

Monthly SPED Webinar

Special Education Programs
2026-2027 School Year
September 15, 2026



1



Welcome

Special Education Programs
would like to welcome Farha
Labonnya as the new SPED
Data Manager

- Child Count
- Special Education Data

2

Congratulations

Alysha Hamann

Region 1 Nominee

Teacher of the Year Banquet
and announcement of winner,
Thursday, Sept. 17.

Watch highlight video at:

<https://youtu.be/uREtIh9nY8>



: Alysha Hamann, Brookings School District, Middle School Special Education

3



Effective Practices

4

2025-2026 Dispute Resolution Results



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5

Request Received in SY 2025-2026

	State Complaint	Due Process Hearing	Expedited Due Process
Total Number Received	17	8	2
Parent Request	12	7	2
District Request	0	1	0
Third Party Request	4	0	0
Resolved through mediation or resolution	3	6	1
Not Resolved through mediation or resolution	2	2	1
# Withdrawn or dismissed	4	6	1
# went through full process	13	2	1
# with findings of non-compliance	7	0	0

6

Top findings in State Complaints and Due Process Hearings

IEP Development

IEP Implementation

Placement

PPWN

Meaningful Parent Participation

Progress Reporting

7

IEP Development

- **Whether the Student's Individualized Education Programs (IEPs) are tailored to meet Student's unique needs and reasonably calculated to enable Student to make progress appropriate in light of Student's circumstances.**

- **Finding**

- The PLAAFPs identified broad areas of need, such as understanding grade-level vocabulary or solving multi-step math problems, without clearly describing Student's current performance level. As a result, the IEPs did not consistently provide sufficiently detailed baseline information from which progress towards the annual goals could be measured.
- Transition activities identified "Student, Parent, and staff" as the responsible parties but later only identified Student. However, despite Student being the only listed individual responsible for completing transition activities in the IEP, there is sufficient evidence that District supported Student in completing transition activities through employability-related classes.

- **Correct Procedures**

- PLAAFPs

- Be specific and list observable skills/behaviors.
- Include data driven baseline data collected during skill-based assessments.
- List the student's current skills in comparison to the skills of a typically performing student at this time in the year. This information will be used to develop goals that work to decrease the gap.

- Transition

- Include specifically what others (student, families, and appropriate adult service agencies or programs) will need to do.
- When viewed as a whole, the activities should demonstrate involvement and coordination between all the individuals and organizations involved in the student's transition program.
- District must follow up with the activities and track progress.
- If transition activities need to be changed or updated, follow IEP amendment process and procedures

- **Resource(s):**

- IEP TA Guide: <https://doe.sd.gov/sped/documents/IEP-TA-25.pdf>
- SmartStart: [IEPs – Developing the Initial Document](#)

8

Placement Decisions

- **Whether the District followed special education procedural requirements when the request for homebound instruction was reviewed and denied by an administrator without involvement of the IEP team, and whether the Student's IEP Team was required to determine if another placement option was appropriate.**

➤ **Finding**

- Parents homebound request that was denied was not a violation of federal or state special education law because it is administered through general education. Home based services through IEP team decision is different than district homebound program.
- The IEP team was on notice that Students needs had changed and should have convened to consider whether students placement was meeting students needs. The IEP team didn't convene an IEP team meeting to review timely.

➤ **Correct Procedure(s)**

- Convene an IEP meeting when a student's needs have changed to determine whether current IEP is meeting the student's needs, especially when parents are raising concerns.
- Issue a PWN stating what the request was and the decision the IEP team made.
- Help parents understand the difference between Homebound and Home-Based Services

➤ **Resource(s)**

- SmartStart: [Placement — Procedural Issues Involving the Application of LRE](#)
- SmartStart: [Placement -- Students With Medical Issues](#)

9

IEP Implementation

- **Did the District implement Students' IEPs as written during the 2024-2025 school year, including Extended School Year ("ESY"), by providing American Sign Language (ASL) interpreting services as documented in Students' Individualized Education Programs (IEP)?**

➤ **Finding**

- IEPs in effect required student be provided with ASL as an accommodation on a daily basis throughout length of IEP.
- Documentation shows students were not provided ASL services due to staff availability.
- District was unable to provide documentation that ASL services were provided as written in the IEP during the school year or ESY.
- Documentation supports student(s) needed ASL to receive FAPE.
- A certified ASL interpreter was not made available to students in order to carry out IEP.

