

Monthly SPED Webinar

Special Education Programs
2025-2026 School Year
May 19, 2026

1



Staff Updates

- Wishing MdRezwane Sadik, Part B Data Manager good luck in pursuing PhD.
 - Finalizing candidate selection and hiring, will announce new Data Manager in a News Alert and formally on August webinar.
- Welcome Grace Engbrecht, Summer Intern
 - Studying Social Work with a Spanish minor at Dordt University

2



Andrea Effling

School Counseling & Student Support Administrator

Office of Student Wellness & Supports

Andrea.Effling@state.sd.us

605.220.3813

3

Are you experiencing students who...

...give up easily or are afraid of failing?

...need to learn how to interact with

...struggle with time management?

...lack problem-solving skills?



And...

Are *you* looking for engaging & meaningful career development resources to use with students?

4

K-12 Career Development Activities

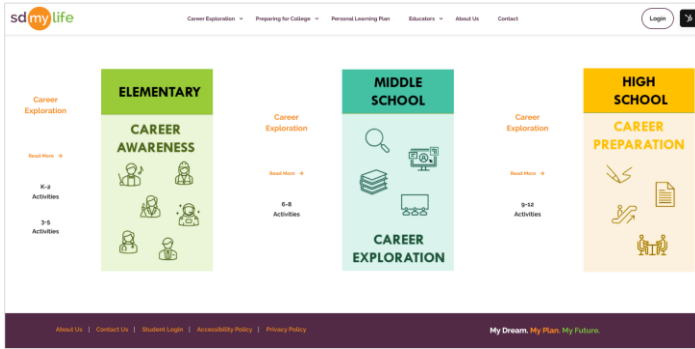
FOR ANY EDUCATOR TO UTILIZE

Use to teach:

- Essential Skills for Success
- Career development

Use as a way to:

- Foster Essential Skills for Success
- Brain break
- Develop meaningful engagement for the “why” in students’ learning journeys
- Supplement utilization of **SDMyLife**
 - (free career exploration & academic planning tool for SD students grades 6-12)



What are Essential Skills for Success?



<https://sdmylife.com/careerdevelopmentactivities>



5

<https://doe.sd.gov/cte/essentialskills.aspx>

ESSENTIAL SKILLS FOR SUCCESS

Helping Students Thrive in School, Career, and Life

What Are Essential Skills?
Essential Skills are the personal qualities and work habits that influence how you interact with others, manage tasks, and approach challenges. These foundational and transferable skills are key to success in school, the workplace, and everyday life—no matter what career or path you choose. In the past, you may have heard these referred to as “soft skills.”

Time and again, employers consistently rank communication, collaboration, adaptability, and professionalism as top skills. Yet students often leave school underprepared to apply these vital skills in their future careers.

Why These Skills Matter in South Dakota
Employers across every region and industry in South Dakota are asking for students who not only have technical training but also know how to communicate, problem solve, and work well with others. These Essential Skills are the foundation for success in the South Dakota workforce.

Career and Technical Education (CTE) is uniquely positioned to help students develop these skills through hands-on, practical learning. Whether it's in a classroom, shop, lab, work-based learning experience, or student organization, CTE provides powerful opportunities for students to build the Essential Skills they'll use every day in their careers and communities.

	SELF-DEVELOPMENT Take initiative in managing your personal and professional growth.		COMMUNICATION Convey and receive information clearly, accurately, and effectively.
	STRATEGIC THINKING Think critically to recognize opportunities and challenges and create effective solutions.		PROFESSIONALISM The ability to be counted on by others, show up on time, follow through on your commitments, and take ownership of your actions.
	TIME MANAGEMENT Efficiently organize one's time, tasks, and commitments.		LEADERSHIP Motivate and guide others toward achieving a shared goal or objective.
	ADAPTABILITY Navigate changes, setbacks, or uncertainty with a growth mindset and flexible approach.		COLLABORATION Proactively work with others to accomplish a common goal.
	DIGITAL LITERACY Use an array of technology tools for information, communication, and problem solving in an increasingly digital world.		INNOVATION Use creativity and curiosity to generate new ideas, improve processes, and develop solutions that add value in the workplace and community.

