

Monthly SPED Webinar

Special Education Programs
2025-2026 School Year
September 16, 2025

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September

*"It is only the farmer
who faithfully plants
seeds in the spring
who reaps a harvest in
the autumn."*

B.C. Forbes



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Kelly Whiting Sped Connections

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

With **Special Ed Connection** www.specialedconnection.com you get:

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

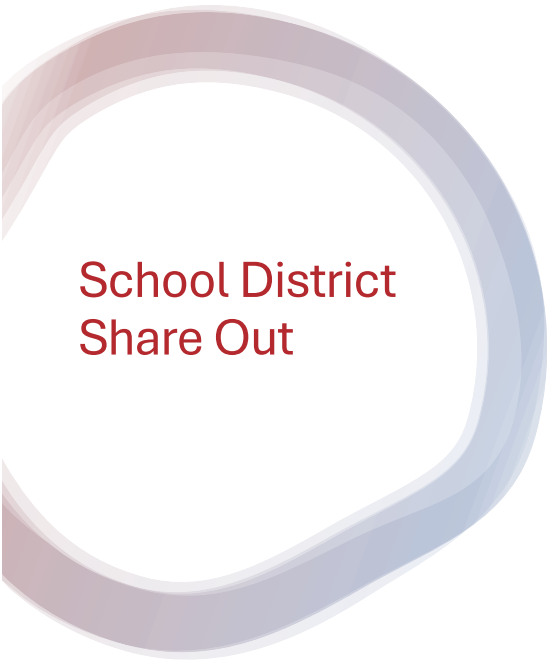


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- Each district has its own unique username/password to log into *Special Ed Connection*
- The POC for each district's *Special Ed Connection* account is the Special Education Director
- POCs are permitted to give access to *all staff* via a User List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



Effective Practices



School District
Share Out

Dr. Rhonda
Frederick- Custer
Special Education-General
Education Connections

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SPED Connection Highlights

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

- [CASE FILE: IEP snapshot plus follow-up equal provision of math accommodations](#)
- [September Spotlight: IEP Goals](#)
- [Preschool Transportation](#)
- [3 main ways to monitor student's progress on IEP goals](#)
- [Meet with private school representatives once a quarter.](#)

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.

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Core Content Connectors (CCCs)

- Federal law requires that states have "alternate academic achievement standards" (AAAS) for students with significant cognitive disabilities.
- South Dakota's AAAS are the Core Content Connectors (CCCs).
 - The CCCs are aligned with grade-level **content**, but the **achievement level** has been reduced.
 - The CCCs are used to develop the state Alternate Assessment test items.
 - When special education teachers use CCCs for students with significant cognitive disabilities, they ensure the students are being given **access to grade-level content**.
- Trainings related to CCCs:
 - [Teaching Students with Significant Cognitive Disabilities](#)
 - Sept. 4 recording & Sept. 18 at 12:00-1:00pm CT
 - [SD 1% Community of Practice \(CoP\)](#)
 - October Thursdays, 12:00pm CT half-hour sessions covering "all things alternate"

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Accountability

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Referral Document Updated

Located on the IEP webpage, under the Referral and Eligibility Section:

- <https://doe.sd.gov/sped/IEP.aspx>

Word Document

Districts encourage to use own referral document that meets their needs.

Referral Requirements (ARSD 24:05:24)

- All referrals documented by district
- Conduct informal review with person making the referral and review of student record.
- After a parent referral and informal review, district required to provide notice of intent to evaluate or not (PPWN)
- District will document all referrals not evaluated.

Name of referring person:		Date of referral:	
<input type="checkbox"/> No <input type="checkbox"/> Yes		Does the student receive Title services? <input type="checkbox"/> No <input type="checkbox"/> Yes	
Is the student's current teacher/teachers certified?		Subject area(s) <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Other:	
Is the child on medication? <input type="checkbox"/> No <input type="checkbox"/> Yes		Date services began:	
Medical Concerns (ex. Has the child been diagnosed with a medical condition, such as vision or hearing loss?):			

Describe the strengths of the student:

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Mark the areas of concern this referral will address:

Reading Comprehension	Basic Reading Skills	Reading Fluency Skills	Pre-Reading Skills
Written Expression	Math Calculation	Math Problem Solving	Early Math Skills
Oral Expression	Listening Comprehension	Communication	Adaptive/Daily Living Activities
Behavioral/Emotional	Social	Gross Motor	Fine Motor
Hearing	Vision		Early Childhood Cognitive
Other:			

Related Service Dismissal Examples

Page 58 IEP TA Guide

Scenario 1

- Student is eligible for SLD, OHI and Language disorder.
- Team determines primary disability as OHI and speech/language therapy will be a related service.
- SLP has data the student has met the goals and no additional concerns. Parent and teacher input support that SLP therapist is not required for educational benefit.