➤ **Correct Procedure(s)**

- Consider the communication needs of the child, including the child's language and communication needs, opportunities for direct communication with peers and professionals in the child's language and communication mode, communication mode, and need for assistive communication devices and services.
- Develop an IEP that meets the student's communication needs in order to receive FAPE, **NOT** based on availability of services or supports.
- If an issue arises where a service can't be met temporarily, call an IEP team meeting to discuss alternatives and develop a plan to support the student and consider whether compensatory services will be needed.
- In South Dakota, educational sign language interpreters must be registered and certified.

➤ **Resource(s)**

- Dear Colleague Letter: ["Frequently Asked Questions on Effective Communication for Students with Hearing, Vision, or Speech Disabilities in Public Elementary and Secondary Schools"](#)
- SmartStart: [Personnel Shortages](#)
- [Feeling the pinch of staffing shortages? Deliver FAPE even under pressure.](#)
- [Hearing Loss or Deafness: Considerations for Assessment Planning and IEP Development](#)

10

IEP Implementation Cont...

- **Did the District ensure that each general education teacher, special education teacher, related services provider, and any other service provider who is responsible for implementing the Student's IEP was informed of his or her responsibilities related to implementing the Student's IEP?**

➤ **Finding**

- Staff with limited or incorrect signing knowledge, were utilized as students' primary communication and language models, which was inconsistent with students' IEPs.
- District did not provide any specific training to the staff working with the students on how to utilize the interpreters or the importance of ensuring that the interpreters were used.

➤ **Correct Procedures**

- The school district is required to ensure that the child's IEP is accessible to each regular education teacher, special education teacher, related services provider, and other service provider who is responsible for its implementation.
- IDEA rules also require each teacher and service provider to be informed of his or her specific responsibilities related to implementing the child's IEP, as well as the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.

➤ **Resource(s)**

- Codified Federal Regulations: [34 C.F.R. § 300.323\(c\)\(2\)](#)
- Administrative Rules South Dakota: [ARSD 24:05:27:01.04. Access to IEP](#)
- [Bust these myths to ensure proper IEP implementation](#)
- [What general education teachers need to know about special ed](#)

11

IEP Implementation Cont...

- **Whether the District properly implemented Student's IEPs, specifically by providing the documented special education services.**

➤ **Finding**

- The District utilized a block schedule and student received specially designed instruction while enrolled in corresponding classes, the IEP did not indicate that services or work on annual goals would only occur during certain quarters/classes.

➤ **Correct Procedure(s)**

- Implement the IEP in its entirety by providing the services and supports as documented.
- Clearly document the frequency, duration, and location in which the student will receive instruction on the annual goal(s).
- Consider documenting all services provided to students not just related services.

➤ **Resource(s)**

- [Documenting Annual Goals, Service Time, and Monitoring Progress](#)

12

Prior Written Notice

- **Did the District provide Guardian with the required parental prior written notice ("PPWN") when proposing or refusing requests for identification, evaluation, educational placement, or provision of a free appropriate public education ("FAPE") for Student, including an explanation of the decision and the safeguards available under the IDEA?**

- **Finding**

- PPWN was not provided prior to implementing change in Student's schedule and special education services placement.
- District's failure to provide a PPWN before changing Student's educational placement significantly impaired Guardian's opportunity to participate in the decision-making process regarding Student's IEP.

- **Did the District provide the Parent with a Parental Prior Written Notice ("PPWN") when it refused to evaluate the Student in March 2025?**

- **Finding**

- District failed to provide all of the required information that a PPWN must set forth, including information informing the Parent of the procedural safeguards available to a parent who may disagree with a district's proposal or refusal. It further failed to provide sources Parent could contact to obtain assistance in understanding IDEA provisions. (PPWN was not sent)

- **Correct Procedures for both issues above:**

- PPWN must be sent at "a reasonable time" before the public agency proposes or refuses to initiate or change the identification, evaluation, educational placement, or the provision of FAPE.
- The notice must be sent after the team decision is made to propose or refuse a change, not before the team meeting. Include the date the change will go into effect and allow parents their 5 days to consider the proposal and access their due process rights if they disagree.

- **Resource(s)**

- SmartStart: [Procedural Safeguards – Prior Written Notice](#)
- [Parental Prior Written Notice Consent Guidance and Examples](#)
- [PPWN After Decision Examples](#)

13

Meaningful Parent Participation

- **Did the District ensure Guardian meaningful participation in the development of Student's Individualized Education Program ("IEP") by including Guardian in all IEP team meetings?**

- **Finding**

- District claims a staff meeting was not an IEP team meeting because decisions didn't impact students educational programming, but findings show it did result in changes.
- The District's staff meeting was a procedural violation that resulted in denial of a FAPE to Student because it significantly impeded Guardian's opportunity to participate in the IEP process, compromised Student's right to an appropriate education, and caused a deprivation of educational benefit to Student.