6

	<p>SELF-DEVELOPMENT</p> <p>Take initiative in managing your personal and professional growth.</p>		<p>COMMUNICATION</p> <p>Convey and receive information clearly, accurately, and effectively.</p>		<p>Supporting Skills:</p> <ul style="list-style-type: none"> • Goal Setting • Reflection • Self-Awareness 		<p>Supporting Skills:</p> <ul style="list-style-type: none"> • Presentation Skills • Active Listening • Nonverbal Communication
	<p>STRATEGIC THINKING</p> <p>Think critically to recognize opportunities and challenges and create effective solutions.</p>		<p>PROFESSIONALISM</p> <p>The ability to be counted on by others, show up on time, follow through on your commitments, and take ownership of your actions.</p>		<p>Supporting Skills:</p> <ul style="list-style-type: none"> • Problem-Solving • Reasoning Skills • Creativity 		<p>Supporting Skills:</p> <ul style="list-style-type: none"> • Integrity • Reliability • Accountability
	<p>TIME MANAGEMENT</p> <p>Efficiently organize one's time, tasks, and commitments.</p>		<p>LEADERSHIP</p> <p>Motivate and guide others toward achieving a shared goal or objective.</p>		<p>Supporting Skills:</p> <ul style="list-style-type: none"> • Organization • Prioritization • Responsibility 		<p>Supporting Skills:</p> <ul style="list-style-type: none"> • Respectfulness • Consistency • Decision-Making
	<p>ADAPTABILITY</p> <p>Navigate changes, setbacks, or uncertainty with a growth mindset and flexible approach.</p>		<p>COLLABORATION</p> <p>Proactively work with others to accomplish a common goal.</p>		<p>Supporting Skills:</p> <ul style="list-style-type: none"> • Resilience • Growth Mindset • Positive Attitude 		<p>Supporting Skills:</p> <ul style="list-style-type: none"> • Teamwork • Conflict Resolution • Networking
	<p>DIGITAL LITERACY</p> <p>Use an array of technology tools for information, communication, and problem solving in an increasingly digital world.</p>		<p>INNOVATION</p> <p>Use creativity and curiosity to generate new ideas, improve processes, and develop solutions that add value in the workplace and community.</p>		<p>Supporting Skills:</p> <ul style="list-style-type: none"> • AI Literacy • Analyzing Info • Continuous Learning 		<p>Supporting Skills:</p> <ul style="list-style-type: none"> • Design-Thinking • Curiosity • Ingenuity

7

K-12 Career Development Lesson Plans

Free! Grab & Go!

- ★ Applicable grade range
- ★ SD Mindsets & Behaviors for Student Success
- ★ Essential Skills for Success
- ★ Learning Objectives
- ★ Supplies/Materials
- ★ Instructions
- ★ Processing Questions (checking for understanding)

Lesson Title: Time Management Challenge

Grade Range: 6-12

Time Needed: 45 minutes

School Counseling Developmental Domain: Career Development, Academic Development, Social-Emotional Development

Lesson Title: Gardner's 7 Learning Styles

Grade Range: 6-12

Time Needed: 45 minutes

School Counseling Developmental Domain: Career Development, Academic Development, Social-Emotional Development

Lesson Title: Listening Game

Grade Range: 2-12

Time Needed: 10-15 minutes

School Counseling Developmental Domain: Career Development, Academic Development, Social-Emotional Development

Lesson Title: What Do I Want to Be?

Grade Range: K-2

Time Needed: 45 minutes

School Counseling Developmental Domain: Career Development, Academic Development, Social-Emotional Development

Learning Objectives:

- Students will be able to demonstrate active listening skills, professional cooperation.
- Students will be able to perform tasks at the appropriate time and in cooperation.
- Students will be able to observe classmates' actions while maintaining control and respect.

Learning Objectives:

- Students will be able to describe various careers in their communities.
- Students will be able to name at least one essential skill they do well.

8



Effective Practices

9



SPED Connection Highlights

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

- [Documentation of delivery of special education related services](#)
- [Flowchart: Elements of the IDEA's emotional disturbance disability category](#)
- [Download these ideas to determine when student needs AT evaluations](#)

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.

10

Autism Spectrum Education & Resources Training (ASERT)

- ASERT training is available for the 2026-27 school year, provided by DOE and the USD Center for Disabilities:
 - This autism-specific training focuses on **assessment to intervention** program development in the education setting.
 - Participants will receive and apply evidence-based practices with planned guidance and support from their **assigned mentor** between and within the training dates.
 - Participants will develop their own **action plan** for their focus student, as well as for themselves as it pertains to autism leadership within their work environment.
- CECH/Grad Credit: **Up to 112 CECH or 7 Graduate credits available!**
- Dates: August 3 & 4, September 24, October 22, November 19, January 14
- Time: 9:00am – 5:00pm virtually
- Register: **Register before July 19** at <https://ASERT2026.eventbrite.com>. Graduate credit available.
- Questions: Heidi.Aderhold@usd.edu at USD Center for Disabilities.

