PD for LEAs to hang up or hand out to all staff.
    - Utilize social media to remind professionals where to find PD
  - Special Education Programs will provide targeted training on:
    - Behavior
      - Classroom management for general education and special education
      - How to implement behavior intervention strategies
      - Levels of behavior
      - Becoming proactive vs reactive – identifying why the behaviors are occurring and how to address before they escalate
      - Developing and implementing accommodation or modifications for behavior
    - Accommodations and Modifications
      - Including general education, paras, substitutes, and special education professionals
      - Graduation requirements
      - Behavior focused

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## SD Advisory Panel for Children with Disabilities - Considerations

- Considerations when planning PD
  - Delivery Method
    - Varying days and times
    - In-person, virtual, and on-demand (offer same training in different formats)
    - Series or trainings broken into smaller parts
    - Allow for deeper dives using real life practical experiences
  - Identify targeted audience in announcements
  - Include more targeted training at SPED Conference

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Supporting Families to Engage in the IEP/IFSP Process and Resolve Conflicts

CADRE PD



Take the Free Course

This self-paced online course supports Parent Center staff, advocates, and others who assist families in engaging effectively in the IEP and IFSP process and resolving conflicts constructively. The course introduces core topics—communication, conflict engagement, parental rights to dispute resolution, and responding to dispute resolution calls—by leveraging CADRE’s trusted tools and materials. Real-life scenarios and short knowledge checks with feedback support practical, real-world application. A final module focuses on using CADRE resources to extend and reinforce learning, making this course a strong onboarding and refresher tool.

[onlinelearning.cadeworks.org/](https://onlinelearning.cadeworks.org/)

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CADRE PD



**Speaker :**  
**Angela Balsley, Ed.D.**  
*Founder/CEO, Unified Leadership*



**Speaker :**  
**Crystal Sanford M.Ed., M.A.**  
*Owner/Director, Sanford Autism Advocacy Group*

**MAY 12, 2026**  
11:30AM - 1:00PM PT/2:30PM - 4:00PM ET  
12:30PM - 2:00PM MT/1:30PM - 3:00PM CT



**The Collaborative Advocacy Approach:  
Empowering Families, Strengthening Partnerships**

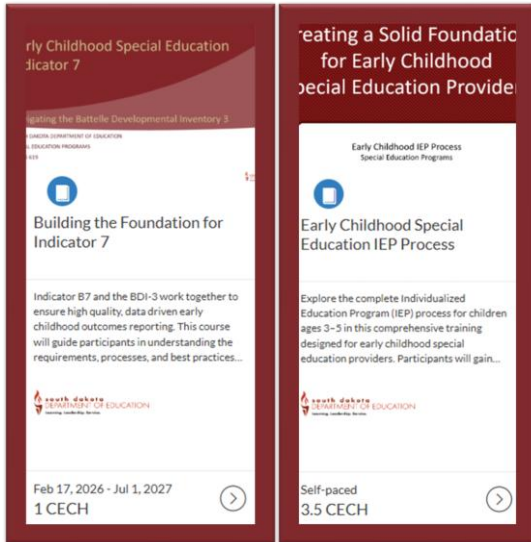
This 90-minute webinar introduces CADRE’s Collaborative Advocacy principles and translates them into concrete, actionable strategies for the IEP process. Designed for advocates, educators, district leaders, and anyone who supports families navigating special education, this session explores what it looks like when everyone at the table — from the parent advocate to the district administrator — commits to a relationship-building approach with the child’s needs at the center.

**MORE INFO**  
[cadreworks.org](https://cadreworks.org)

**Take the Free Course**

<https://cadreworks.org/events/collaborative-advocacy-approach-empowering-families-strengthening-partnerships>