Since IEP team determined student would benefit from an SLP providing language as a related services, the IEP team can use data to determine student no longer requires for FAPC.

Scenario 2

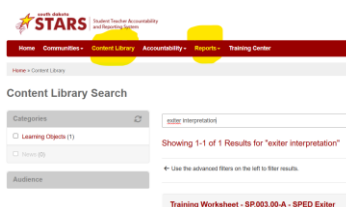
- Student receiving OT as a related service to support handwriting and pencil grasp to be independent in school tasks. This was determined by IEP team after student met OT criteria and determined a benefit to special education program.
- Student has met the OT goals set by the team. Teachers and parents have no additional concerns in this area. Parents indicate the student is now enjoys writing stories and draws. Teacher observes that the student is align with other students in all fine motor areas (writing, using scissors, drawing, taking notes, etc.)

Since the OT progress monitoring information and input from parent and teachers, the IEP team can determine OT is no longer needed. Document clearly in PPWN.

Note: If team is discussing dismissal from special education and related services disability category, then must follow evaluation procedures: review existing data, PPWN consent, reports, and eligibility meeting

Data verification process and tools

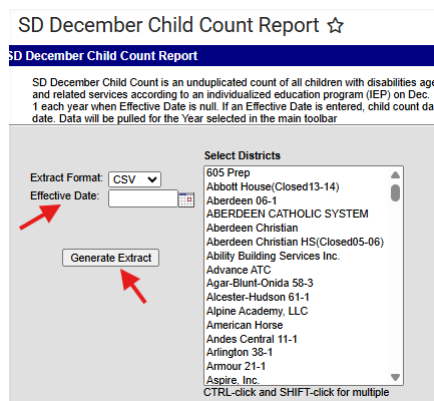
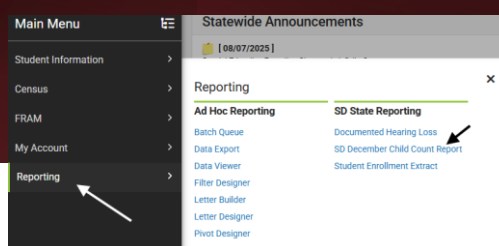
- Tools and resources to verify data provided in News Alert 8/26/25:
 - [Student Data Collections Desk Guide](#)
 - SD DOE Learner Platform [recording of the process](#) to enter special education data.
 - Child Count Report in Infinite Campus directions
 - Brief directions for entering special education data
 - Special Education Module Permissions
- New tools and resources (will be sent out following the call):
 - Comparison excel and directions for use
 - Data verification process checklist
- Resources previously made available:
 - [SD STARs](#) Special Education Exiter Report SP.003.01-A
 - [SD STARs](#) Special Education Exiter Data Interpretation Guide (DIG)



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Child Count Report

- Use Child Count Report to check information in the Special Ed summary section
 - May need to work with district infinite campus administrator to get permissions set
- Found in Reporting section
 - SD December Child Count Report
 - Make sure you have the school year open for the year in which you are running a report
 - Either type in effective date or use calendar icon to choose a date (can be today's date)
 - Use 'Generate Extract' button
 - Will create an excel spreadsheet for you to download
 - Check to ensure all student have been entered
 - If data not correct, please use [link](#) to let us know



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End Date 2024-25 Special Ed Record

- Last year's Enrollment tab in Infinite Campus has a locked Special Ed Record
 - Need these for federal reporting
- Some examples of if record needs to be end date because:
 - Student has moved – **6: Moved, known to be continuing** or **7: Moved, not known to be continuing**
 - Student has not returned to school – **8: Dropped out** or **13: Discontinued/Completed IEP team mod/course reqs**
 - Student has graduated during the summer - **2: Graduated (high school diploma)**
 - Student aged out before July 1 – **4: Reached the maximum age** or **14: Aged Out/Completed IEP team mod/course reqs**
 - Student has died over the summer – **5: Died**
- Infinite Campus [Student Desk Guide](#) – lists end codes with explanations (pg 112-114)

