

Monthly SPED Webinar

Special Education Programs
2026-2027 School Year
August 18, 2026



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Welcome

- Monthly Sped Webinars - 3rd Tuesday
 - Updates
 - Reminders
 - Technical Assistance
- All special education district staff are welcome to attend and learn.

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Linda Turner, Director

Division of Special Education and Early Learning

Legislative Board

Board of Education Standards

Extraordinary Cost Fund Board

Wendy Trujillo

SEP Administrator

Dispute Resolution Coordinator

SD Advisory Panel

DMS 2.0 (SEA Federal Review)

State Performance Plan



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Rebecca Cain

Implementation Specialist

Region 1 Representative

PBIS and RtI

Indicator 4 Suspension/Expulsion

Indicator 17 State Systemic Improvement Plan

Melissa Flor

Accountability Specialist

Results Driven Accountability

Region 7 Representative

Indicator 5 Least Restrictive Environment
5-21

Indicator 9/10 Disproportionate
Representation



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Kelly Gilbert

619 Preschool Coordinator
Regions 5 & 6 Representative
Indicator 6 LRE 3-5
Indicator 7 Preschool Outcomes
Indicator 11 Initial Evaluations
Indicator 12 Transition Part C to Part B



Stacy Holzbauer

Alternate Assessment
Region 4 Representative
Indicator 3 Assessment
Indicator 8 Parent Involvement

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Lori Kwasniewski

High School Transition
Region 3 Representative
Indicator 13 HS Transition
Indicator 14 Post School Outcomes



Beth Schiltz

Accommodations and Assessment
Region 2 Representative
Indicator 1 Graduation
Indicator 2 Dropout

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Shrinivas Yeddula (Shri)

Data Manager
Special Education Data
Child Count



Janet Penticoff

Senior Secretary

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**Effective
Practices**

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SPED Connection for Public School Districts



- + Online platform that provides technical assistance on special education topics:
 - Education policy
 - Legal developments
 - SmartStarts – topics in special education and requirements
- + Subscription is for all Public School District special education staff
- + Future SpedConnection slides will focus on South Dakota dispute resolution findings and resources SpedConnections has to assist districts in implementing IDEA.

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

- [Tip of the week: Disseminate IEPs stat!](#)
- [Proof matters when delivering IEP services](#)
- [Ready, set, review these key steps to combat first-week implementation blunders](#)
- [Parent fact sheet: Request for publicly funded IEE](#)
- [Method to IEP madness is knowing where methodologies belong](#)
- [Activities paraprofessional can, can't do](#)
- [Limited placement options don't limit your obligations](#)
- [Get parent consent to send notice via email](#)

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.

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Accountability

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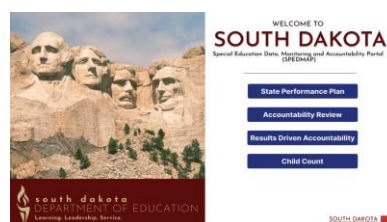
2026 Fall IEP Training: Facilitated Internal Review Sessions

- + In-Person
- + Focus on IEPs only
- + Participants must have access to an IEP (confidentiality)
- + General Sessions
 - o Spearfish: September 22 (**Need 10 by August 19**)
 - o Aberdeen: September 9 (2 sessions)
 - o Mitchell: October 2
- + Behavior
 - o Sioux Falls: September 9
 - o Rapid City: September 16 (**Need 10 by August 28**)
- + Early Childhood – Virtual – October 16

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What is coming?

