south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Student Data Collections Desk Guide

Office of Data Management

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PURPOSE

The purpose of this desk guide is to assist school districts with the data entry required for timely and accurate State and Federal reporting. This document will touch on the main data collection periods throughout the year which include:

- Fall Enrollment State Aid/Fall Enrollment Census Count
- Accountability – Year End Close Out
- Students with Disabilities December Child Count

The Department of Education currently contracts with Infinite Campus for our Student Information Management System. **Districts MUST strive to keep their student data accurate at all times.** In addition to the above listed data collection periods, student data is also extracted throughout the school year for additional purposes such as:

- To create Assessment Pre-ID files
- To populate student data and properly assign students to the correct schools in the online Assessment systems
- To pre-populate student data in other systems such as SDMyLife-Xello, SD-STARS and Perkins
- Student lists for NAEP testing
- EL (English Learner) and Immigrant data used for calculating Title III funding
- Federal reporting through EdFacts
- Consolidated State Performance Report (CSPR)
- Legislative requests – Dec/Jan/Feb/March
- General data requests throughout the year
- To compute Attendance/Graduation rates/Completer rates and Dropout identification for Accountability purposes
- To compute ADA/ADM calculations
- To compute State and County Apportionment calculations
- To comply with requirements for the Federal Perkins Loan Teacher Cancellation program in order to assist teachers in obtaining loan cancellation services.

YOUR DATA IS IMPORTANT!

DEFINITIONS

Admission Date – the month, day and year that a student is admitted to a school or an educational institution.

December Child Count – the unduplicated count of all children with disabilities ages 3-21 receiving special education and related services according to an individualized education program (IEP) or service plan on December 1st of each year.

Dropout – per 24:55:01:01 – a student who was enrolled in school at some time during the school year and was expected to be enrolled the following year but was not enrolled; has not graduated from high school or completed a state or district approved educational program; has not met any of the following exclusionary conditions:

(1) transfer to another public school district, private school, or state or district-approved educational program;
(2) temporary school recognized absence due to suspension or illness
(3) death

EC – Early Childhood - Students not yet enrolled in Kindergarten but who are receiving only Special Education services from the school district should be entered into the Student Information System using the "EC" as the grade level in the grade level field. **Attendance is not required for the "EC" students.**

Exit/Withdrawal Date - the month, day and year of an individual's last attendance in school; for a graduating student it is the last day of the school year (even if the seniors are dismissed a few days early) unless the student is graduating early and then it would be the last day the student is required to attend.

Fall Enrollment Census Count – this is a head count of students enrolled in pre-school through twelfth grade in all schools operated by the school district on the last Friday of September of the current school year. The Fall Enrollment Census Count is used for statistical comparisons, federal reports and grant allocations.

Fall Enrollment State Aid– per § 13-13-10.1 - the number of kindergarten through twelfth grade students enrolled in all schools operated by the school district on the last Friday of September of the current school year minus the number of students for whom the district receives tuition, except nonresident students who are in the care and custody of a state agency and are attending a public school and students for whom tuition is being paid pursuant to § 13-28-42.1, plus the number of students for whom the district pays tuition. See 13-13-10.1 for specifics.

Jr. Kindergarten Student – a student enrolled in a Jr. Kindergarten program would be considered the same as a Kindergarten student for data collection purposes. The student must be at least 5 years old by September 1st to be counted for State Aid funding purposes.

Pre-School Student – per 24:17:01:07 – For the purpose of data collection, a preschool student is defined as a child who is at least three years of age on or before September 1st, is not enrolled in kindergarten, and is receiving educational services from a public school district for a minimum of 128 hours. A full-time preschool student is a student who is enrolled in a program that operates at least 448 hours per year. For purposes of this data collection, students enrolled in programs operated for a lesser time shall be reported on a prorated basis as a percentage of 448 hours. **All public school districts operating a preschool program shall report student data for preschool students including attendance data.** This definition is intended exclusively for data collection and should not be used for any other purpose.

