

# Monthly SPED Webinar

Special Education Programs  
2024-2025 School Year  
May 20, 2025



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Congratulations to  
those retiring this year.

Thank you!

- ✧ Tracy Christensen
- ✧ Lori Jeffers
- ✧ Ronda Edgars
- ✧ Wendy Otheim

*And to anyone else we were  
not aware of!*

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# Welcome

Jay Lamb  
Support and Training Lead  
SD Stars



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## SPECIAL EDUCATION AND SD-STARS

05/20/25



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## AGENDA

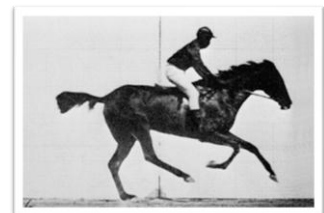
- What is SD-STARS?
- Exit Report
- Special Education Community
  - PDF's
- Indicator 7
- Upcoming Trainings
- SD-STARS Team



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## WHAT IS SD-STARS?

- Statewide Longitudinal Data System (SLDS)
  - Collects and maintains student- and staff-level data
  - Links data across entities and over time
  - Makes data accessible through reporting and analysis tools



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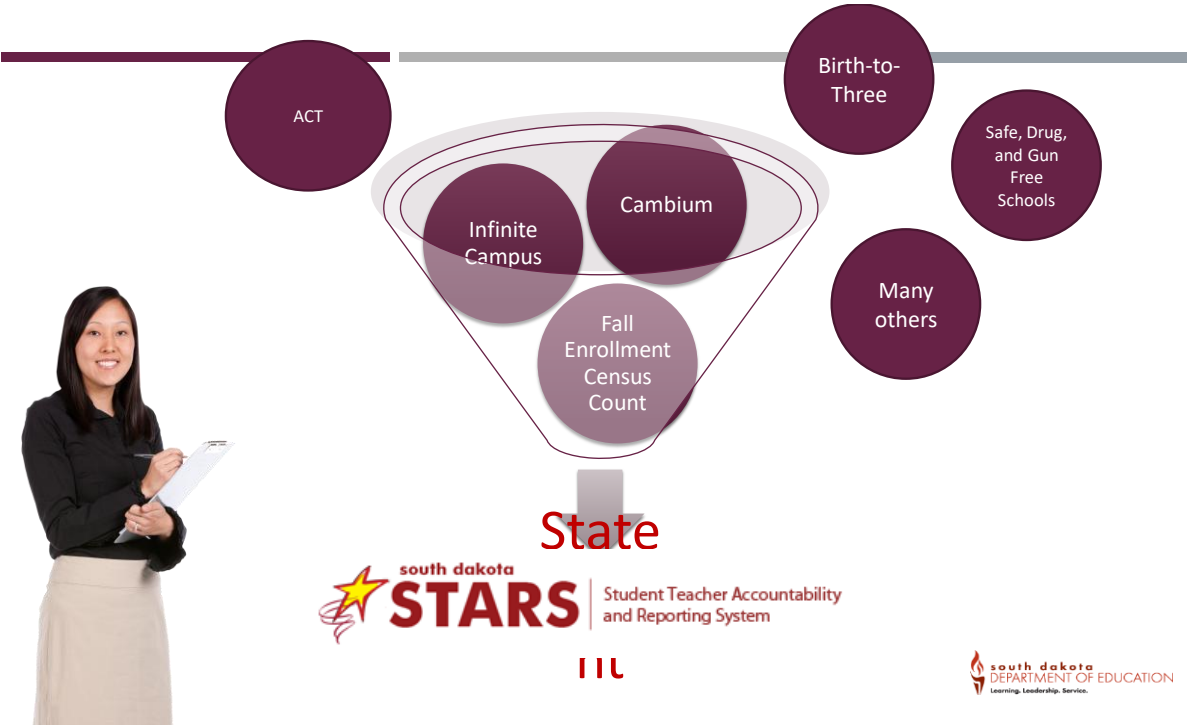
LONGITUDINAL DATA



Putting the pictures together in “using data” in a longitudinal environment. This is SD-STARS!



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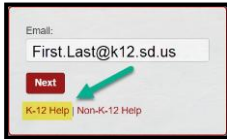
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# LOGGING INTO SD-STARS

1. Go to [SD-STARS Webpage](#)
2. Select image to log-into SD-STARS



3. Enter your @k12 email
4. If you have issues logging in, first use the K-12 hyperlink



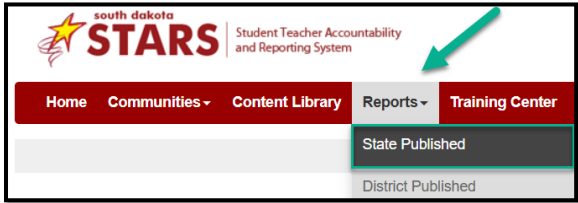
## STARS Account Managers can help!

Every district has a STARS Account Manager (SAM), who can approve accounts and check user permissions. To find your district's SAM, please visit <https://doe.sd.gov/ofm/edudir.aspx>.



# SP.003.01-A – SPECIAL EDUCATION EXITER

## Running the Special Education Exiter State Published Reports



**State Published** – These reports are created by the SDDOE for district and state use.

**District Published** – This page may display reports created and published by your district Power User team for district use.

## Generating the report

- **Select School Year:** Select a school year.
- **District:** Select district name(s). Your permissions determine what districts display in the drop-down list. Most users will only see one district in the list.
- **School:** Select school name(s). Your permissions determine what schools display in the drop-down list.
- **Special Ed Exit Reason:** Select special ed exit reason(s) or the All Reasons option.
- **Enrollment Exit Reason:** Select enrollment exit reason(s) or the All Reasons option.



# REPORT COLUMNS

Last Name	First Name	State ID	End Date from Special Ed	Exit Code from Special Ed	End Date from Enrollment	Exit Code from Enrollment
Adams	Tyrone	011272437		-- --		
American Horse	Willow	099968128	09/01/2022	6 - Moved, known to be continuing	09/01/2022	03 - In-state School Transfer
Archambeau	Dion	011186451	10/05/2022	1 - Not receiving SE services		
Austin	Franklin	058948851	05/23/2023	2 - Graduated (high school diploma)	05/18/2023	04 - Student graduated
Chandler	Matt	015007891	01/04/2023	7 - Moved, not known to be continuing	01/04/2023	02 - Discontinued education - dropped out
Eagleman	Ethan	012338974	01/13/2023	6 - Moved, known to be continuing	01/13/2023	08 - Out-of-state School Transfer
Eagleman	Ethan	012338974		-- --		

Let's look at the fictitious examples above.

- **Tyrone** has not exited his special education or general enrollment record yet. This is understood because the End Date from Special Ed column and the End Date from Enrollment are blank.
- **Willow** has end dates in both fields. It appears she moved to a different South Dakota school (03 – In-state School Transfer) and is continuing special ed services at that new school (6 – Moved, known to be continuing).
- **Dion** is still enrolled at the school/district because he does not yet have an end date in his enrollment record, but he does have an end date in his special ed record (10/5/2022) indicating he stopped receiving special ed services (1 – Not receiving SE services).
- **Franklin** exited from special education with an exit code of 2 – Graduated (high school diploma) and exited from the general enrollment record with an exit code of 04 – Student graduated.
- **Ethan** appears on two different rows. This means he was enrolled in the district twice. The first enrollment ended in January, when he moved out of state (08 – Out-of-state School Transfer). Then next row indicates he has a new enrollment with the district that is current and with a special education record.