Special Education Data, Monitoring & Accountability Portal (SPEDMAP)



- + System will replace special education **Launch Pad** State Performance Plan (SPP) collection sites
- + Data collection modules will be implemented in stages
- + Additional areas include Results Driven Accountability (RDA) Internal Review, RDA action plans, accountability review process, and dispute resolution
- + Districts will be notified and trained on any changes in data submissions

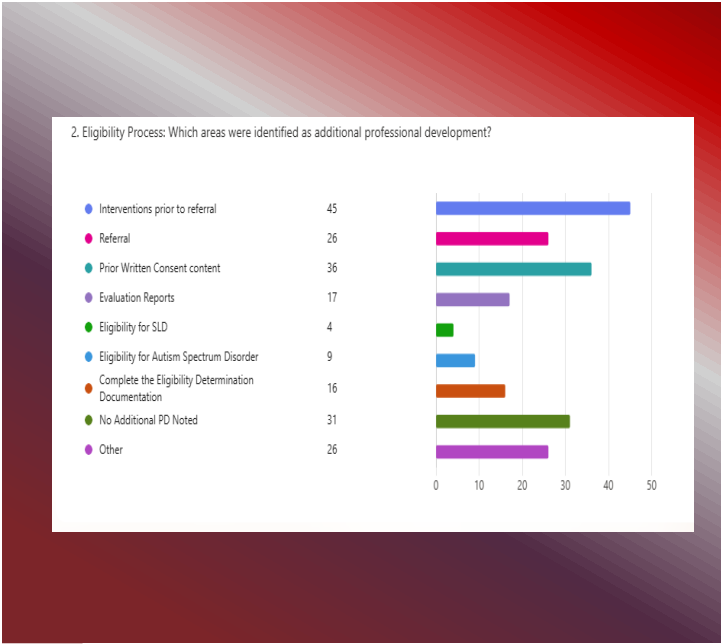
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NAME:		SIMS:
GUARDIAN NAME:		PHONE:
		WK PHONE:
DISTRICT:	SCHOOL:	
	AGE:	GRADE:
	RACE:	
Purpose of Meeting		
Begin:	☐ Initial Eligibility, IEP, Placement	
Date:	☐ Annual Review of IEP	
Eligibility Determination:	☐ Three Year Reevaluation	
Evaluation Due By:	☐ Dismissal from Services - Date Effective:	
	☐ Parent Request	
	☐ Other:	
Evaluation results/progress/assessment method		Student is eligible for special education or special education related services as determined by the IEP team
(Parent/Guardian initial)		☐ Yes ☐ No
Evaluation results received ☐ Yes		An annual copy of Parent/Guardian Rights was received
(Parent/Guardian initial)		(Date) (Parent/Guardian)
Planning Needed ☐ No ☐ Yes		A copy of the IEP was provided to parent/guardian ☐
(applicable transition pages.)		(Parent/Guardian Initial)

2025-2026 Internal Review Results

Resources

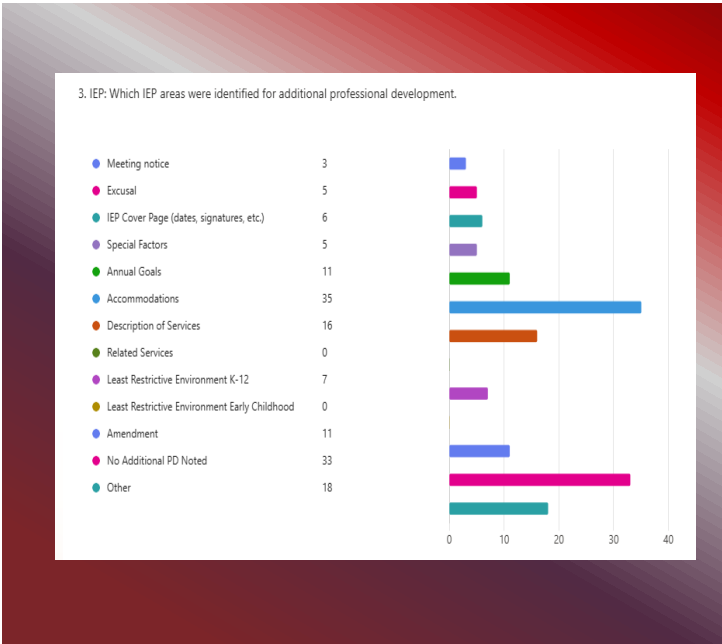
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Eligibility

- ✓ [Parental Prior Written Notice Consent Guidance and Examples](#)
- ✓ [Autism Spectrum Disorder Criteria](#)
- ✓ [Eligibility Tools and Resources – 2023](#)
- ✓ [PPWN For Transition and Related Services](#)