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Exit Codes Match 2024-25 Special Ed Record and Gen Ed End Status

- Check to ensure that the special ed exit/end code matches the general ed end code
- Use the SD STARs Special Education Exiter Data Interpretation Guide (DIG) to help ensure codes match
- Infinite Campus [Student Desk Guide](#) – lists end codes with explanations (pg 113-114) with the crosswalk between the general ed exit/end status and the special ed exit status (pg 116-117)

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Technical Assistance for Campus

- Campus Errors
 - Have District Campus designee submit ticket in Campus Support Portal
- Questions regarding data verification and entry
 - Region Representative for Special Education
- Technical Support for Campus entry
 - Teri Jung – district calendars, general enrollment
 - Beth Schiltz – special education enrollment, Special Ed forms in Campus
 - Linda Turner – special education enrollment, overall support

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Indicator 11: Initial Evaluations Tip

- 25 school day timeline calculation
 - Use a common calendar with few distractions to help calculate 25 school days
 - Only mark days that have a full day off school on the calendar
 - Include evaluation requirements in the margins of the calendar
 - Keep a digital copy where staff can access, and one person can update with days school when canceled or missed.

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July						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
August						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
September						
Su	Mo	Tu	We	Th	Fr	Sa
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22	23	24	25	26	27	28
29	30					
October						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
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26	27	28	29	30	31	
November						
Su	Mo	Tu	We	Th	Fr	Sa
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December						
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29	30	31				

January						
Su	Mo	Tu	We	Th	Fr	Sa
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February						
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						1
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23	24	25	26	27	28	
March						
Su	Mo	Tu	We	Th	Fr	Sa
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23	24	25	26	27	28	29
30	31					
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27	28	29	30			
May						
Su	Mo	Tu	We	Th	Fr	Sa
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
June						
Su	Mo	Tu	We	Th	Fr	Sa
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Indicator 11 Calendar and Notes Example

Counting 25 school days


- Use the date received as school day 1
- Write the 25th school day on the PPWN Consent
- Skills based for all eligible areas must completed within 25 school days

Eligibility Meeting Date

- Add 30 calendar days from the day after the 25th school day for evaluations to calculate when the eligibility meeting must be completed by

Indicator 11 Reporting Guide

- Page 2 of the Indictor 11 Reporting Guide can help staff understand the expectations
 - Found at the State Performance Plan website: <https://doe.sd.gov/spe d/SPP.aspx>



Learning. Leadership. Service.

Things to Consider When Reporting "Initial Evls ages 3-21"

- When entering information into Launchpad, or the designated spreadsheet, you must enter each student's identification number. This is their Student Information Management System (SIMS) state ID number found in Infinite Campus. If a SIMS number has not yet been assigned, then enter "DOB+ student initials".
- Recording the date permission was received: this should reflect the date the school received permission in hand (see 4b). If this date is not recorded on the consent form, the district must then use the date the parent signed consent. The date permission was documented as received or the date parent signed the consent counts as school day 1 (see 4b).
- The last evaluation date must include skill-based evaluation dates.
- Use your district calendar when counting the 25 school days:
 - Record the number of school days:
 - Starting with the date permission was documented as received in hand or the date parent signed consent, (School day 1)
 - "When permission is received on a non-school day, then school day 1 will be the next business day school is in session.
 - Ending with the date the last evaluation (including skill-based) was completed:
 - Count all days school is scheduled including make-up days, half days, late start or early release days.
 - Do not include vacation days, weekends, teacher workdays, or days school was cancelled for the entire day, unless the student was brought in or scheduled for testing in another location on those days.
 - Parents may agree to extend the evaluation timeline beyond the 25 school days. The date agreed upon by the district and parent needs to be noted on the PPWN Consent to Evaluate and follow ARSD 24-05.25-03.02. Exception to initial evaluation timeline:
 - This will not be counted against the district if the agreed upon timeline is met.
 - The school days to complete the evaluation must be recorded, and the reason.
 - In Launchpad, indicate that "Parent agreed to extend the timeline" using the dropdown. Provide the reason why the extension was needed and the agreed upon date to complete evaluations using the "Comment" box. You may also use this space to explain additional information if needed.
 - If the 25 school day count exceeds the timeline, and parents did not agree to extend the timeline, you must use the dropdown box to choose reason and explain in the comments.
- If a student moves during the testing process or eligibility could not be determined, report the student's information the district has.