11



Accountability

12

25-26 Internal Review – DUE June 1, 2026

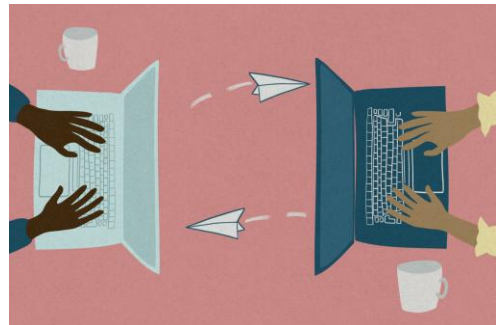
- Internal Review requirements:
 - Between July 1, 2025 to **June 1, 2026**
 - Each case manager for a district will select 1 file to complete an internal review.
 - Staff should provide feedback in the comments section to help district administrator identify areas of training needed.
 - Information 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: <https://forms.office.com/g/PngrBfT4sh> or QR Code
- Updated: The categories are now broken down.
- Contact Melissa.Flor@state.sd.us



13

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.
- Staff double check system saved correctly.
- 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?



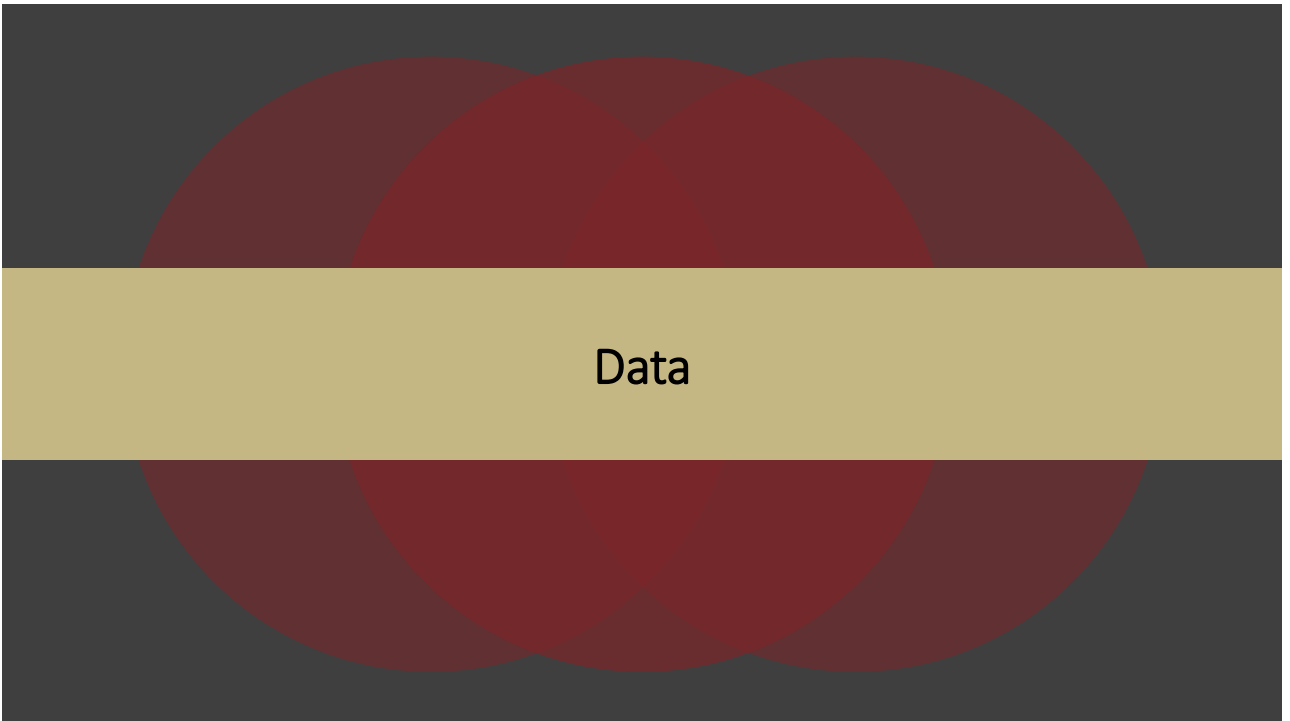
14



COMING FALL 2026: FACILITATED INTERNAL REVIEW SESSIONS

- + In-Person
- + Focus on IEPs only
- + Participants must have access to an IEP (confidentiality)
- + Registration, dates, and locations coming in late May
- + General Sessions
 - + Spearfish/Rapid City: September 22
 - + Aberdeen: September 9
 - + Mitchell: October 2
- + Behavior
 - + Sioux Falls: September 9
 - + Rapid City: September 16
- + Early Childhood – Virtual – October 16