Users should pay special attention to differences or conflicting information between the two records. In this fictitious example, **Matt** is noted as 02 - Discontinued education – dropped out in the general enrollment record but as 6 – Moved, known to be continuing in the special education record. Which one is correct?



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# REPORT COLUMNS

Grade Level	Age as of Enrollment End Date	Birthdate	Primary Disability	Primary Disability Code	Special Ed Category
05	11	10/20/2011	Specific Learning Disability	525	General Class with Modifications 80-100%
07	13	07/17/2009	Specific Learning Disability	525	General Class with Modifications 80-100%
04	8	07/18/2014	Speech/Language	550	General Class with Modifications 80-100%
12	19	04/12/2004	Speech/Language	550	General Class with Modifications 80-100%
PK	3	06/05/2019	Developmental Delay	570	Regular Early Childhood Program - 10 hrs./week & SPED Services in other
01	7	05/16/2015	Developmental Delay	570	General Class with Modifications 80-100%
01	8	05/16/2015	Specific Learning Disability	525	Resource Room 40-79%

The next section of the report displays:

- Grade level
  - Student's age
  - Birthdate
- It also includes disability information, such as:
- Primary disability
  - Special education category



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# REPORT COLUMNS

Race	Gender	Special Ed	English Learner	Migrant	District Name	District ID	School Name	School ID
TR	M	Y	N	N	Badlands District 99-9	99009	Dwight D. Eisenhower Elem-23	23
IN	F	Y	N	N	Badlands District 99-9	99009	Wilma Rudolph MS-12	12
IN	M	N	N	N	Badlands District 99-9	99009	Jimmy Carter Elem-25	25
WH	M	Y	N	N	Badlands District 99-9	99009	Frederick Douglass HS-01	01
HI	M	Y	N	N	Badlands District 99-9	99009	Jimmy Carter Elem-25	25
BL	M	Y	N	N	Badlands District 99-9	99009	Harry Truman Elem-22	22
BL	M	Y	N	N	Badlands District 99-9	99009	Harry Truman Elem-22	22

Demographic data, such as race, gender, special education, and English learner status display as well. The student's district and school information are also included.

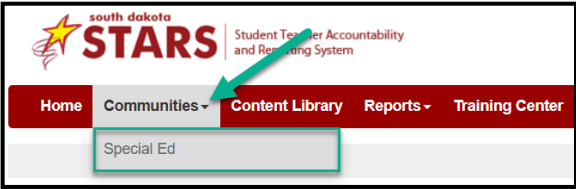
## SP.003.01-A Special Education Exit Data Interpretation Guide (DIG)

DIGs are guides that will help users understand and use the reports. The SD-STARS team created these guides to assist users in getting the most benefit from each report. DIGs can be found on the bottom of each reports, the content library, and in the training center.

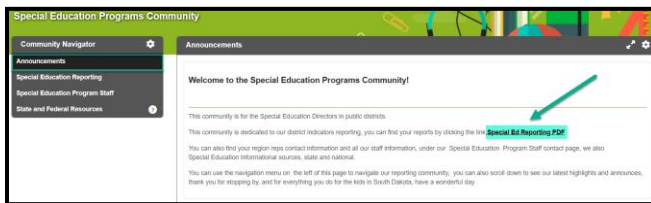


# SPECIAL EDUCATION COMMUNITY

- Superintendents and Special Education Directors have access to the Special Ed Community in the SD-STARS portal.
- The Special Ed Community houses District Annual Performance Reports (APR), Indicator 8, Indicator 9 and 10, LEA Determinations, RDA Risk Rubric, Significant Disproportionality, State Personnel Development Grant (SPDG) and Surveys.



## SPECIAL ED REPORTING PDF



**SD-STARS and the Special Ed Community are secure**  
Superintendents and Special Education Directors will only see PDF's related to the districts/schools they serve.

- **District Annual Performance Reports**
  - District APR – Detailed, Private, Public, and Trend
- **Indicator 8 Not for Public Results**
  - Indicator 8
- **Disproportionality Indicator 9 & 10**
  - Indicator 9 & 10
- **Determinations**
  - LEA Determinations
- **RDA Risk Rubric**
- **Significant Disproportionality Report**
- **State Systemic Improvement Plan/State Personnel Development Grant**
  - SPDG – Dashboard Report, Foundational Reading, Intervention Tracking, Coaching Survey, Engagement Survey – Families and Educators



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## OTHER STATE PUBLISHED REPORTS



### Special Education Reports

SP.003.01-A – Special Education Exit  
SP.004.00-A – SPED Accountability Student List  
SP.005.00-X – SPED Participation Rate  
SP.006.00-X – SPED Proficiency Rate  
SP.007.00-X – SPED Performance Plan  
SP.008.00-X – Child Outcomes Summary Form  
SP.012.00-A – Children with No Assignments  
SP.013.00-A – Part B Indicator 7 Child List

### Permissions with report access

- District: Assessment
- District: Management
- District: Special Ed Director
- District: Superintendent
- School: Management
- School: Principal
- School: Teacher

### Permissions with report access

- District: Management
- District: Power User
- District: Special Ed Director
- District: Superintendent

### Permissions with report access

- District: Assessment
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- District: Superintendent
- School: Management
- School: Principal



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SP.008.00-X – CHILD OUTCOMES SUMMARY FORM  
SP.012.00-A – CHILDREN WITH NO ASSIGNMENTS  
SP.013.00-A – PART B INDICATOR 7 CHILD LIST

- There are three reports available to districts that display **Indicator 7** reporting in SD-STARS, under state published reports tab.
- X reports are aggregate reports and will not contain student PII
- A reports are student level reports and will have student PII. FERPA regulations should always be followed.

Questions report will help answer:

- SP.008.00-X – Child Outcomes Summary Form**
  - For my district, what are the results of **Indicator 7** Preschool Outcomes reporting?
  - Are child outcomes improving or declining in my district?
  - Did my district meet the target summary?
- SP.012.00-A – Child with No Assignments**
  - Which children were not included in federal reporting for **Indicator 7** Preschool Outcomes?
  - Why wasn't a child included?
- SP.013.00-A – Part B Indicator 8 Child List**
  - Which children were included in the **Indicator 7** Preschool Outcomes reporting for my district?
  - How many children fell into the **c** and **d** categories for positive social-emotional skills? Or **d** and **e** categories for acquiring and using knowledge and skills?
- Answer can be found at the bottom of the **DIG**, under **Essential Questions**.



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UPCOMING SD-STARS TRAINING

STAR Gazer – Click on thumbnail



Stay up-to-date by visiting the [SD-STARS Webpage](#)

+	Purpose, Components and Security
-	Upcoming Trainings
Regional Opportunities	
The SD-STARS team provides training opportunities throughout the state for those who wish to learn more about the system. These trainings can help educators use student data in their schools and districts to aid, measure, and inform. Regional trainings for STARS Account Managers (SAMs) show how to create, manage, and disable accounts in their districts.	