- **Correct Procedure(s)**

- School district staff may hold a meeting to engage in activities to prepare for an IEP meeting without parent participation. It is important to remember to schedule an IEP meeting to discuss the recommended changes to students programming prior to implementing.

- **Did the District follow appropriate procedures for scheduling and holding IEP team meetings that allowed Parents to meaningfully participate in the IEP process?**

- **Finding**

- District failed to follow appropriate procedures for scheduling and holding the IEP team meeting; however, Parents were still able to meaningfully participate in the IEP process.

- **Correct Procedure(s)**

- Schedule IEP team meetings "at a mutually agreed time and place."
- Notify the parents of the IEP meeting early enough to ensure that they have the opportunity to attend.

- **Resource(s)**

- SmartStart: [IEPs – Parental Participation \(Generally\)](#)
- SmartStart: [Parent Notice of the Meeting](#)

14

Progress Reporting

- **Did the District monitor and report progress toward IEP goals to Guardian in accordance with Student's IEP?**
 - **Finding**
 - Progress reports were not provided quarterly as stated in the IEP (only received 1 out of the 4)
 - **Correct Procedure(s)**
 - Provide parents with progress monitoring reports following the schedule set forth in the student's IEP based on the students' unique needs.
 - Clearly document in the IEP when progress reports will be provided to parents.
 - Document when progress reports are provided.
 - **Resource(s)**
 - Sped Connection: [Progress monitoring matching game](#) sample tool
 - SmartStart: [IEPs – Measuring Progress](#)

15



SPED Connection Access

- + **All public-school districts have a state paid subscription**
 - + SmartStarts
 - + SpedConnection Articles and Resources
- + **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**

16



Accountability

17

Special Education Paraprofessionals Requirements

- + **24:05:16:16.01. Paraprofessionals and assistants.**
 - + (1) Paraprofessionals must have a high school diploma or GED; (**Note: District policy and/or a Title schoolwide, requirements may be different.**)
 - + (2) Paraprofessionals must work within defined roles and responsibilities as identified by the school district;
 - + (3) Paraprofessionals must work under the supervision of, and be evaluated by, certified staff; and
 - + (4) Each school district ***must describe the training*** to be provided paraprofessionals in the staff development component of the district's comprehensive plan under § 24:05:16:05.
- + **Resources:**
 - + [Paraprofessional Guidelines](#)
 - + Sped Connections – [Paraprofessional Qualifications](#)



18

Implementation after IEP meetings and amendment

- + Ensure a final copy of the IEP is given to the parent(s) along with a PPWN
- + Final copies are stored (based on district procedures)
- + Notify all staff working with the student who are required to assist in implementation of the IEP
 - ✓ When changes take effect
 - ✓ Ensure the staff know responsibilities, what accommodations and supports mean, and answer any additional questions.
 - ✓ Receive a copy
 - ✓ Notify the district staff that enters enrollment data in Infinite Campus of IEP effective date and changes

What is the district or school's procedure?

24:05:27:01.04. Access to IEP.

Each school district shall ensure that the child's IEP is accessible to each regular education teacher, special education teacher, related services provider, and other service provider who is responsible for its implementation.

Each teacher and provider described above is informed of:

- (1) His or her specific responsibilities related to implementing the child's IEP; and
- (2) The specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.

IEP Technical Assistance Guide (page 64):

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

19

Preparation for Accountability Review 2027-2028 Districts

Aberdeen 06-1	Huron 02-2
Bison 52-1	Kadoka Area 35-2
Bridgewater-Emery 30-3	Miller 29-4
Chamberlain 07-1	Mitchell 17-2
Colome Consolidated 59-3	Platte-Geddes 11-5
Estelline 28-2	Sioux Valley 05-5
Faulkton Area Schools 24-4	Timber Lake 20-3
Florence 14-1	Tri-Valley 49-6
Gayville-Volin 63-1	Wagner Community 11-4
Gregory 26-4	Wall 51-5
Harding County 31-1	White Lake 01-2
Highmore-Harrold 34-2	Yankton 63-2
Hitchcock-Tulare 56-6	

Accountability Process Overview Presentation

<https://doe.sd.gov/sped/documents/Accountability-26.pdf>

Indicator 13 Preparation:

- Contact in Fall 2026 the regional Transition Services Liaison Project staff
- <https://tslp.org/contact/>

20



Data

21

Student Enrollment in Infinite Campus



All students eligible and receiving services for special education need a record in the Special Education Summary section.