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Individual Education Program

- ✓ [IEP Technical Assistance Guide \(updated 8.15.2025\)](#)
- ✓ [PPWN After Decision Examples](#)
- ✓ [South Dakota Accommodation Documenting Frequency Location Duration](#)
- ✓ [Documenting Annual Goals, Service Time, and Monitoring Progress](#)

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Other

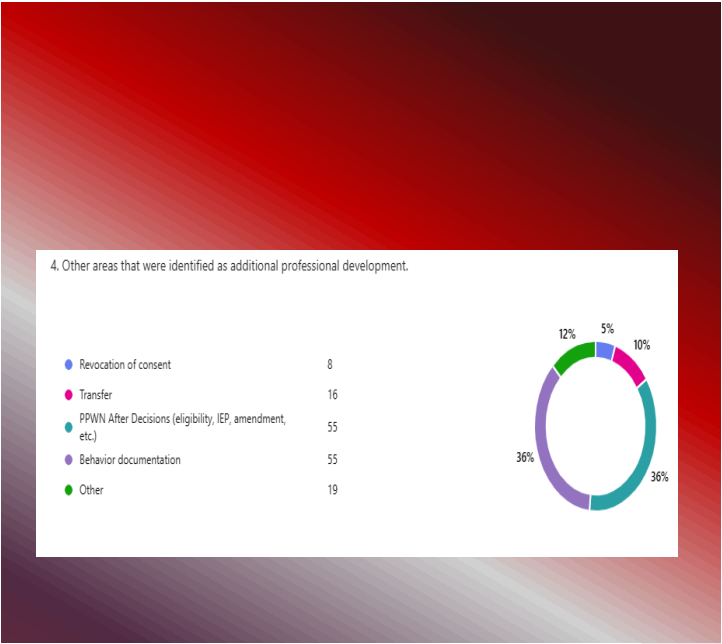
[IEP Technical Assistance Guide \(updated 8.15.2025\)](#)

- ✓ Revocation: page 63
- ✓ Transfer: Page 60
- ✓ Behavior Impedes Learning: Page 16

[PPWN After Decision Examples](#)

[PPWN For Transition and Related Services](#)

[Positive Behavior Intervention and Supports](#)

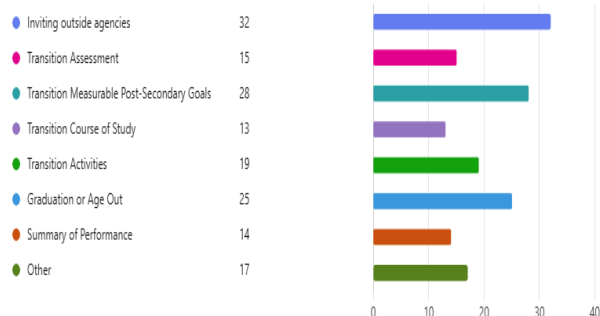


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Transition

- Transition Services Liaison Project
 - Under Events: Summer Institute Presentations
- PPWN For Transition and Related Services
- Coming soon (updated):
Transition IEP Technical Assistance Guide

5. Transition IEPs: What areas of the transition IEPs were identified as areas of additional professional development?



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Start Year Strong - Documentation of Services

- + Remind staff to document services provided to the student.
- + Align to the IEP and include
 - ☐ Service provided
 - ☐ Date (frequency)
 - ☐ Duration
 - ☐ Location
 - ☐ Progress monitoring notes/data
 - ☐ Who provided service
 - ❖ Evidence-based strategy used
 - IEP Technical Assistance Guide

Student Name: _____ DOB: _____

Individualized Education Program (IEP) Annual Goal Annual Progress Tracking Sheet

Service	Date	Student participated actively, read 60 words, 50% of trials.	Progress Monitoring Comments
Reading Intervention (Small Group)	10/26/2023	Practiced articulation of /r/ sound.	45
Speech-Language Therapy (Individual)	10/30/2023	75% accuracy.	
Occupational Therapy (Push-In)	10/01/2023	Used sensory tools, improved fine motor control for writing.	15
Assistive Tech Training	10/02/2023	Trained on text-to-speech software, navigated independently.	