SOUTH DAKOTA CODIFIED LAWS

SDCL 13-3-51: Data reporting and record systems. The secretary of the Department of Education shall establish a uniform system for the gathering and reporting of educational data for the keeping of adequate educational and financial records and for the evaluation of educational progress. Any school district or school seeking state accreditation shall submit enrollment data, personnel data, and shall verify all state and federal standards for accreditation and approval of schools, including those related to safety and educational equity of the school district or school by October fifteenth of each year. If the due date falls on a weekend or state holiday, the due date is the next business day following the scheduled due date. An annual written evaluation of the educational progress in the state and in each school district shall be submitted to the Legislature and shall be made available in each school district to the general public. The South Dakota Board of Education Standards may promulgate rules pursuant to chapter 1-26 to further define the data required pursuant to this section. However, nothing in this section authorizes the collection of information not necessary for the calculation of funding for public education, the determination of student academic progress, state and federal reporting requirements, or other duties prescribed to a school district, the department, or the South Dakota Board of Education Standards by law.

SDCL 13-3-55: Academic achievement tests. Every public school district shall annually administer the same assessment to all students in grades three to eight, inclusive, and in grade eleven. The assessment shall measure the academic progress of each student. Every public school district shall annually administer to all students in at least two grade levels an achievement test to assess writing skills. The assessment instruments shall be provided by the Department of Education, and the department shall determine the two grade levels to be tested. The tests shall be administered within timelines established by the Department of Education by rules promulgated pursuant to chapter 1-26 starting in the spring of the 2002-2003 school year. Each state-designed test shall be correlated with the state's content standards. The South Dakota Board of Education Standards may promulgate rules pursuant to chapter 1-26 to provide for administration of all assessments.

SDCL 13-3-62: State accountability system established. A single, statewide state accountability system is established. The system shall hold public schools accountable for the academic achievement of their students and shall ensure that all public schools make yearly progress in continuously and substantially improving the academic achievement of their students.

SDCL 13-13-10.4: Enrolled student defined. For the purposes of § 13-13-10.1, a student is enrolled if:

(1) The student is less than twenty-one years of age on the first day of July or meets the requirements of § 13-28-5 and 13-28-6;
(2) The student has not completed an approved program or graduated from high school;
(3) The student's parent or guardian resides within the school district, or in the case of an emancipated minor the student resides within the district or the student has been properly assigned to the district or has been approved to attend school in the district under the terms of the enrollment options program established in § 13-28-40; and
(4) The student is not simultaneously enrolled in any other school district and has not been excused from school attendance under the terms of § 13-27-1.1 or 13-27-2.

SDCL 13-13-10.5: Student enrolled on partial basis. Effect on fall enrollment. For purposes of state aid to education, a student enrolled pursuant to § 13-28-41 or 13-28-51 shall be counted in a school's fall enrollment as defined in § 13-13-10.1 in a proportion equal to the share of the student's enrollment in the school.

SDCL 13-15-30: Agreements for whole-grade sharing of students—Conditions: Notwithstanding the provisions of § 13-5-1, the school board of any school district may enter into an agreement or contract with one or more school boards of other school districts to provide for the whole-grade sharing of students among the participating school districts if:

(1) The school district offers an instructional program within the boundaries of the school district; and

(2) The school district meets the minimum fall enrollment requirements pursuant to § 13-6-97.

For purposes of §§ 13-15-30 to 13-15-32, inclusive, whole-grade sharing is a sharing arrangement for students among participating school districts that allows the resident students at any one or more grade levels within one school district to attend school in one or more of the other participating school districts. The whole-grade sharing may be one-way whereby a participating school district sends all of its students at one or more grade levels to attend school in one or more of the other participating school districts without receiving any students in return.

The whole-grade sharing may also be two-way whereby a school district sends all of its students at one or more grade levels to attend school in one or more of the other participating school districts, and in return receives students at one or more grade levels from one or more of the other participating school districts.