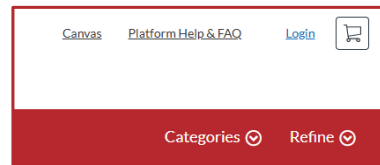
56



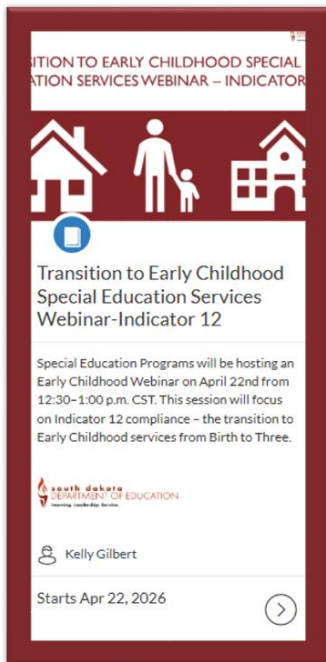
## New Early Childhood Online Opportunities

Log into the online learning platform [sded.sd.gov/](https://sded.sd.gov/)

Choose Early Childhood when you click on "Categories" to register for these offerings



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## Early Childhood Transition to Preschool Webinar

- April 22 from 12:30-1:00 CST
- Register on the online learning platform to gain access to the webinar link.
- <https://sded.sd.gov/browse/division-of-special-education-and-early-learning/office-of-special-education/courses/transition-to-early-childhood-special-education-services-webinar>

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## Transition Happenings

### Transition Round Up

- Wednesday, April 22<sup>nd</sup> at 2:00 MT/3:00 CT
- Indicator 14 Post School Outcomes
  - New collection and new survey
- <https://us02web.zoom.us/j/88665782713?pwd=mZrihTJuzc3rGSZwN6Q3NQ5pmyp6ZX.1>

### TSLP Scope of Service Survey

- [TSLP Survey 2026](#)

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## Transition Summer Institute July 29-30, 2026

Registration for the 2026 Transition Summer Institute is **OPEN!**

- To register, [click here!](#)

Session topics include:

- Back to the Basics: Transition Edition, Indicator 13 Components, Assistive Technology, Case Study Scenarios, Teacher Burn Out ...
- Q & A – bring your transition IEPs
- <https://tslp.org/>

The 2026 Transition Summer Institute is once again being held at Cedar Shore Resort & Conference Center in Oacoma, SD

NOTE: No in-person regional Transition IEP Workshops

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## Coming This Fall: De-escalation Trainings

- September 15: Aberdeen
- September 22: Sioux Falls
- October 1: Rapid City
- Audience: We recommend sending a team if possible. These trainings will benefit general education teachers, support staff, special education staff, and administrators.
- Registration will be open on the SD DOE PD site <https://sded.sd.gov/>

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## Next SPED Webinar

May 19, 2026

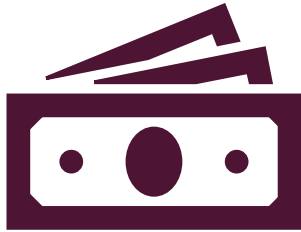
Please share the SPED Webinar registration information with any education professionals who work with students with disabilities!

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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# FFY 2026 IDEA PART B GRANT APPLICATION

PUBLIC COMMENT PERIOD

APRIL 1, 2026 THROUGH APRIL 30, 2026

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## NOTICE OF PUBLIC AVAILABILITY

■ Notice is hereby given that the Department of Education (DOE), Special Education Programs is making available for public review for 60 days, starting March 18, 2026, the Federal Fiscal Year (FFY) 2026 Grant Application under Part B of the Individuals with Disabilities Education Act . The [application is available to download](#) and the allocations are included on the [interactive spreadsheet](#). The dollar amounts listed in the interactive spreadsheet are based on FFY 2025 allocations. The final budget submitted with South Dakota’s application will be adjusted to reflect the FFY 2026 allocations when these amounts become available.

■ Written comments concerning the FFY 2026 Grant Application under Part B of the IDEA will be accepted for 30 calendar days from April 1, 2026 through April 30, 2026. Comments regarding the Part B IDEA application should be sent to Linda Turner, Part B Director, at [Linda.Turner@state.sd.us](mailto:Linda.Turner@state.sd.us) or at the address below. If you are unable to view the application, copies may be obtained by contacting the SD DOE – Special Education Programs, Part B Annual State Application, 800 Governors Drive, Pierre, South Dakota, 57501.