15



16

SEARCH/EDIT STAFF

FIRST NAME: Enter staff first name

LAST NAME: Enter staff last name

EMAIL: Enter email address

LOCATION: Select location(s)

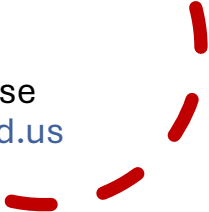
USERNAME: Enter username

Search inactive staff

Search

BDI-3 and Staff Changes

- Leaving staff? Inactive
- Change names as necessary
- If you experience issues, please contact Kelly.Gilbert@state.sd.us



17

BDI-3 Data – Preparing for Summer

- Be sure all BDI-3 data is entered before staff leave for break
- **Data is due by June 30th, 2026**
- Match Infinite Campus
 - First Name
 - Last Name
 - DOB
 - State ID (Child ID)
 - School (Location)

FIRST NAME* match infinite campus

MIDDLE NAME

LAST NAME* match infinite campus

GENDER* match infinite campus

DATE OF BIRTH* match infinite campus

CHANGING THE DOB MAY INVALIDATE PREVIOUSLY COMMITTED RECORD FORMS. IF A DOB IS CHANGED, BE SURE TO RE-SAVE CHILD'S COMMITTED RECORD FORMS FOR CORRECT REPORTING.

LOCATION* REQUIRED

CHILD ID match infinite campus State ID

ENROLLMENT DATE N/A

PARENT/GUARDIAN 1 NAME N/A

PARENT/GUARDIAN 1 EMAIL N/A

PARENT/GUARDIAN 2 NAME N/A

PARENT/GUARDIAN 2 EMAIL N/A

- Questions? Help needed?
- Contact Kelly.Gilbert@state.sd.us

18

How to record students not completed during the fiscal year:

Permission Received	Eligibility Determined	Year Recorded for Indicator 11
Prior to July 1, 2025	Prior to July 1, 2025	2024-2025 (last year's report)
Prior to July 1, 2025	After July 1, 2025	2025-2026 (this year's report)
Prior to July 1, 2026	After July 1, 2026	2026-2027 (next year's report)

Indicator 11 Initial Evaluations Due August 1, 2026

- Report all initial evaluations that occurred between July 1, 2025 and June 30, 2026
 - Except for Indicator 12 students – their data will be captured in Indicator 12 reporting
- Indicator 11 Reporting Guide
 - <https://doe.sd.gov/sped/SPP.aspx>
 - Found under Indicator 11

Indicator 11 Reminders

- Please use a clearly marked, easy to read calendar
 - Infinite Campus has a printable calendar for your district that you can download
- All extensions must include an explanation of the reason for the extension
- If the evaluation is over 25-school days, without an extension, then a reason must be given
- Count school days beginning with the day the district received permission to evaluate
 - Unless it was on a nonschool day, then day 1 is the next school day

Indicator 11 | Indicator 12 | [View Upload History](#)

[Upload](#) [Initial Evaluation File](#)

SIMS Number
(if no SIMS - students DOB + Initials)

Date Eligibility Determined

Date Permission Received

Date Last Evaluation Completed
(including skill-based)

Eligible for Special Education

Disability Area

Reason Timeline Was Exceeded

Comment

[Delete All](#)

How to record students not completed during the fiscal year:

Permission Received	Eligibility Determined	Year Recorded for Indicator 12
Prior to July 1, 2025	Prior to July 1, 2025	2024-2025 (last year's report)
Prior to July 1, 2025	After July 1, 2025	2025-2026 (this year's report)
Prior to July 1, 2026	After July 1, 2026	2026-2027 (next year's report)

Indicator 12 Part C to Part B Transition Due September 1, 2026

- Report all Part C to Part B Transitions that occurred between July 1, 2025 and June 30, 2026
- Indicator 12 Reporting Guide
 - <https://doe.sd.gov/sped/SPP.aspx>
 - Found under Indicator 12

21

Indicator 12 Reminders

- Report reasons if the eligibility and IEP meeting happened on or after the child's 3rd birthday
- All children who were referred by Part C (Birth to Three) and received an evaluation are reported under Indicator 12, not Indicator 11

22

Reporting Indicator 11 and 12 Resources



- <https://doe.sd.gov/sped/SPP.aspx>
 - Reporting Guides
 - Excel file available to fill out and upload
 - Link to Launchpad
 - Log in to check to see if you have your username and password available
 - Video on how to submit data is available within the Launchpad system
 - Written guide for how to submit data
- Questions? Need a password reset?
Other help needed?
 - Contact Kelly.Gilbert@state.sd.us