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SD-STARS TEAM

Name	Contact
Jay Lamb, Support and Training Lead	<a href="mailto:Jay.Lamb@state.sd.us">Jay.Lamb@state.sd.us</a> 605-295-7260
Vacant Report Lead	Coming soon...
Kim Carlson, Assistant Administrator	<a href="mailto:Kim.Carlson@state.sd.us">Kim.Carlson@state.sd.us</a> 605-773-8062
Jake Cummings, Program Specialist	<a href="mailto:Jake.Cummings@state.sd.us">Jake.Cummings@state.sd.us</a> 605-295-3322
Michael Ochoa Data Architecture Manager	<a href="mailto:Michael.Ochoa@state.sd.us">Michael.Ochoa@state.sd.us</a> 605-910-4780

May 2025



# SPED Connection Highlights

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

- [They're still your students: Fix FAPE failures for court-involved students with disabilities](#)
- [Use student learning style to strengthen SDI, increase skill acquisition](#)
- [Create foolproof 'IEPs at a glance' to avoid implementation issues](#)
- [SmartStart: Evaluations — Key Features of the Process Under the IDEA](#)
- [Flowchart: Seeking consent to reevaluate](#)
- [Schedule shared planning time to align SDI delivery.](#)

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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# SD Parent Rights and Procedural Safeguards

The 2025 SD Parent Rights and Procedural Safeguards are available at <https://doe.sd.gov/sped/parentalrights.aspx>

- Updates for Spring 2025 include:
  - Rule change from 90 days to 30 days civil action requirement
  - Added clarification to mediated agreements when filed with complaint or due process
  - Corrected ARSDs to align with topic on a few items we identified as incorrect
  - Updated handbook will be available at the end of May and will be announced in Summer Letter to Superintendents and Sped Directors

## Documents

- [South Dakota Parental Rights and Procedural Safeguards](#) (English)
  - [Amharic](#)
  - [Arabic](#)
  - [German](#)
  - [Haitian Creole](#)
  - [Karen](#)
  - [Kwanyama](#)
  - [Nepali](#)
  - [Somali](#)
  - [Spanish](#)
  - [Swahili](#)
  - [Tigrinya](#)
- [Parent Guide to the Special Education Process\(English\)](#)
- [Parent Guide to the Special Education Process \(Spanish\)](#)

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## Professional Development

- <https://sded.sd.gov/> - search "sped"
- Please encourage district staff to utilize the professional development site to stay up to date with best practices and DOE guidance! CECH are available.
- On-demand trainings can be used/presented at in-services or SPED staff meetings.
- View webinars through May 30th.
- Some Legal Webinar and Early Childhood Series are available through the summer.
- Check back in August for new fall trainings!

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## State Assessment – Spring 2026

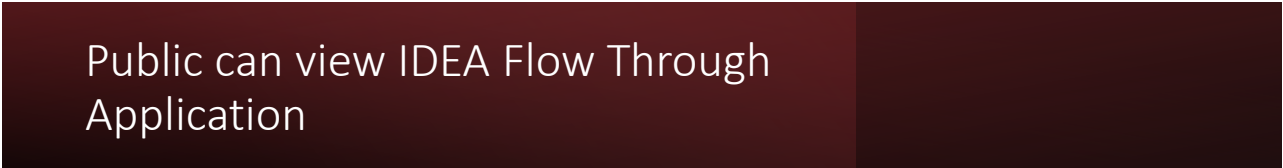
- **Braille or Large Print Form**
  - Paper version
- Can request this spring for next year
- Requests must be completed by fall
- Use TIDE forms to request
  - Select 2025-2026 as the school year

The screenshot shows a web form for requesting accommodations. At the top, there is a dropdown menu labeled 'Form:' with 'Braille and Large Print Form' selected. Below this is a list of accommodation options: 'Braille and Large Print Form', 'Medical Exemption Request', 'Testing Irregularity Form', 'Assessment Non-Embedded Accommodations Request', 'General Assessment Print on Demand Request', 'General Assessment Reading Passages Request', 'Special Accommodation Consideration Request', and 'Embedded Speech-to-Text/Word Completion Request'. Below the list is a section titled '\*Select the school year for needed accommodations:' with a dropdown menu showing '-Select-' and a list of years: '2024-2025' and '2025-2026'. Below this is a section titled 'Select the needed accommodations for Math:' with a dropdown menu showing '-Select-' and a list of years: '2024-2025' and '2025-2026'. Below this is a section titled 'Select the needed accommodations for ELA:' with a dropdown menu showing '-Select-' and a list of years: '2024-2025' and '2025-2026'.

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south dakota

DEPARTMENT OF EDUCATION

Learning. Leadership. Service.

South Dakota Department of Education

Welcome to the Grants Management System

ANNOUNCEMENTS	LOGON
<div><div>Single Sign On School District Users - The SD DOE's GMS will be moving to a single sign on process starting the first week of March 2025. GMS users with a South Dakota K-12 email account will log into the GMS system by simply clicking the LOGON button. The logon will use the same log-in information from the user's K-12 email account.</div><div>SD DOE Employee GMS Logons - Many SD DOE users already have Single Sign On access set up through other SD DOE online systems. If you are a SD DOE user and the GMS LOGON button does not work for you contact the Grants Management Office to set up SSO access.</div></div>	<div><div>LOGON</div><div>LOGON WITHOUT SSO</div><div>PUBLIC ACCESS</div></div>

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# 24-25 Internal Review Submission

- Internal Review requirements:
  - Between July 1, 2024 to June 1, 2025
  - Each case manager for a district will select 1 file to complete an internal review.
  - Staff should provide feedback in the comments section to help district administrator identify areas of training needed.
  - Information and example documents found at [Accountability Website](#) under Results Driven Accountability (RDA)
- **Information to submit by administrator:** The district Sped Director will submit district level areas identified as professional development needs.
- Submit at <https://forms.office.com/g/Y4ND5zBUjp>
- Contact Melissa Flor at [Melissa.Flor@state.sd.us](mailto:Melissa.Flor@state.sd.us)

Due June 1, 2025

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## Policy, Procedures, and Practices: Reminder

Area	Definition	Examples
Policy	a course or principle of action adopted or proposed by a government, party, business, or individual.	<ul style="list-style-type: none"><li>• Public Documents</li><li>• Board Approved Actions</li><li>• Comprehensive Plan</li><li>• Handbooks</li></ul>
Procedure	<b>a:</b> a particular way of accomplishing something or of acting <b>b:</b> a step in a procedure	<ul style="list-style-type: none"><li>• The steps district staff will do to implement the policy.</li><li>• Internally Document (usually)</li></ul>
Practice	Carry out or apply - To do or perform often, customarily, or habit	<ul style="list-style-type: none"><li>• Documentation the district uses to demonstrate implementation of the policy and procedures.</li><li>• Sped files, data collection, parent participation, etc...</li></ul>

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# Policy, Procedures, and Practices: Example