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26-27 Internal Review Link

+ Internal Review requirements:

- Between July 1, 2026 to June 1, 2027
- Each case manager in each 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 submitted by administrator:** The district Sped Director will submit district level areas identified as professional development needs.

- Submit: <https://forms.cloud.microsoft/g/XBAkLz4n0p> or QR Code
- The categories are broken down.

2026-2027 Internal Review Identified Professional Development



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Data

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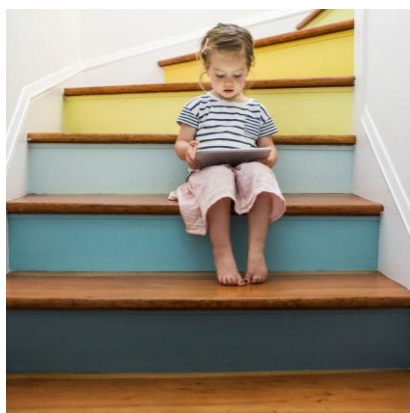
Indicators 11 and 12 will be due **August 1, 2027**

- + Having both indicators due on the same date streamlines the validation process
- + This is a change from Indicator 12 previously being due September 1 of each year



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Preschool Outcomes -Indicator 7



2026-27 school year

Prepare your Indicator 7 exit lists

All students receiving Special Education and Related Services turning 6 will need a BDI-3 **Part B Exit** prior to their 6th birthday.

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Indicator 8: Parent Involvement Survey

➤ 2025-2026 Parent Survey

- District Reports are available on [SDSTARS](#). Review and share with your district staff!
- See the [2025-2026 Indicator 8 Results](#) for a summary of statewide data; scores were very positive!
- Indicator 8 Reflections for districts with low Parent Involvement Scores OR less than 20% response rate have been requested.

➤ 2026-2027 Parent Survey

- [2026-2027 Indicator 8 District Instructions](#) provides all the details for this school year
- Online Survey Link in English and Spanish
- [2026-2027 Parent Survey Flyer](#) provides a QR code to the online survey and a script for staff
- **NEW:** Any district wanting paper surveys/envelopes can request PDFs from stacy.holzbauer@state.sd.us

➤ Resources

- Training: [Indicator 8: Parent Involvement Survey](#)
- [Parent Resource Flyer](#) - Give to parents! Supports the "Resources" Scale of the Parent Survey.

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Indicator 14: Appendix A Secondary Transition

DUE Oct 1st

Collects data on **transition** age students on an **(IEP) who left the district for any reason** during the 2025-26 school year

Opportunity to review student records for accuracy

- Student coded as drop out in 25-26 school year and has returned to school
 - Student is listed twice; one entry needs to be removed
 - Student transferred to another district, should be added to the most current district
 - Other errors?
-
- Contact Lori.Kwasniewski@state.sd.us
 - Logon and password (Indicator 14 only)
 - Remove student records

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DUE Oct 1st

Indicator 14: Appendix A Secondary Transition

Districts need to:

- Check uploaded information such as student's address and phone number
- Complete questions from student's IEP (Questions 16, 17, 20, and 21)
- Family contact information

How-to document can be found at [Ind14-How-to.pdf](#)

- “District Incomplete Appendix A Data report” - last two pages of guide (Encourage all districts to run this report)

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Special Education State Reporting Data Process – Infinite Campus

- Follows the IEP process
 - After IEP meeting and after 5-day notice
 - Enter end date and exit code for the previous IEP
 - Create new record with effective date of the newly developed annual IEP
- Don't
 - Change effective date of current record
- There needs to be evidence the student was on an IEP on Dec 1 for Child Count