23

Indicator 3: Assessment – Interim Assessments

Interim Assessments

- Looking ahead to next school year, consider implementing **Interim Assessments!**
- Interim Assessments are available FREE in the [Cambium system](#) (state testing site).
- Teachers can choose which grade-level standards to assess students on, track progress, and determine which standards need further instruction.
- Interims can be used in resource rooms and/or general education rooms for progress monitoring of grade-level goals, quarterly or throughout the school year.
- Accommodations are entered into interims assessments, so students will be ready and familiar with the state testing platform BEFORE the spring state assessment window.
- Contact Rebecca.Frerichs@state.sd.us in the Office of Assessment to get set up, to request a district/regional training, or with questions!

24

Indicator 8: Parent Involvement Surveys

2025-2026 Parent Surveys

- Survey responses are due May 31.
- If DOE contacted your district last month about a <20% response rate, please remind parents with the [Parent Survey Flyer](#) and [On-line Survey](#).
- **District Reports** with survey data will be available on SD-STARS at the end of July 2026. Reports can be reviewed at fall in-services, discussed at SPED staff meetings, and presented to district school boards!

2026-2027 Parent Surveys

- In August 2026, DOE will provide the 2026-2027 on-link link and flyer (QR code) as usual for the 2026-2027 Parent Survey.
- CHANGE: Due to the statewide trend of decreased use of paper surveys (versus on-line), the DOE office will discontinue the DOE summer printing/ mailing of paper surveys/envelopes. Instead, districts who wish to use paper surveys can request their Parent Survey and envelope PDFs from DOE, and district can print at the district level. Directions to request PDFs will be shared in August.

Questions: Stacy.Holzbauer@state.sd.us

25

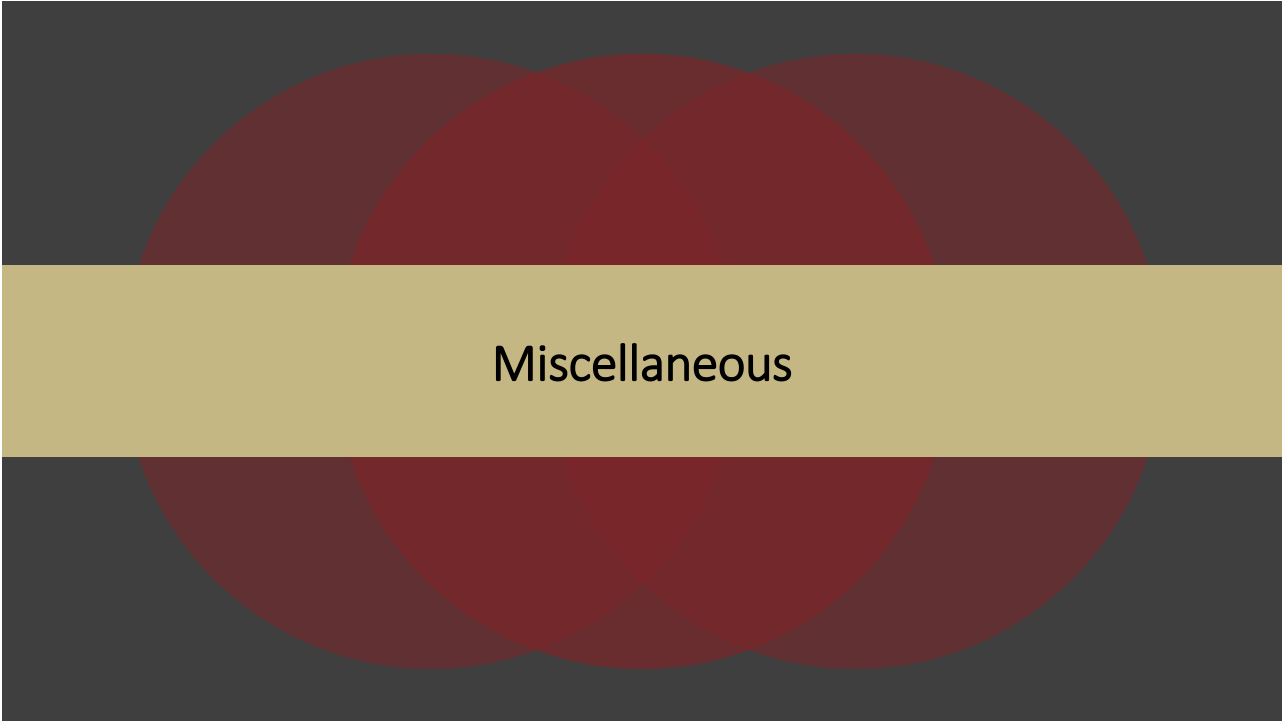
Due Friday, May 29, 2026

- Districts request to collect Indicator 14, Appendix B Post School Outcomes Survey
- Email Lori.Kwasniewski@state.sd.us