Area	Example
Policy:  Comprehensive Plan	<b>24:05:24.01:19. Criteria for specific learning disability</b> To ensure that underachievement in a child suspected of having a specific learning disability is <b>not due to lack of appropriate instruction in reading or math</b> , the group must consider, as part of the evaluation described in this article, data that demonstrate that prior to, or as a <b>part of, the referral process</b> , the child was provided <b>appropriate instruction</b> in regular education settings, delivered by <b>qualified personnel</b> , and <b>data-based documentation</b> of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was <b>provided to the child's parents</b> .
Written Procedures	Teacher assistant team prior to referral <u>will provide interventions and gather information to support:</u> 1. Academic instruction of child by qualified staff, 2. Attendance impact the student's instruction and if district had to intervene, 3. Data-based documentation and interventions to support a possible disability, 4. Other classroom assessments or medical impact
Practice	1. Referral team documentation from intervention process 2. Documentation pulled forward (existing) in the PPWN Consent 3. Specific Learning Disability eligibility criteria (sections 3-8) (RTI Eligibility )

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## Top 5 Policies, Procedures, and Practices to consider over the summer

Discipline	Child Find	Accommodations and Modifications	Description of Services	Parent Participation
<ul style="list-style-type: none"><li>• IEP team will address behavior when series of removals.</li><li>• Documentation of services (when, where, etc.) during the removals</li></ul>	<ul style="list-style-type: none"><li>• Documentation of referral procedures: review of existing data and comprehensive evaluation</li></ul>	<ul style="list-style-type: none"><li>• Training, implementing, and tracking</li></ul>	<ul style="list-style-type: none"><li>• Each annual goal has a specific amount of frequency, duration, and location.</li><li>• Not just class removals</li></ul>	<ul style="list-style-type: none"><li>• Process for getting parent input into the evaluation and IEP</li><li>• Documentation of parent participation</li></ul>

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# Comprehensive Plan Update

**Hearing decisions; 300.513; 300.514; 300.515; 300.516; 300.517; ARSD 24:05:30:11**

A parent or the district, if aggrieved by the decision of the hearing officer under this chapter or chapters 24:05:26 and 24:05:26.01, may bring a civil action with respect to a due process complaint notice requesting a due process hearing under the Individuals with Disabilities Act, 20 U.S.C § 1415(i)(2). A civil action may be filed in either state or federal court without regard to the amount in controversy. **The party bringing the action has 90 30 days from the date of a hearing officer's decision to file a civil action. In any action brought under this section, the court:**

1. Shall review the records of the administrative proceedings;
2. Shall hear additional evidence at the request of a party; and
3. Basing its decision on the preponderance of the evidence, shall grant the relief that the court determines to be appropriate.

Nothing in Part B of the Individuals with Disabilities Education Act restricts or limits the rights, procedures, and remedies available under the Constitution, the Americans with Disabilities Act of 1990 as amended to July 1, 2013, Title V of the Rehabilitation Act of 1973 as amended July 1, 2013, or other federal laws protecting the rights of children with disabilities. However, before the filing of a civil action under these laws, seeking relief that is also available under section 615 of IDEA, the procedures under this chapter for filing a due process complaint must be exhausted to the same extent as would be required had the action been brought under section 615 of IDEA.

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## Changing IEP system or documentation storing procedures

- Develop a process in place of where documents will be stored when moving from one system to another.
- If tracking evaluation and annual IEPs in old system and changed to a new system, ensure staff know new process (\*written procedures) at beginning of school year.
- Online System:
  - Record of access, how will district track?
  - Will district still have a filing system with hard copies as a back up?
  - Where will the signed consent be stored?



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# Key Considerations in Special Education Process

1. Speech Language Therapist
  - August 11, 2025
2. Occupational and Physical Therapist
  - August 26, 2025

Session will focus on the key areas in the special education process that are developed and implemented by the specialists. Participants should have basic knowledge of special education process.

SEP will provide one virtual session and recording posted in the Professional Learning Platform (Canvas).

Register at <https://sded.sd.gov/>

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Data

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## Indicator 8: Parent Involvement Survey

- **2024-2025 Parent Surveys**

- Surveys will be collected through **May 31, 2025**.
- Great job collecting surveys this school year!
  - Prelim data mid-May was 32% response rate, up from 29% last school year.
- Parent Involvement Scores (targets set) and District Results will be available in August 2025.
- Please throw away any unused 2024-2025 paper surveys!

- **2025-2026 Parent Surveys**

- Race and Ethnicity demographics will be combined into one question.
- Paper versions and on-line link will be distributed to districts in July 2025.
- If your district plans to solely or primarily use the online link, please notify [Stacy.Holzbauer@state.sd.us](mailto:Stacy.Holzbauer@state.sd.us) to reduce/cancel printing of your district's paper versions.

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## Exit Codes

- **Special Ed end codes in Infinite Campus must be entered by Friday, June 13, 2025**
- Please review the Exit Coding webinar and handouts ([New SPED Director Webinar Series, SD Department of Education](#)) and [Student Data Collections Desk Guide](#) (pg 114 – 118) for information on correct exit codes and verify the data.
- The exit codes used for Indicator 1 (Graduation) and 2 (Dropout) will be the special education exit codes. Be sure to check the crosswalk guide in Student Data Collections Desk Guide.
- Age out codes need to be entered as well.
- **Run district STARS Special Education Exiter report to check codes**
- Please contact your [Regional Representatives, SD Special Education Programs](#) if questions on exit codes.

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# Indicator 11 & 12 Summer Due Dates

- August 1st, Indicator 11 sign off due
- September 1st, Indicator 12 sign off due
- Both are submitted in Launchpad
- Data collection dates are July 1, 2024 through June 30, 2025
- Data must be accurate and timely (signed off) by due dates



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# Access Indicator 11 & 12 Launchpad

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

Indicator 11 - Child Find Initial Evaluations - Age 3-21
<a href="#">Indicator 11 Initial Evals ages 3-21 spreadsheet</a>
<a href="#">Indicator 11 Reporting Guide</a>
<a href="#">Access Indicator 11 and 12 Launchpad</a>
Indicator 11 Website Training Manuals: <a href="#">2024 Launchpad Guide</a>
Indicator 12 - Preschool Transition
<a href="#">Indicator 12 Part C to B Spreadsheet</a>
<a href="#">Indicator 12 Reporting Guide</a>
<a href="#">Access Indicator 11 and 12 Launchpad</a>
Indicator 12 Website Training Manuals: <a href="#">2024 Launchpad Guide</a>

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## Indicator 11: Who to Report

### **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.

<https://doe.sd.gov/sped/documents/Ind11-Reporting-1024.pdf>

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## Indicator 12: Who to Report

### **DO** Report Students if:

- A student received Part C (Birth to Three) services and was evaluated to determine continued eligibility into Part B services.
- You receive permission to evaluate.
- A student whose birthday and/or eligibility meeting occurred between July 1st and June 30th 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 services, not Part B services.
- It is an initial referral for Part B services for students age 3-21 and did not receive Part C services (these students are reported in Indicator 11).
- A student moved from another district or state and does not require additional evaluations to determine S.D. eligibility.
- Permission to evaluate is not obtained.

<https://doe.sd.gov/sped/documents/Ind12-Reporting-1024.pdf>

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## How to Submit Indicator 11 & 12 Data

Directions on how to submit the Indicator 11 & 12 data can be found

- At the State Performance Plan Website under Indicators 11 and 12
  - <https://doe.sd.gov/sped/SPP.aspx>
- In Launchpad upon log in
  - Please contact [Kelly.Gilbert@state.sd.us](mailto:Kelly.Gilbert@state.sd.us) if your district administrator needs assistance logging in or submitting data.