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

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## COMPONENTS OF APPLICATION

- Section I: Assurances of that the state has in effect policies and procedures to meet all requirements of Part B
- Section II: Outlines each policy and procedure that must be in place as well as other assurances and certifications to meet requirements
- Section III: Description of use of funds – must include an interactive spreadsheet with the distribution of funds
- Section IV: State administration of state imposed rules not required by IDEA
- Section V: Maintenance of State Financial Support (total amount of state financial support made available for services to students with disabilities) & Significant Disproportionality procedures

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<b>TOTAL AWARD AMOUNT</b>	<b>\$43,839,622</b>
Maximum Available for Administration.	\$1,367,535
How much do you want to set aside for Administration in dollars?	\$1,367,535
Set Aside for other State-Level Activities	\$4,087,008

**FEDERAL APPLICATION 2026**  
**(BASED ON 2025 ALLOCATION)**

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## REQUIRED ACTIVITIES (H & I)

- For monitoring, enforcement, and complaint investigation.
- To establish and implement the mediation process required by 20 U.S.C. 1415(e), including providing for the cost of mediators and support personnel.

- Ed Specialists (Accountability/Monitoring)
- Web based accountability tool
- Complaint Investigators
- SD Parent Connection – Navigator Program
- Mediators and IEP Facilitators

**\$960,608**



**\$214,865**



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## AUTHORIZED ACTIVITIES (J)

- For support and direct services, including technical assistance, personnel preparation, and professional development and training.

- Center for Disability
  - Sped Conference
  - Autism Evaluation Training
  - On Demand Learning
  - Community of Practice
  - Autism ASERT Training
- DSS Auxiliary placement child count
- General PD and Speakers

**\$1,196,254**



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## AUTHORIZED ACTIVITIES (K)

- To assist LEAs in providing positive behavioral interventions and supports and appropriate mental health services for children w/ disabilities.

- PBIS

**\$543,700**



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**\$0**

Projects & Programs supported through administrative funds or other DOE funding

- Apprenticeships – 4<sup>th</sup> round open for application
- Career and Technical Education coursework

## AUTHORIZED ACTIVITIES (L)

- To assist local educational agencies in meeting personnel shortages.

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### AUTHORIZED ACTIVITIES (M)

- To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children w/disabilities.

- Results Driven Accountability
- IEP Workshops

**\$570,499**



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### AUTHORIZED ACTIVITIES (N)

- To support paperwork reduction activities, including expanding the use of technology in the IEP process.

- Web based reporting tools for accountability and SPP reporting

**\$225,574**



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## AUTHORIZED ACTIVITIES (Q)

- Development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children w/disabilities to postsecondary activities.

- TSLP – Voc. Rehab.
- ~~BHSU – Indicator 14 – Post School Outcome collection~~
- ~~Post School Outcome data analysis site~~
- National Clearing House Data

**\$283,508**



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## AUTHORIZED ACTIVITIES (R)

- Alternative programming for children w/ disabilities who have been expelled from school, and services for children w/disabilities in correctional facilities, children enrolled in State-operated or State-supported schools.

- Dept. of Corrections
- Districts managing IEPs for State Placed Students

**\$92,000**



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**\$0**

Projects & programs supported through administrative funds or other DOE funding

- Alternate Assessment Coordinator
- Assessment Specialist
- State funded Extraordinary Cost Fund

#### AUTHORIZED ACTIVITIES (O, P, S, & U/V)

- To improve the use of technology in the classroom by children w/disabilities to enhance learning.
- To support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities.
- To support the development and provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities.
- High Cost Fund

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**\$0**

Projects & Programs supported through administrative funds or other DOE funding

- \$6 M literacy initiative
- Math State Personnel Development Grant (SPDG)
- SSIP Coordinator

#### AUTHORIZED ACTIVITIES (T)

- To provide technical assistance to schools and local educational agencies, and direct services, including supplemental educational services as defined in Section 1116(e) of the Elementary and Secondary Education Act of 1965 to children with disabilities, in schools or local educational agencies identified for improvement under Section 1116 of the Elementary and Secondary Education Act of 1965 on the sole basis of the assessment results of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement to meet or exceed the objectives established by the State under Section 1111(b)(2)(G) the Elementary and Secondary Education Act of 1965.

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## FINAL COMMENTS AND SUGGESTIONS



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