Special Education Summary ☆

State Reporting and Data Entry

Special Education start and end dates will no longer be based on the school calendar year, rather they will reflect the annual IEP date or as events occur that change enrollment elements or otherwise end the special education enrollment.

****Resource – Enrollment comparison Excel**, to compare the Child Count Report in Campus from two different dates such as last day of previous school year to a date this school year to identify if students were *Found*, *Not Found* or *New*.

- Limitation - does not check Enrollment start and end dates or compare to General Enrollment
- Posted on web at: [Child Count Data Collection, SD Department of Education](#)

22

Student Enrollment in Infinite Campus



Ending a record

Special Education Summary ☆

End Date

Exit Code:

End date is last date of the effective IEP or last day of services before a change in services or enrollment

Exit code

- + 11 - Annual IEP/ change in IEP
- + 01 - Not receiving special education services

23

Student Enrollment in Infinite Campus Cont...



[Student Data Collections Desk Guide](#)

- Students with Disabilities State Reporting Data and December Child Count pgs 104-113
- Exit code pgs 113-116
- Ending Enrollment for Seniors who are in Special Education pgs 114-115
- Crosswalk of Exit Codes pgs 115-117
 - IEP Program exit reasons definitions pgs 113-114



August 2020

Student Data Collections
Desk Guide

Office of Data Management

24

IEP Program Exit Reasons

Student Data Collections Desk Guide



01 Not receiving special education services:

Use this code when the IEP team determines that the student is no longer eligible to receive Special Education services or dismissed.

09 Refused services:

Use this code to document students who are in Alternative Instructions/Home Schooled student, or a Colony student complete grade 8 with a religious exemption. The students would still be eligible for services if they re-enrolled in public school.

15 Revocation of consent:

These students will have been eligible for special education until the point when the parent/guardian/or adult student signs off that they are revoking consent for services. This code is used to end the special ed record and the students are no longer considered a student with a disability.

25

IEP Program Exit Reasons Cont...

15 Revocation of consent

- Parent/Guardian/Adult Student requests to revoke services
- Signed document
- PWN

IEP Technical Assistance Guide

Revocation of Consent

PPWNconsent-25.docx



REVOCATION OF CONSENT FOR SPECIAL EDUCATION AND RELATED SERVICES

The form enables the parent/guardian or adult student to revoke consent in writing. If a parent or student at age of majority revoke consent in writing the school district or public agency:

1. Is not required to convene an IEP team meeting or develop an IEP.
2. District will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the student because of the failure to provide further special education and related services.
3. District may not seek to use consent override procedures such as mediation or due process procedures to obtain an agreement or a ruling that services may be provided to the student.
4. District may not continue to provide special education and related services to the student but must provide **Prior Written Notice** before ceasing the provision of special education and related services.

It is not required to amend the student's education records to remove any references to the student's receipt of special education and related services because of the revocation of consent.

PARENTAL PRIOR WRITTEN NOTICE FOLLOWING REVOCATION OF CONSENT FOR SPECIAL EDUCATION AND RELATED SERVICES

Under ARSD 24-05-27-04.03, when a parent/guardian or adult student revokes consent in writing for the provision of **ALL** special education and related services, the school district may not continue to provide special education and related services to the student. **However, before the district discontinues services, the district must provide the parent/adult student with a prior written notice before ceasing services.** The district must provide the notice in understandable language (ARSD 24-05-30-06). The prior written notice must be given a reasonable time before the school discontinues special education and related services.

If only revoking a component of the IEP: If the parent requests only a component of the special education or related services in the IEP to be removed, the IEP team shall reconvene to determine if the component to be removed will impact FAPE for the student. If it will not impact FAPE, amendment procedures can be followed. If removing the component of the IEP does impact student's access to FAPE, the district will document on PPWN the decision made and notify parents of their procedural safeguards dispute resolutions.

REVOCATION OF CONSENT RESOURCES

ARSD [24-05-27-04.03](#), [Parental withdrawal of consent for services](#).