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## Indicator 7: Preschool Outcomes

- Collected through Riverside Score Battelle Developmental Inventory online data management system
- By June 30th, district need to ensure data is complete and accurate
  - Student's first and last names match with Infinite Campus
    - Correct last names (adoption or second last name added)
  - Correct date of birth
  - Program labels are entered correctly
  - SIMS numbers are entered as CHILD ID for eligible students – no birthdates and initials
  - School location is entered
  - <https://doe.sd.gov/sped/Early-Intervention.aspx>
- Districts do not have to sign off on this data
  - Collected as assessments are completed

Questions?  
Please contact  
[Kelly.Gilbert@state.sd.us](mailto:Kelly.Gilbert@state.sd.us)

44

# Due July 1, 2025!

## Suspension and Expulsion Data Collection for Indicator 4

- Email was sent to all sped directors yesterday
- Copy of the step-by-step instructions can also be found at:  
<https://doe.sd.gov/sped/SPP.aspx> under Indicator 4

### Frequently Asked Questions

- If you have students who received a suspension before they were referred for special education, you do NOT need to report them
- If you had a student with suspensions move OUT of your district, you need to record the suspension the student had while they were with you
- If you have a student with suspensions move INTO your district, you do not need to report

45

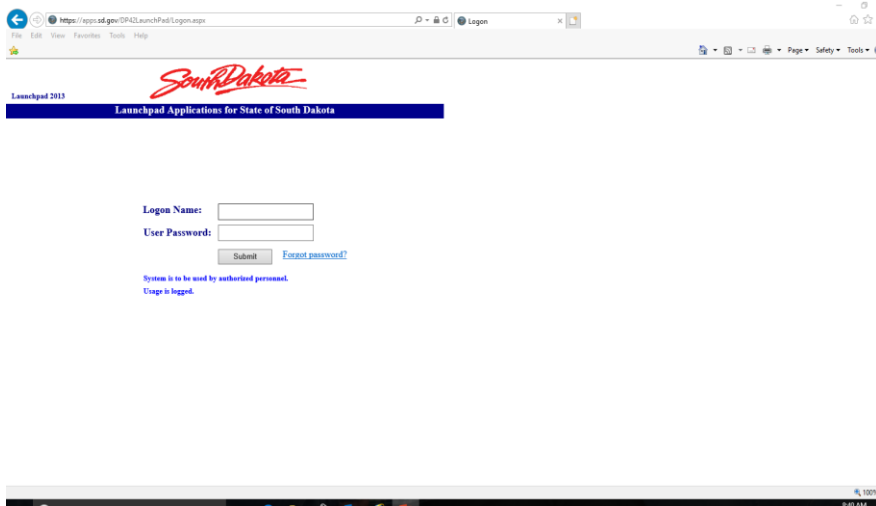
## Login Information

- Go to: <https://apps.sd.gov/DP42LaunchPad/Logon.aspx>
- Username and passwords are the same as last year
  - If you need your password reset, please email me at:  
[Rebecca.cain@state.sd.us](mailto:Rebecca.cain@state.sd.us)
- If I reset your password, you will need to change your password the first time you log in.
  - I do not have access to your new passwords

The screenshot shows the 'Launchpad Change Password' form. At the top is the South Dakota state logo. Below it, the text 'Launchpad 2013' and 'Launchpad Change Password' are visible. A red prompt says 'Please create a password'. The form has two input fields: 'New Password:' and 'Confirm New Password:'. Below these fields are 'Save' and 'Cancel' buttons. At the bottom, there are two lines of small red text: 'Please create a password with a mix of at least six letters, upper and lower case alphabets or special characters (you cannot have spaces or use those at the ends)' and 'We are not your password or anything that can be easily guessed or obtained using personal information'.

46

# Launchpad Login



Launchpad 2013

Launchpad Applications for State of South Dakota

Logon Name:

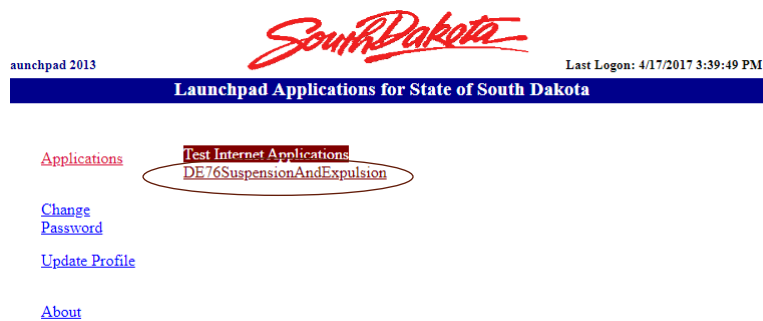
User Password:

[Forgot password?](#)

System is to be used by authorized personnel.  
Usage is logged.

47

# Select Suspension And Expulsion



aunchpad 2013

Last Logon: 4/17/2017 3:39:49 PM

Launchpad Applications for State of South Dakota

[Applications](#)

[Test Internet Applications](#)

[DE76SuspensionAndExpulsion](#)

[Change Password](#)

[Update Profile](#)

[About](#)

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# Select 2024-2025 School Year

## Welcome

Thank you for entering your suspension and expulsion data for special education students. If you have any questions while entering your data, please call Becky Cain at 280-3568.

Select the school year you'd like to see options for: Select A School Year

49

# No Suspensions? Congratulations!

## Welcome

Thank you for entering your suspension and expulsion data for special education students. If you have any questions while entering your data, please call Becky Cain at 280-3568.

Select the school year you'd like to see options for: 2024 - 2025

2024 - 2025

Suspension and Expulsion Data Entry

Start Entering Data

Enter your district's data for the selected school year.

OR

No Suspensions Or Expulsions

Confirm that your district has no suspensions or expulsions to report for the selected school year.

Suspension and Expulsion Data Review

View Submitted Data

View data submitted and/or confirmed for the selected school year.

50

# Click Confirm and You're Done

## No Suspensions Or Expulsions

**Expulsion** – An action taken by the local educational agency removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.

**In-School Suspension** – Instances in which a child is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.

**Out-of-School Suspension** – Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IEP.

Note: If you have students who have been suspended for less than one day, you do not need to report them.

Please confirm that you have **no Suspensions or Expulsions** to report for your district.

Confirm

51

# Have Students to Report?

## Welcome

Thank you for entering your suspension and expulsion data for special education students. If you have any questions while entering your data, please call Becky Cain at 280-3568.

Select the school year you'd like to see options for: 2024 - 2025

2024 - 2025

Suspension and Expulsion Data Entry

Start Entering Data

Enter your district's data for the selected school year.

OR

No Suspensions Or Expulsions

Confirm that your district has no suspensions or expulsions to report for the selected school year.

Suspension and Expulsion Data Review

View Submitted Data

View data submitted and/or confirmed for the selected school year.