Due Friday, June 12, 2026

- **Exit codes** for special education enrollment in Infinite Campus
- Due Friday, June 12, 2026
- [Student Data Collection Desk Guide](#)
 - Ending enrollment in Special Education-codes (pg 114-115)
 - Refer to the crosswalk (pg 116-117)
 - SD STARS – Special Education Exiter report to check student list and exit codes

26



Miscellaneous

27



Transition Happenings

TSLP Scope of Service Survey

- Available until May 29,2026
- [TSLP Survey 2026](#)

Transition in the IEP SUMMER INSTITUTE

- July 29-30, 2026 at Cedar Shore Resort in Oacoma
- All things Transition IEP, bring your Transition IEPs
- Registration and more information <https://tslp.org/>
- NOTE: NO in-person regional Transition IEP Workshops in August

28

2025-2026 Retirements

Special Education Programs would like to thank you for your commitment and dedication to special education and serving students with disabilities

- Kristin Hamman, Baltic
- Jay Beagle, Lead-Deadwood



29



Congratulation
Alysha Hamann!
Brookings MS
Special Education
Teacher

Region 1 Teacher of
the Year

30



In the news ...

- **Elk Point students bring communication cards to police department** (Dakota News Now | April 15)

31



**Next SPED
Webinar**

August 18, 2026

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.

32

Suspension and Expulsion Data Collection

Due July 1, 2026

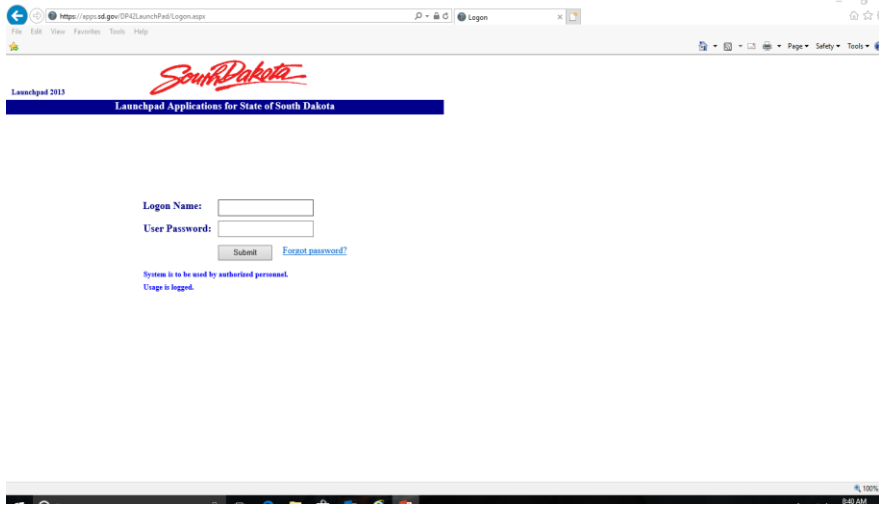
33

Login Information

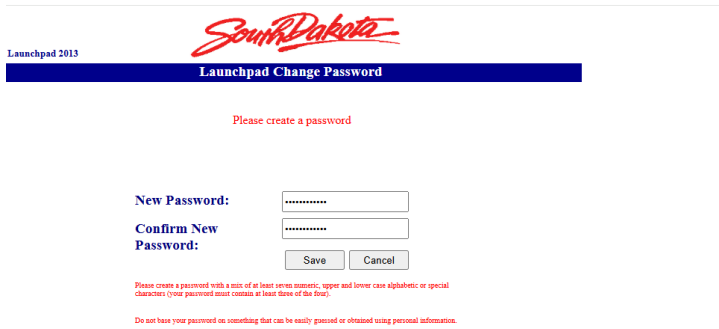
- Guidance document: <https://doe.sd.gov/sped/SPP.aspx> Indicator 4
- Go to: <https://apps.sd.gov/DP42LaunchPad/Logon.aspx>
- Username and passwords are the same as last year
 - If you need your password reset, please email me at:
Rebecca.cain@state.sd.us
- If I reset your password , you will need to change your password the first time you log in.
 - I do not have access to your new passwords

34

Launchpad Login




35



36

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](#)

37



District Home

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:

- 2025 - 2026
- 2024 - 2025
- 2023 - 2024
- 2022 - 2023
- 2021 - 2022
- 2020 - 2021
- 2019 - 2020
- 2018 - 2019
- 2017 - 2018
- 2016 - 2017

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38

If Don't Have Any Suspensions:

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

2025 - 2026

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.