Sample Forms: <https://doe.sd.gov/speed/IEP.aspx>

26

Data verification resources

- + [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
- + 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)

Status
Not Found
Not Found
Not Found
New
New
New
Found
Found
Found

27

Infinite Campus Special Ed Data Entry Webinars

Information Covered:

- Special Education Data Entry
 - How to create an entry
 - How and why to end an entry
 - When to create an entry
 - Resource to collect information to enter
- December 1 Child Count
 - School 97 for Out-of-District placement
 - Child Count Report
- All 3 webinars will contain same information
- 30-40 mins in length
- Will be recorded

Sep 30, 2026 01:30 PM (CT)

[Join Zoom Meeting](#)

Meeting ID: 829 3870 2909

Passcode: 6BTXUH

Oct 1, 2026 10:00 AM (CT)

[Join Zoom Meeting](#)

Meeting ID: 870 5882 0482

Passcode: J8euWL

Oct 1, 2026 02:30 PM (CT)

[Join Zoom Meeting](#)

Meeting ID: 859 2964 3103

Passcode: R4Pe3z

28

Indicator 11 Reminder

- + The primary reason given for evaluations occurring past 25 school days continues to be *staff misunderstanding how to count the 25-school day timeline.*
- + Please remind staff to count starting with the day permission was received (and documented on the PPWN Consent).
 - + This is day 1.



29

BDI-3 Subscriptions

- Riverside Insights has sent several emails to Account Holders informing them that the online scoring subscription for the BDI-3 is set to expire on December 31st.
- As a reminder, the Department of Education will renew the state paid district's subscriptions and provide the appropriate number of Electronic Record Forms (ERFs) annually. Districts are not required to renew their state paid subscriptions. If your district purchased additional subscriptions, you are responsible for those renewals.
- ERFs will be distributed after January 1, 2027. If districts require more than the distributed ERFs, the district is responsible for the additional purchase.

30

Riverside Reminder

- + Account Holders, or staff able to assign new staff, should check which staff are active.
 - + Each district has a specific number of access keys that can be used
 - + Making staff no longer assessing children inactive will allow the district to add new staff who are.

Riverside Score ENG | ESP

Dashboard Organization Management **Staff Administration** Child Administration Reports

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

5 Matches found

Last Name, First Name	Email	Location	Username	Actions
Cinderella	Cinderella@email	3 Locations	Cinderella@email	
Sven	Sven@email	3 Locations	Sven@email	
Ariel	Ariel@email	3 Locations	Ariel@email	
Charming	Charming@email	3 Locations	Charming@email	
Anna	Anna@email	3 Locations	Anna@email	

Any non @k12.sd.us users will need to have guest access.
 Please email Kelly.Gilbert@state.sd.us with their email address for access to be granted.

31

BDI-3 Progress Monitoring Eligibility

- + Battelle Developmental Inventory 3 is provided for Indicator 7 Preschool Outcomes purposes
- + The BDI-3 can also be used to determine eligibility
- + When used for eligibility, be careful to ensure the student was 2 years 6 months or older at the time of evaluation.
- + The scores can still be used for eligibility, if the evaluation is less than 6 months old, in these cases
- + Progress monitoring for Part B Entry (including Part C Entry/Transition), must occur at 2 years 6 months or older

ID: | Age: 2 years, 5 months | Date of Birth: | Gender: | Location:

Print PROGRAM LABEL

Part C Entry/Transition

Reset Scores

Part C Entry due to age

32

Indicator 8: Parent Involvement Survey

➤ 2025-2026 Parent Survey

- 2025-2026 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!

➤ 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 to print locally

➤ Resources

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

33

Indicator 14: Appendix A Secondary Transition

DUE	Nov 1
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Collects data on **transition** age students on an **(IEP) who left the district for any reason** during the 2025-26 school year

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)

Contact Lori.Kwasniewski@state.sd.us

- Logon and password (Indicator 14 only)
- Remove student records

34



Miscellaneous

35

2027 Special Education Conference

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

Save the Date

2027 South Dakota Special Education Conference

March 23-24, 2027

The Monument

**444 Mt Rushmore Rd.
Rapid City, South Dakota**

ROCK
Your Potential!

south dakota
DEPARTMENT OF EDUCATION
Learning Leadership Service

UNIVERSITY OF SOUTH DAKOTA
CENTER FOR DISABILITIES

The development of these materials was supported in part by IDEA Part B 611 Grant #H027A00001 and IDEA Part B 619 Grant #H173X00001 from the U.S. Department of Education, Office of Special Education Programs through the South Dakota Department of Education, Special Education Programs. The views expressed herein do not necessarily reflect the views of the Department of Education and should not be regarded as such.

36

Early Childhood Internal Review Webinar



October 16

1:00 PM CT – 3:00 PM CT



Focused on completing the internal review document with an Early Childhood focus



Register via the Internal Review document

<https://sded.sd.gov/browse/division-of-special-education-and-early-learning/office-of-special-education/courses/early-childhood-internal-review-october-2026>

37



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

Next SPED Webinar

October 20, 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](#).

38