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)

If you have questions, please contact: Part B 619 Coordinator or call 605-773-3678.

July 2025

Indicator 7 – Identifying Exit Evaluations

- Run a data export report in Riverside
 - Date range 07/01/2022 to *todays* date
 - Include all children in your district
- Download report
 - Use Excel filters to help you identify students:
 - turning 6 this school year
 - with a Part B Entry, Part C Entry/Transition, or Transition program label
- Questions? Need help?
 - Contact Kelly Gilbert at Kelly.Gilbert@state.sd.us



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Indicator 14: Appendix A HS Transition

Due Oct 1

Collects data on **transition** age students on an **(IEP) who left the district for any reason** during the 2024-25 school year

- Opportunity to review student records for accuracy
 - Student coded as drop out in 24-25 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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Indicator 14: Appendix A HS Transition

Due Oct 1

Due Oct 1st

- 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*

Due Oct 1st

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Miscellaneous

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DOE Professional Development

Register for trainings at <https://sded.sd.gov/>; search "SPED" or "Behavior"

- **Behavior**
 - Writing IEPs for Successful Student Behavior-Two-day training
 - Rapid City: September 30 and November 12
 - Sioux Falls: October 23 and November 5
 - Check and Connect-Two-day training
 - Rapid City: October 1 & 2
 - Sioux Falls: October 21 & 22
- **Special Education Process: On Demand**
 - The Special Education Process: Referral Through IEP Development
 - Speech Language Therapist: Key Considerations in Special Education Process
 - Occupational and Physical Therapist: Key Considerations in Special Education Process
- **SAVE THE DATE! Sped Conference, March 3 and 4 in Sioux Falls**
 - Call for papers coming soon!
 - Registration through the Center for Disabilities

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DOE Professional Development, continued...

- **Parent Involvement**
 - Indicator 8: Parent Survey Webinar
 - August 28 – 2024-25 results; changes for 2025-26
- **Autism Spectrum Disorder (ASD)**
 - ASD Behavior Basics 2025-2026 - virtual via USD
 - ASD Interventions 2025-2026 - virtual via USD
 - ASD Characteristics & Diagnostic Overview 2025-2026 - virtual via USD
- **Alternate Assessment**
 - Teaching Students with Significant Cognitive Disabilities – webinars
 - September 4 – WHY to provide standards-based instruction
 - September 18 – HOW to provide standards-based instruction
 - SD 1% Community of Practice – virtual, half hour sessions
 - October 2, 9, 16, 23 – federal laws, DOE guidance, district staff sharing/networking

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DOE Professional Development, continued...

- **Transition**

- Transition Roundup: Indicator 14 Post School Outcomes report – Sept. 24, 3:00 CST, via Zoom
<https://us02web.zoom.us/j/86561060951?pwd=egIS0TG4pMvIw9hLC2x71z4aL94j17.1>
- Transition IEP Workshops
 - Rapid City: October 22, 12:30 – 4:30 pm CST
 - Virtual: September 24, 9:00AM – 1:00 CST, via Zoom

- **Early Childhood**

- New documents on the Preschool 619 Page: <https://doe.sd.gov/sped/Early-Intervention.aspx>

- **Coming Soon:**

- Prior Notice in Practice: What Every Educator Needs to Know
- Description of Services
- The Data-Driven IEP: Using skills-based assessments to facilitate educational success
- New Early Childhood IEP Course
- Self paced Indicator 11 and 12 courses

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SD-ACT Accommodations Webinar

For the High School State Assessment

- **Register Now! Share with your Special Education Staff!**

- We're excited to invite you to the upcoming **SD-ACT Accommodations Webinar**, hosted by ACT and tailored specifically for South Dakota public school teachers and administrators.



Date: Tuesday, September 16



Time: 2:00 PM CT (1:00 pm MT)



Registration Link: [Click here to register](#)

- This session will provide valuable information on accommodations for the ACT, helping ensure all students have the support they need to succeed.
- If you have any questions, please don't hesitate to reach out to us at DOEassessment@state.sd.us.
- This will be recorded and posted on the SD-ACT Now website.

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2026 SPED Conference Save the Date!

- **2026 Special Education Conference:**
 - March 3 & 4, 2026
 - Sioux Falls Convention Center
 - More information to come!



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Next SPED Webinar

October 21,
2025

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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