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General Enrollments to SPED Enrollment Crosswalk of Exit Codes	
General Enrollment Field	Special Education Field
01 Expelled – (District is obligated to provide FAPE for students with disabilities. Student may have an end date in the regular school calendar but then should be entered into calendar #97).	District is obligated to provide FAPE; no exit code is needed.
02 Discontinued education - dropout	8- Dropped out or 7- Moved not known to be continuing (counts as a dropout for graduation and dropout rates)
03 In-state school transfer	6- Moved known to be continuing
04 Student graduated, must receive a regular high school diploma (Not a GED or certificate of completion)	2 - Graduated, must receive a regular high school diploma (Not a GED or certificate of completion)

Submit Forms

Use this page to submit application. Entering the following special characters may result in errors: << >> [More info](#)

Type of Form to Submit

Select a Form *

Braille and Print

Braille and Print

Assessment Input Embedded Accommodations Request

General Assessment Print on Demand Request

General Assessment Reading Passages Request

Special Accommodation Consideration Request

Speech-to-text and/or Word Completion Request Forms

Important Note

Braille and Large Print Form Used to order a paper version of the assessment.

Medical Exemption Request Used to report medical exemptions.

Testing Impairity Form Used to report testing impairments.

General Assessment Non-Embedded Accommodations Request
Used to request non-embedded accommodations for classroom instruction and the state general assessment.

General Assessment Print on Demand Request
Used to request Print on Demand items.

General Assessment Reading Passages Request
Used to request text-to-speech or human text-aud accommodations.

State Assessment Special Accommodation Consideration Request
Used to request special accommodations on the state general assessment.

General Assessment Speech-to-text and/or Word Completion Request
Used to request speech-to-text or word completion accommodations.



Miscellaneous

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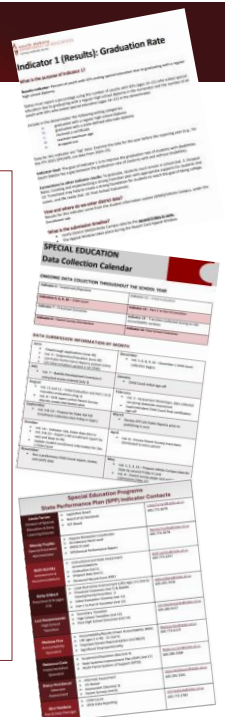
Resources Available

• Existing

- **SPED Resource Handout**
 - Mailing listservs
 - Special Education technical assistance
 - Monthly SPED webinars
- **Professional Development Opportunities**
 - SD DOE Learning Platform at <https://sded.sd.gov/>
 - On-Demand, virtual, and in-person
 - Topics Include, not limited to:
 - IEP Workshops
 - IDEA Flowthrough Applications
 - IEP Facilitation/Mediation Trainings
 - Autism
 - Behavior
 - Parent Involvement Surveys

• NEW/Updated Resources

- SEP Regional Representative List
<https://doe.sd.gov/sped/>
- State Performance Plan
<https://doe.sd.gov/sped/SPP.aspx>
 - TA Guides – Indicators 1-14
 - What is the purpose of the indicator?
 - How is it measured?
 - Where does the data come from and how do I enter it?
 - How does my district improve results?
 - SPED Data Collection Calendar
 - SPED Contact Card
 - LEA Determinations



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Secondary Transition

TSLP



Zoom link to join:

<https://us02web.zoom.us/j/82357535548?pwd=8omSgZQGQJxp72hH8k8CYjx25xHjLm.1>

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Special Education Director Modules Fall 2026

SEP PD Coming Soon...



The purpose of the modules is to provide guidance to special education directors on:

- + Identifying the components of the general supervision system.
 - *Integrated Monitoring*
 - *Dispute Resolution*
 - *State Performance Plan/Annual Performance report*
 - *Fiscal Management*
- + Providing an overview of regulations related to selected general supervision topics.
- + Provide detailed information on South Dakota's implementation of the Individuals with Disabilities Education Act (IDEA).
 - *State Educational Agency (SEA) Responsibilities*
 - *Local Education Agency (LEA) Responsibilities*

▪New Directors can work with SD CASE to work with a mentor

▪Contact Laura Welch @ Laura.Welch@k12.sd.us

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IEP Facilitation and Mediation Training for Special Education IEP Team Leaders



- **Family Focused IEP Meetings:** Session focuses on equipping leaders with tools and strategies to effectively navigate conflict that may arise during the IEP process
- **Beyond the Basics:** Session is designed for facilitators seeking to refine their practice by strengthening the interpersonal, communication, and mediation skills necessary to support productive IEP meetings.