39

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

40

Select Confirm and You're Done

District Sign-Off

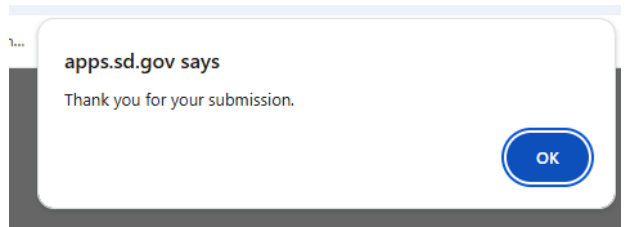
Disability	1. "Big 3 Removals Only" Removals to an Interim Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary			
	1A. Children Unilaterally Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons	1D. Incidents Involving 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
3. Speech of Language Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0
4. Visual Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0
5. Emotional Disturbance	0	0	0	0	0	0	0	0	0	0	0	0	0
6. Orthopedic Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0
7. Other Health Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0
8. Specific Learning Disabilities	0	0	0	0	0	0	0	0	0	0	0	0	0
9. Deaf-Blindness	0	0	0	0	0	0	0	0	0	0	0	0	0

Expulsion With / Without Disability		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
Calculated Totals		0	0

SD Home | Privacy Policy | Disclaimer | © 2026 - DOE Suspension and Expulsion

41

Data Entry Complete



42

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:

2025 - 2026

Suspension and Expulsion Data Entry

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

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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.

43

Tabs

District Home

2025 - 2026:

[Review and Confirm](#)

[Disability](#) [Race](#) [Gender](#) [LEP Status](#) [Expulsion With / Without Disability](#)

[SD Home](#) | [Privacy Policy](#) | [Disclaimer](#) | © 2026 - DOE Suspension and Expulsion

44

Example Students

- Susie: Speech, Hispanic/Latino, Female, Not Limited English Proficient
 - 2 ISS incidents,
 - One for one day
 - One for two days
- Calvin: OHI, White, Male, Not Limited English Proficient
 - 2 OSS incidents,
 - One for five days
 - One for six days
 - 1 ISS incident
 - Two Days



45

Susie by Disability: Speech,
 2 ISS incidents, one for one day, one for two days
Calvin by Disability: OHI,
 2 OSS incidents, one for five days, one for six days
 1 ISS incident for two days

2025 - 2026:

Your District

Review Confirm

Disability	Race	Gender	LEP Status	Expulsion With / Without Disability										
Disability Breakdown: 2025 - 2026														
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				
	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 Exclusions Totalling <= 10 Days	3B. Children With Out-Of-School Suspensions or Exclusions 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. 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	0
3. Speech or Language Impairments	0	0	0	0	0	0	0	1	1	2	0	1	0	0
4. Visual Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5. Emotional Disturbance	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6. Orthopedic Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7. Other Health Impairments	0	0	0	0	0	0	1	1	1	3	0	0	1	0
8. Specific Learning Disabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9. Deaf-Blindness	0	0	0	0	0	0	0	0	0	0	0	0	0	0

46

Data is Automatically Saved



- Click on the next table

Disability **Race** Gender LEP Status Expulsion With / Without Disability



47

Susie by Race: Hispanic/Latino
 2 ISS incidents, one for one day, one for two days
Calvin by Race: White
 2 OSS incidents, one for five days, one for six days
 1 ISS incident for two days

2025 - 2026: **Your District**



Disability **Race** Gender LEP Status Expulsion With / Without Disability

Race Breakdown: 2025 - 2026

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
1. Hispanic / Latino	0	0	0	0	0	0	0	1	0	2	0	1	0
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	1	1	0	3	0	0	1
7. Two or More Races	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	0	1	2	0	5	0	1	1

48

Susie by Gender: Female

2 ISS incidents, one for one day, one for two days

Calvin by Gender: Male

2 OSS incidents, one for five days, one for six days

1 ISS incident for two days

2025 - 2026: Your District Review

Disability Race Gender **LEP Status** Expulsion With / Without Disability

Gender Breakdown: 2025 - 2026

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 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. Male	0	0	0	0	0	0	1	1	0	3	0	0	1	
2. Female	0	0	0	0	0	0	0	1	0	2	0	1	0	
Totals	0	0	0	0	0	0	1	2	0	5	0	1	1	