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Students CAN be reported in both 3 and 4												
Only for students removed for the “Big 3”				Removed from your school by a hearing officer	Looking at number of CHILDREN. * Only report each student here ONCE.		Looking at number of CHILDREN. *Only report each student here ONCE.		# of R E M O V A L S	Looking at number of CHILDREN again. - *What is the TOTAL number of days they were suspended? * Only report each student once		
1. “Big 3 Removals Only” Removals to an Interim Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary			
1A. Children Unilaterally Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons	1D. Incidents Involving Bodily Injury	2A. Children Removed to an Interim Alternative Education Setting Based on a Hearing Officer Determination	3A. Children With Out-Of-School Suspensions or Expulsions Totalling <= 10 Days	3B. Children With Out-Of-School Suspensions or Expulsions Totalling > 10 Days	4A. Children With In-School Suspensions Totalling <= 10 Days	4B. Children With In-School Suspensions Totalling > 10 Days	5A. Total Removals	5B. Children Removed for a Total of 1 Day	5C. Children Removed for a Total of 2-10 Days	5D. Children Removed for a Total of > 10 Days
5A. Students can be reported here multiple times												

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Information Boxes

2024-2025

Your District

Review and Confirm

Disability Breakdown: 2024-2025

Disability	1A. Children Unilaterally Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons	1D. Incidents Involving Bodily Injury	2. Hearing Officer	3. Out-Of-School	4. In-School	5. Disciplinary
1. Intellectual Disability						1		1
2. Hearing Impairments								
3. Speech or Language Impairments								
4. Visual Impairments								
5. Emotional Disturbance								
6. Orthopedic Impairments								
7. Other Health								

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# Example Students

- Susie: Speech, White, Female, Not Limited English Proficient
  - 2 ISS incidents, one day each
- Calvin: OHI, Hispanic/Latino, Male, Is Limited English Proficient
  - 2 OSS incidents, five days each



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Susie: Speech, White, Female, Not Limited English Proficient  
2 ISS incidents, one day each

Calvin: OHI, Hispanic/Latino, Male, Is Limited English Proficient  
2 OSS incidents, one for five days, one for six days

2024 - 2025: 

Your District

Review

Disability	Race	Gender	LEP Status	Expulsion With / Without Disability									
Disability Breakdown: 2024 - 2025													
Disability	1. "Big 3 Removals Only" Removals to an Interim Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary			
Children With Disabilities Ages 3-21	1A. Children Unilaterally Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons	1D. Incidents Involving Bodily Injury	2A. Children Removed to an Interim Alternative Education Setting Based on a Hearing Officer Determination	3A. Children With Out-Of-School Suspensions or Expulsions Totalling <= 10 Days	3B. Children With Out-Of-School Suspensions or Expulsions Totalling > 10 Days	4A. Children With In-School Suspensions Totalling <= 10 Days	4B. Children With In-School Suspensions Totalling > 10 Days	5A. Total Removals	5B. Children Removed for a Total of 1 Day	5C. Children Removed for a Total of 2-10 Days	5D. Children Removed for a Total of > 10 Days
1. Intellectual Disability													
2. Hearing Impairments													
3. Speech of Language Impairments								1		2		1	
4. Visual Impairments													
5. Emotional Disturbance													
6. Orthopedic Impairments													
7. Other Health Impairments							1			2			1

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# Data is Automatically Saved



- Click on the next table

Disability Race Gender LEP Status Expulsion With / Without Disability



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Susie: Speech, White, Female, Not Limited English Proficient  
2 ISS incidents, one day each

Calvin: OHI, Hispanic/Latino, Male, Is Limited English Proficient  
2 OSS incidents, one for five days, one for six days

2024 - 2025: Your District



Disability Race Gender LEP Status Expulsion With / Without Disability

Race Breakdown: 2024 - 2025

Race	1. "Big 3 Removals Only" Removals to an Interim Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary			
	1A. Children Unilaterally Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons	1D. Incidents Involving Bodily Injury	2A. Children Removed to an Interim Alternative Education Setting Based on a Hearing Officer Determination	3A. Children With Out-Of- School Suspensions or Expulsions Totalling <= 10 Days	3B. Children With Out-Of- School Suspensions or Expulsions Totalling > 10 Days	4A. Children With In-School Suspensions Totalling <= 10 Days	4B. Children With In-School Suspensions Totalling > 10 Days	5A. Total Removals	5B. Children Removed for a Total of 1 Day	5C. Children Removed for a Total of 2- 10 Days	5D. Children Removed for a Total of >= 10 Days
Children With Disabilities Ages 3-21													
1. Hispanic / Latino							1			2			1
2. American Indian or Alaska Native													
3. Asian													
4. Black or African American													
5. Native Hawaiian or Other Pacific Islander													
6. White								1		2		1	
7. Two or More Races													
Totals	0	0	0	0	0	0	1	1	0	4	0	1	1

58

Susie: Speech, White, Female, Not Limited English Proficient  
2 ISS incidents, one day each

Calvin: OHI, Hispanic/Latino, Male, Is Limited English Proficient  
2 OSS incidents, one for five days, one for six days

2024 - 2025: 

Your District

ReviewConfirm

DisabilityRaceGenderLEP StatusExpulsion With / Without Disability

Gender Breakdown: 2024 - 2025

Gender	1. "Big 3 Remove Only" Remove to an Interim Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary				
	Children With Disabilities Ages 3-21	1A. Children Unilaterally Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons		1D. Incidents Involving Bodily Injury	2A. Children Removed to an Interim Alternative Education Setting Based on a Hearing Officer Determination	3A. Children With Out-Of-School Suspensions or Expulsions Totalling <= 10 Days	3B. Children With Out-Of-School Suspensions or Expulsions Totalling > 10 Days	4A. Children With In-School Suspensions Totalling <= 10 Days	4B. Children With In-School Suspensions Totalling > 10 Days	5A. Total Removals	5B. Children Removed for a Total of 1 Day	5C. Children Removed for a Total of 2-10 Days
1. Male							1			2				1
2. Female									1	2		1		
Totals	0	0	0	0	0	0	1	1	0	4	0	1	1	

59

Susie: Speech, White, Female, Not Limited English Proficient  
2 ISS incidents, one day each

Calvin: OHI, Hispanic/Latino, Male, Is Limited English Proficient  
2 OSS incidents, one for five days, one for six days

2024 - 2025: 

Your District

ReviewConfirm

DisabilityRaceGenderLEP StatusExpulsion With / Without Disability

LEP Status Breakdown: 2024 - 2025

LEP Status	1. "Big 3 Remove Only" Remove to an Interim Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary				
	Children With Disabilities Ages 3-21	1A. Children Unilaterally Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons		1D. Incidents Involving Bodily Injury	2A. Children Removed to an Interim Alternative Education Setting Based on a Hearing Officer Determination	3A. Children With Out-Of-School Suspensions or Expulsions Totalling <= 10 Days	3B. Children With Out-Of-School Suspensions or Expulsions Totalling > 10 Days	4A. Children With In-School Suspensions Totalling <= 10 Days	4B. Children With In-School Suspensions Totalling > 10 Days	5A. Total Removals	5B. Children Removed for a Total of 1 Day	5C. Children Removed for a Total of 2-10 Days
1. Yes							1			2				1
2. No									1	2		1		
Totals	0	0	0	0	0	0	1	1	0	4	0	1	1	

60

Notice: JUST FOR EXPULSIONS  
This Asks About General Education Students As Well.