October 26 – Rapid City, SD

October 28 – Sioux Falls, SD

- Register on the DOE Learning Platform at <https://sded.sd.gov/>

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Parent AI Guides for Special Education and Early Intervention Advocacy

AI tools (like ChatGPT) can be powerful supports for parents navigating special education. This guide is designed to help you use AI confidently and safely — in ways that strengthen your advocacy, protect your child's privacy, and support positive working relationships with your child's team.

Highlights in this document include:

- Key Facts about AI and Good Ways to Use It
- Protection, Privacy, and Possible Problems When Using AI
- Positive and Productive Ways to Use AI in Dispute Resolution

A Parent's Guide to Using AI for Advocacy

In Special Education



Key Facts about AI and Good Ways to Use It



Protection, Privacy, and Possible Problems When Using AI



Positive and Productive Ways to Use AI in Dispute Resolution

AI tools (like ChatGPT) can be powerful supports for parents navigating special education. This guide is designed to help you use AI confidently and safely — in ways that strengthen your advocacy, protect your child's privacy, and support positive working relationships with your child's team.



CADRE
Center for Advocacy and Dispute Resolution
in special education

IDEA
the Work
Office of Special Education Programs
U.S. Department of Education

CADRE produced this document under U.S. Department of Education, Office of Special Education Programs Cooperative Agreement ALN H326X230002, Carmen M. Sanchez, Project Officer, April 2026.

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<https://cadreworks.org/resources/cadre-materials-for-family-members/ai-guides-for-special-education-and-early-intervention>

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2027 Special Education Conference

Call for Presenters and registration details will be released this fall.



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Next SPED Webinar

September 15, 2026

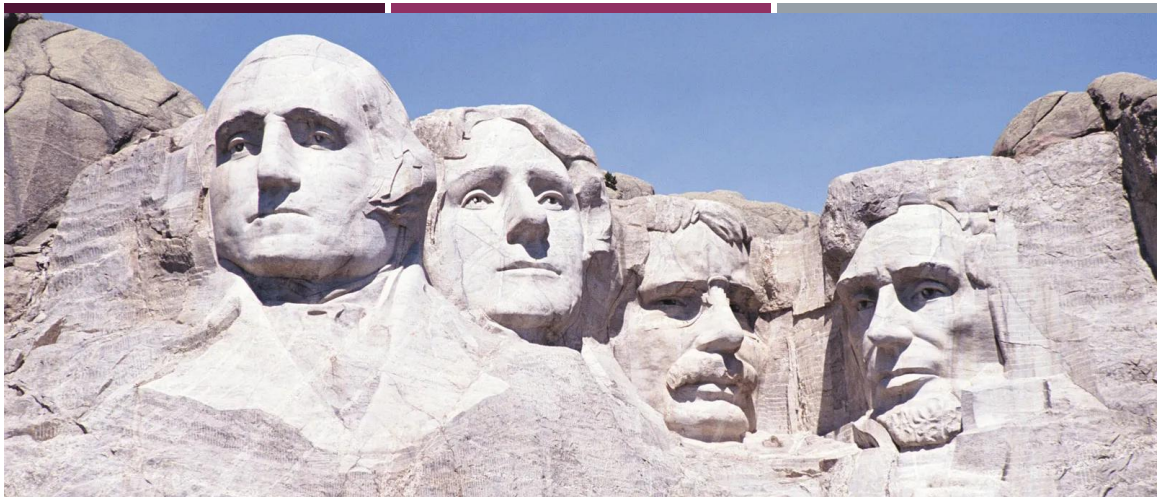
Please share the SPED Webinar registration information with your district or agency special education professionals!

SPED Webinar PowerPoints are posted at:

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

A recording is available for 2 weeks after the webinar and can be accessed by reaching out to your Regional Representative.