49

Susie by Limited English Proficient: No

2 ISS incidents, one for one day, one for two days=<10

Calvin by Limited English Proficient: No

2 OSS incidents, one for five days, one for six days= >10

1 ISS incident for two days =<10

2025 - 2026: Your District Review Confirm

Disability Race Gender **LEP Status** Expulsion With / Without Disability

LEP Status Breakdown: 2025 - 2026

LEP Status	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. Yes	0	0	0	0	0	0	0	0	0	0	0	0	0	
2. No	0	0	0	0	0	0	1	2	0	5	0	1	1	
Totals	0	0	0	0	0	0	1	2	0	5	0	1	1	

50

Notice: **JUST FOR EXPULSIONS-DO NOT PUT SUSPENSION HERE!**

This Asks About **General Education** Students As Well.

2025 - 2026: **Your District** Review and Confirm

Disability Race Gender LEP Status **Expulsion With / Without Disability**

Expulsion With / Without Disability Breakdown: 2025 - 2026

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

51

If Data is Correct=Confirm

District Sign-Off

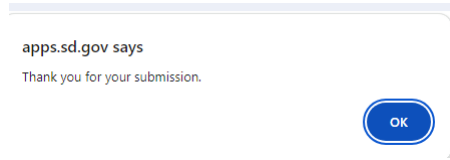
Disability	1. "Big 3 Removals Only" Removals to an Interim Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary			
	1A. Children Unilaterally Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons	1D. Incidents Involving Bodily Injury		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

52

When you get this message, you're done!



53

If There are Errors: Totals

2025 - 2026: **Your District** Review and Confirm

Error(s) found in:

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

Disability Race Gender LEP Status Expulsion With / Without Disability

54

Make Sure Totals Match

2025 - 2026

Error(s) found in:
• Column totals for the Disability, Race, Gender, and LEP Status tabs must match.

Review and Confirm

Disability Race Gender LEP Status Expulsion With / Without Disability

Race Breakdown: 2025 - 2026

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 Educational Setting Based on a Hearing Officer Determination	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	0	0	1	0	2	0	1	0
2. American Indian or Alaska Native	0	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	0
4. Black or African American	0	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	0
6. White	0	0	0	0	0	0	1	1	0	3	0	0	0	1
7. Two or More Races	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	0	1	2	1	3	5	0	1	1

Gender Breakdown: 2025 - 2026

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		
	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	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
1. Male	0	0	0	0	0	0	0	1	1	3	0	0	1
2. Female	0	0	0	0	0	0	0	0	2	2	0	1	0
Totals	0	0	0	0	0	0	0	1	3	5	0	1	1

55

If There are Errors: Missing Information

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

2025 - 2026

Error(s) found in:
• Gender tab.
• Column totals for the Disability, Race, Gender, and LEP Status tabs must match.

Review and Confirm

Disability Race Gender LEP Status Expulsion With / Without Disability

Gender Breakdown: 2025 - 2026

Errors:
• 1. Male: If 3B or 4B is greater than 0, 5D must be greater than 0.

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		
	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	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
1. Male	0	0	0	0	0	0	0	1	1	3	0	0	0
2. Female	0	0	0	0	0	0	0	0	1	2	0	1	0
Totals	0	0	0	0	0	0	0	1	2	5	0	1	0

56

Big 3 Suspensions

2025 - 2026: [REDACTED] Review and Confirm

Disability Race Gender LEP Status Expulsion With / Without Disability

Disability Breakdown: 2025 - 2026

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			
	1A. Children Unilaterally Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons	1D. Incidents Involving Bodily Injury		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
3. Speech of Language Impairments	1	1	1	0	0	0	0	0	0	1	0	0	1
4. Visual Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0
5. Emotional Disturbance	0	0	0	0	0	0	0	0	0	0	0	0	0
6. Orthopedic Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0
7. Other Health Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0
8. Specific Learning Disabilities	2	1	1	0	0	0	0	0	0	2	0	0	2

57

Please Remember!

Your Session Has Timed Out

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

58

Commonly Asked Questions

- Q. If a student moves into our district with suspension, do we count them?
- A. Do not count them for Indicator 4 data collection but do count them for manifestation determination purposes
- Q. Do we count suspensions for students before/while they were being evaluated?
- A. If a student is suspended while being evaluated and that student is found to be eligible, you would count the suspensions that happened during the evaluation period
- Q. What if a student changes eligibility categories during the year?
- A. Count them under their current category at the time of data entry

59



Please have all data submitted by
July 1, 2026



Contact Becky Cain at
Rebecca.cain@state.sd.us or 605-280-3568

60