2024 - 2025: 

Your District

Review and Confirm

Disability

Race

Gender

LEP Status

Expulsion With / Without Disability

Expulsion With / Without Disability Breakdown: 2024 - 2025

	6. Children Subject to Expulsion	
	6A. Children That Received Educational Services During Expulsion	6B. Children That Did Not Receive Educational Services During Expulsion
1. Children With Disabilities Ages 3-21	0	0
2. Children Without Disabilities Grades K-12	0	0
Totals	0	0

61

VICTORY looks like this:

District Sign-Off

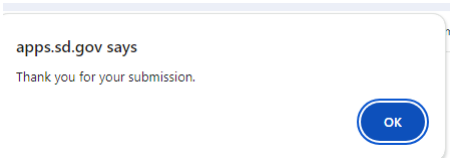
Disability	1. "Big 3 Removals Only" Removals to an Interim Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary			
Disability	1A. Children Unilaterally Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons	1D. Incidents Involving Bodily Injury	2A. Children Removed to an Interim Alternative Education Setting Based on a Hearing Officer Determination	3A. Children With Out-Of- School Suspensions or Expulsions Totalling <= 10 Days	3B. Children With Out-Of- School Suspensions or Expulsions Totalling > 10 Days	4A. Children With In- School Suspensions Totalling <= 10 Days	4B. Children With In- School Suspensions Totalling > 10 Days	5A. Total Removals	5B. Children Removed for a Total of 1 Day	5C. Children Removed for a Total of 2-10 Days	5D. Children Removed for a Total of > 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

Confirm That This Data Is Correct

Make Changes

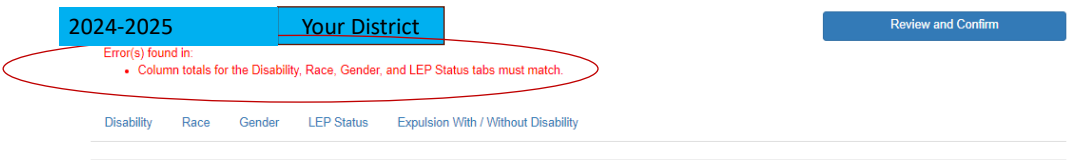
62

When you get this message, you're done!



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If There are Errors:



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Disability Race Gender LEP Status Expulsion With / Without Disability

### Race Breakdown: 2024-2025

Race	1. "Big 3 Removals Only" Removals to an Interim Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary			
Children With Disabilities Ages 3-21	1A. Children Unilaterally Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons	1D. Incidents Involving Bodily Injury	2A. Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination	3A. Children With Out-Of- School Suspensions or Expulsions Totalling <= 10 Days	3B. Children With Out-Of- School Suspensions or Expulsions Totalling > 10 Days	4A. Children With In-School Suspensions Totalling <= 10 Days	4B. Children With In-School Suspensions Totalling > 10 Days	5A. Total Removals	5B. Children Removed for a Total of 1 Day	5C. Children Removed for a Total of 2- 10 Days	5D. Children Removed for a Total of > 10 Days
1. Hispanic / Latino	0	0	0	0	0	0	1	0	0	2	0	0	1
2. American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0
3. Asian	0	0	0	0	0	0	0	0	0	0	0	0	0
4. Black or African American	0	0	0	0	0	0	0	0	0	0	0	0	0
5. Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0
6. White	0	0	0	0	0	0	0	1	0	2	0	1	0
7. Two or More Races	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Totals</b>	0	0	0	0	0	0	1	1	0	4	0	1	1

Disability Race Gender LEP Status Expulsion With / Without Disability

### Gender Breakdown: 2024-2025

Gender	1. "Big 3 Removals Only" Removals to an Interim Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary			
Children With Disabilities Ages 3-21	1A. Children Unilaterally Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons	1D. Incidents Involving Bodily Injury	2A. Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination	3A. Children With Out-Of- School Suspensions or Expulsions Totalling <= 10 Days	3B. Children With Out-Of- School Suspensions or Expulsions Totalling > 10 Days	4A. Children With In-School Suspensions Totalling <= 10 Days	4B. Children With In-School Suspensions Totalling > 10 Days	5A. Total Removals	5B. Children Removed for a Total of 1 Day	5C. Children Removed for a Total of 2- 10 Days	5D. Children Removed for a Total of > 10 Days
1. Male	0	0	0	0	0	0	1	0	0	2	0	0	1
2. Female	0	0	0	0	0	0	0	2	0	2	0	1	0
<b>Totals</b>	0	0	0	0	0	0	1	2	0	4	0	1	1

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Each Tab Will Have Instructions on What Needs to be Fixed and Highlighted Columns

http://apps.ed.gov/D676/DistrictData/DistrictDataEntry/96c91242-af26-e711-8100-005056a754f DistrictDataEntry

Admin Home Launchpad Actions

- Gender tab.
- Column totals for the Disability, Race, Gender, and LEP Status tabs must match.

Disability Race Gender LEP Status Expulsion With / Without Disability

Disability Breakdown: 2024-2025

Errors:

- 1. Intellectual Disability: 5A must be greater than 0 if any other field is greater than 0.
- 1. Intellectual Disability: 5A must be greater than or equal to the total of 5B, 5C, and 5D.
- 1. Intellectual Disability: 5A must be greater than or equal to the total of 3A, 3B, 4A, and 4B.

Disability	1. "Big 3 Removals Only" Removals to an Interim Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary			
Children With Disabilities Ages 3-21	1A. Children Unilaterally Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons	1D. Incidents Involving Bodily Injury	2A. Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination	3A. Children With Out-Of- School Suspensions or Expulsions Totalling <= 10 Days	3B. Children With Out-Of- School Suspensions or Expulsions Totalling > 10 Days	4A. Children With In-School Suspensions Totalling <= 10 Days	4B. Children With In-School Suspensions Totalling > 10 Days	5A. Total Removals	5B. Children Removed for a Total of 1 Day	5C. Children Removed for a Total of 2- 10 Days	5D. Children Removed for a Total of > 10 Days
1. Intellectual Disability						3	4				3	3	
2. Hearing Impairments													
3. Speech of Language Impairments													
4. Visual Impairments													

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## Common Errors

- **Not having enough “Total Removals” in column 5A**
- **Using columns 1A-1D incorrectly**
- **Not reporting students who have been suspended for >10 days of OSS or ISS correctly in column 5D**
- **Forgetting to put students in the LEP tab**

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## Please Remember!

### Your Session Has Timed Out

Your progress is saved periodically. Please login via [Launchpad](#) if you wish to continue.