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SOUTH DAKOTA'S IDEA PART B DETERMINATION

Source: <https://www.britannica.com/place/South-Dakota>

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SOUTH DAKOTA'S DETERMINATION



Based on the APR submitted in February 2026

Data set is from FFY24 (24-25 school year)
Except lag indicators which are FFY23 (23-24 school year)

South Dakota received :

- 18 out of 20 points for Compliance for a score of 90%
 - (increase from 85%)
- 15 out of 20 points for Results for a score of 75%
 - (increase from 55.00%)

Scores are averaged to yield the final percent and determination of:
82.5%- Meets Requirements

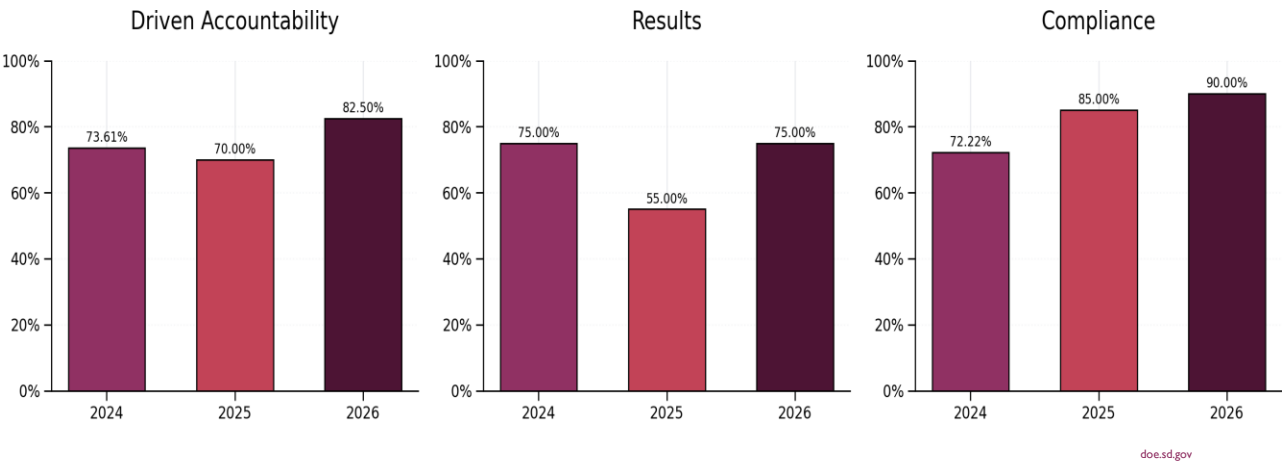
- (Last year – 70% - Needs Assistance Year 2)

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DETERMINATION RATING



COMPLIANCE INDICATORS

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Indicator 4B: Suspension/Expulsion by Race/Ethnicity

Indicator 9: Disproportionate Representations

Indicator 10: Disproportionate Representations in Specific Eligibility Categories

Indicator 11: Child Find

Indicator 12: Early Childhood Transition

Indicator 13: Secondary Transition

OTHER FACTORS

Timely and accurate state-reported data

Timely State Complaint Decisions

Timely Due Process Hearing Decisions

Long – Standing Noncompliance

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COMPLIANCE MATRIX



Part B Compliance Indicator	Performance (%)	Score
Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	1.55%	2
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	0.00%	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	0.00%	2
Indicator 11: Timely initial evaluation	99.62%	2
Indicator 12: IEP developed and implemented by third birthday	98.54%	2
Indicator 13: Secondary transition	69.33%	0
Indicator 18: General Supervision	97.14%	2
Timely and Accurate State-Reported Data (*missed 3A, 3B, 3C, 3D for timely and valid and reliable)	100%	2
Timely State Complaint Decisions	100.00%	2
Timely Due Process Hearing Decisions	N/A	N/A
Longstanding Noncompliance		2
Specific Conditions	None	
Uncorrected identified noncompliance	None	

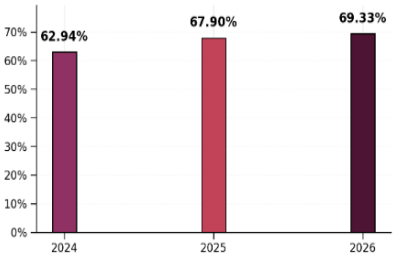
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Indicator Progress



Indicator 13 — Secondary Transition (2024, 2025, 2026)



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RESULTS MATRIX

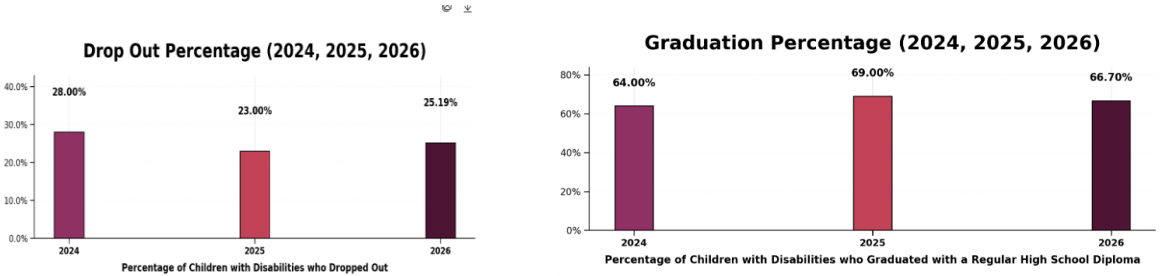


- The Results Matrix reflects the following data:
 - Percentage of children with disabilities participating in statewide assessment (including regular and alternate assessment) at 4th and 8th in Reading and Math
 - NAEP assessment in reading and math at 4th and 8th grade calculated separately:
 - The percentage of SWD scoring at basic or above on the NAEP;
 - The percentage of SWD included in NAEP testing (0 or 1 point);
 - The percentage of SWD exiting school by graduating with a **regular** high school diploma.
 - The percentage of SWD exiting school by dropping out.

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DROP OUT AND GRADUATION



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RESULTS MATRIX SCORING

- Scoring based on rank order against other states for:
 - NAEP proficiency
 - Graduation
 - Drop out
- Set percent for participation on NAEP (either 0 or 1)

Results Elements	RDA Score= 0	RDA Score= 1	RDA Score= 2
Participation Rate of 4th and 8th Grade CWD on Statewide Assessments (reading and math, separately)	<95	>=95	N/A
Percentage of 4th grade CWD scoring Basic or above on reading NAEP	<21	21-25	>=26
Percentage of 8th grade CWD scoring Basic or above on reading NAEP	<25	25-30	>=31
Percentage of 4th grade CWD scoring Basic or above on math NAEP	<39	39-45	>=46
Percentage of 8th grade CWD scoring Basic or above on math NAEP	<17	17-22	>=23
Percentage of CWD Exiting School by Graduating with a Regular High School Diploma	<71	71-80	>=81
Percentage of CWD Exiting School by Dropping Out	>19	19-11	<=10
Percentage of 4th and 8th Grade CWD included in NAEP testing (reading or math):			
1 point if State's inclusion rate was higher than or not significantly different from the NAGB goal of 85%.			
0 points if less than 85%.			

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AREAS OF IMPROVEMENT

- State assessment data was submitted timely
- High participation of students with disabilities in NAEP and state assessments
- Strong in majority of compliance indicators



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AREAS TO IMPROVE

- Indicator 13 – Secondary Transition
 - At a minimum should be at 90% compliance at state level – district must be 100%
 - Appropriate measurable postsecondary goals on IEPs for youth 16 and older.
 - This is reviewed during on-site reviews. Districts should work with their [TSLP](#) liaison prior to on-site reviews to ensure compliance.
- Graduation and dropout rate
 - SD continues to rank in the bottom third in both areas in comparison to all states.
 - Graduation decreased from 68.95% to 66.70% and SD did not meet state target
 - Dropouts increased from 23.16% to 25.19% and SD did not meet state target



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DISTRICT DATA REPORTS



District data has been released and districts can see how they are performing compared to state targets.



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



District determinations are posted in SD STARS in the Special Ed Community section.

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