---

[SD Home](#) | [Privacy Policy](#) | [Disclaimer](#) | © 2024 - DOE Suspension and Expulsion

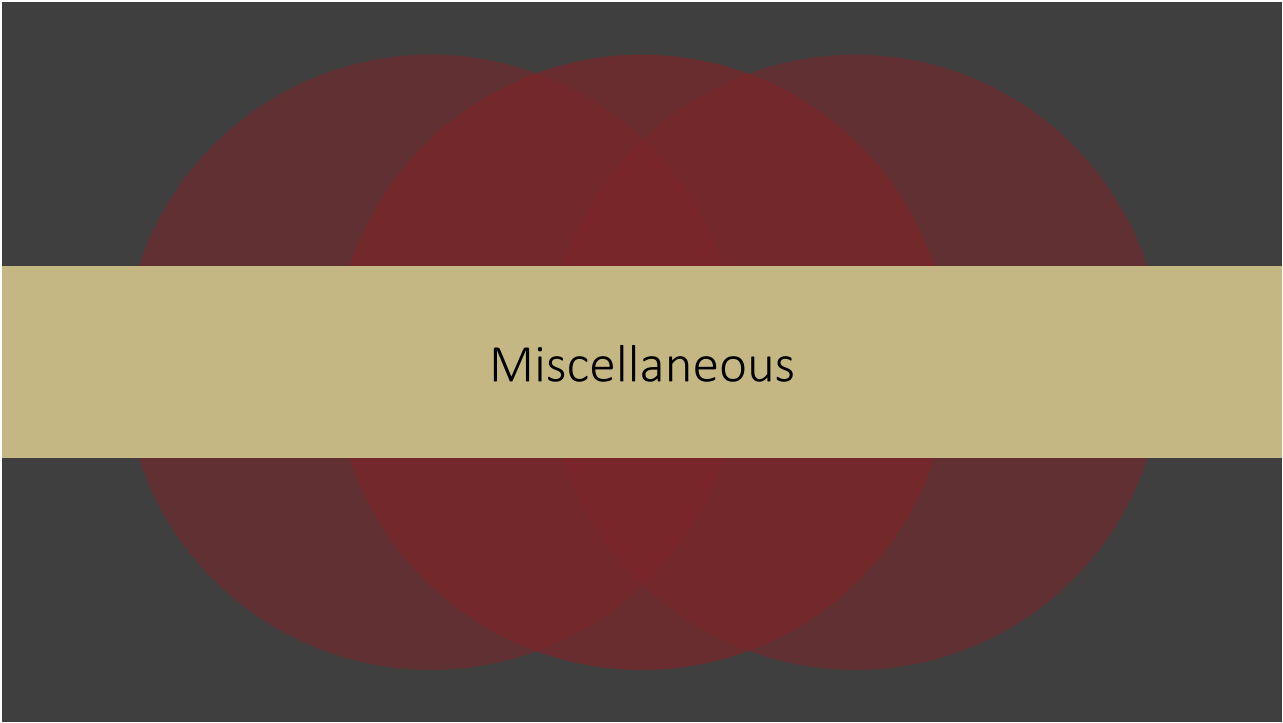
68



Other  
Information

Please have all data  
submitted by July 1, 2025

Contact Becky Cain at  
[Rebecca.cain@state.sd.us](mailto:Rebecca.cain@state.sd.us)  
or 605-280-3568



Miscellaneous

# News Alert

## Indicator 14 Post School Outcomes Survey Data Collection Assistance Needed

Would you like to help boost your post-school outcomes response rates?

The annual Post-School Outcomes (PSO) Survey is underway, and your support is critical to increasing student response rates and meeting performance goals. School districts can assist with reaching out to former special education students or their families by phone, text, or email to collect post-school outcomes data. Data collected help improve transition services, inform state and federal reporting, and ensure every student's post-school experience is counted. Special Education Programs will provide you with the questionnaire and training to ensure data is valid and reliable.

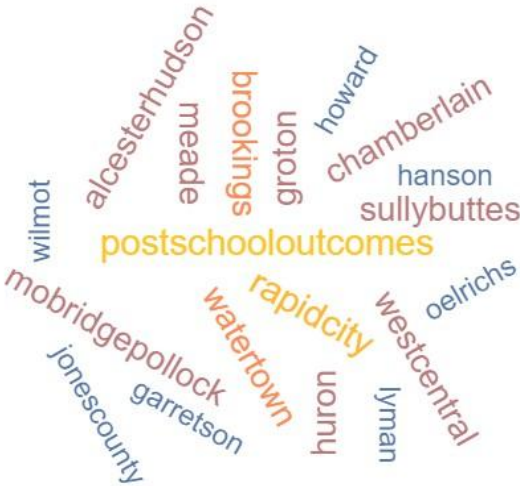
Please email [Lori.Kwasniewski@state.sd.us](mailto:Lori.Kwasniewski@state.sd.us) if you or someone from your district would like to contact former students who exited during the 2023-2024 school year.

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*"I feel we get far better results as the graduated students will talk to their former teachers (or school staff) about what has happened since they left high school."*

*Chrissy Peterson  
Special Services Director  
Meade School District*

Thank you to these districts:



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# Post School Outcomes Survey [www.sdposthighsurvey.org](http://www.sdposthighsurvey.org)



73

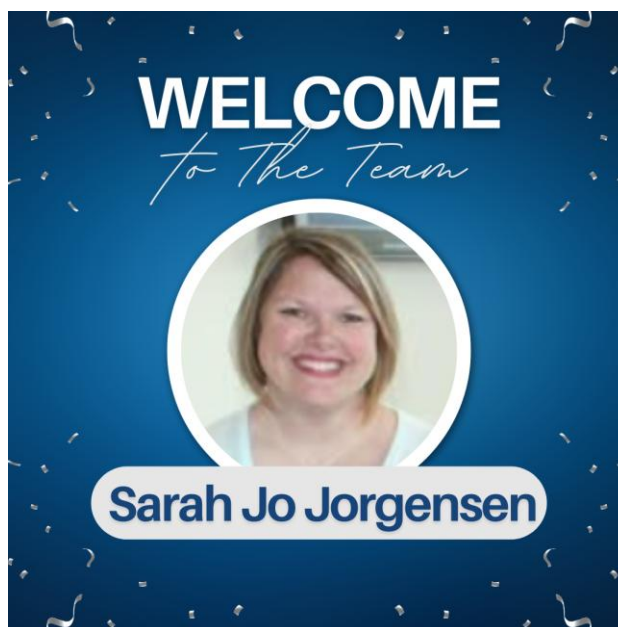
TSLP Transition  
Summer Institute  
July 8-9, 2025 at  
Cedar Shore,  
Oacoma, SD  
[TSLP.ORG](http://TSLP.ORG)



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TSLP.ORG

\*\*\*New  
South Eastern  
Region Liaison



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## Mediators/IEP Facilitators

SEP is looking for Mediator/IEP Facilitator contractors (**Central and West River**)

- Limited work and great for retired special education professionals
- Qualifications
  - Two (2) or more years of employment experience in a profession related to:
    - mediation and dispute resolution
    - special education
    - rights of persons with disabilities, or
    - some combination of such experience equaling at least two years
  - Hold a degree in special education or related field of study.
  - Knowledge of dispute prevention and dispute resolution techniques
  - Be knowledgeable in South Dakota and IDEA laws and regulations relating to the provision of special education and related services. 34 300.506 (b)(3)(i).
  - Have no personal or professional interest that conflicts with the objectivity of the assignment. 34 300.506(c).
  - Maintain total impartiality in each mediation performed.
  - Keep current on changes in special education legal issues and OSEP guidelines.
  - Attend a minimum of 2 state approved trainings per year
  - Not be employed by or have special interest with the South Dakota Department of Education (SEA) or LEA involved in the education of the child. 34 300.506(c).
  - Keep DOE informed of any contact information changes and any situation that may arise that affects the ability/impartiality of performing mediation contract duties.
  - Be willing to travel as necessary.

Please contact [Wendy.Trujillo@state.sd.us](mailto:Wendy.Trujillo@state.sd.us) if you or someone you know meets the qualifications and is interested in this type of work.

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## Next SPED Webinar

August 19, 2025

Please share the SPED Webinar login information with your district or agency special education professionals!

**SPED Webinar PowerPoint**s 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**.