SDCL 13-15-31: Approval and adoption of agreements for whole-grade sharing of students--Term--Termination—Requirements: Any agreement or contract entered into pursuant to § 13-15-30 shall be approved by the secretary of education and shall remain in effect for a period of at least three years. It shall provide for the sharing of governance among the participating school districts. The school board of each participating school district shall adopt the contract or agreement no later than February first of the school year proceeding the school year for which the agreement will take effect. The contract or agreement may be terminated by any participating school district if that school district provides written notice to the other participating school districts at least eighteen months prior to the termination. The contract or agreement shall adhere to the following provisions:

(1) Students at one grade level within a school district are only eligible to attend school in another participating school district if all the students at that particular grade level within the school district are sent to another participating school district. The school boards of the participating school districts shall determine which students and which facilities will be shared under the terms of the agreement;

(2) The participating school districts may negotiate the rate of tuition that will be charged for any student sent to attend school in another participating school district. However, the rate of tuition per year may not be less than the per student allocation as defined in § 13-13-10.1 for that school fiscal year;

(3) The fall enrollment as defined in § 13-13-10.1 for each participating school district shall include any students that the school district sends to another participating school district to attend school, and may not include any students that are sent to the school district to attend school from other participating school districts;

(4) For the purposes of determining adequate yearly progress under the state's accountability system established in § 13-3-62, and calculating the graduation rates, any student sent to another participating school district to attend school shall be counted in the receiving school district; and

(5) For the purposes of state aid for special education, the school residence of any student in need of special education or special education and related services who is sent to a participating school district to attend school remains with the sending school district. However, both the sending and the receiving school districts shall agree upon the student's individualized education program.

SDCL 13-23-10. Establishment of attendance center outside boundaries of school district--Joint powers agreement: A school board may establish an attendance center outside the boundaries of its school district that is within the boundaries of another school district only when both school districts have entered into a joint powers agreement pursuant to chapter 1-24 to provide instruction to the students enrolled in the attendance center.

If each school board adopts a resolution to approve the joint powers agreement, the school board for the school district that will operate the attendance center shall submit the joint powers agreement and each school board's resolution of approval to the secretary of education.

SDCL 13-26-1: School fiscal year--Local board to set length of school term, day and week--Number of hours in school term: The school fiscal year shall begin July first and end June thirtieth. Each local school board shall set the number of days in a school term, the length of a school day, and the number of school days in a school week. The local school board or governing body shall establish the number of hours in the school term for kindergarten programs, which may not be less than four hundred thirty-seven and one-half hours. The number of hours in the school term for grades one through five may not be less than eight hundred seventy-five hours, exclusive of intermissions. The number of hours in the school term for grades six through twelve may not be less than nine hundred sixty-two and one-half hours, exclusive of intermissions. An intermission is the time when pupils are at recess or lunch and for grades six through twelve, the passing time between classes.

SDCL 13-26-2: Time required in school term--Make up time--Summer term: The school board or governing body shall operate kindergarten through grade twelve in its schools. The school board shall operate grades one through twelve for at least a nine-month regular term in any one school year, and the number of hours in a school term for kindergarten shall be set pursuant to § 13-26-1. The regular school term may be conducted on a year-round basis and shall begin on a date established by the school board. The Board of Education Standards shall promulgate rules pursuant to chapter 1-26 governing the operation and scheduling of year-round schools. Any school board or governing body may release graduating high school seniors from school before the end of the regular term. A school is not required to make up time for school closing because of weather, disease, or emergency once it has reached the minimum number of hours in the school term as required by state law. Graduating seniors are excused from make up time if the make up time occurs after the students have graduated or after graduation exercises have been held. If classes have been convened and then are dismissed, or if classes convene at a time later in the day than normal, because of inclement weather, that day constitutes a school day in session equal to the number of hours planned for that day as established in the local school district calendar for the year.

School boards are encouraged to provide time within the regular school term for curriculum and staff development which shall be in addition to the time required in this section. Each school board shall determine the appropriate amount of time for this activity and how best to use the time based on local needs for program development, increased parent participation, student contact, teachers' preparation, or other needs of the schools in the district. School is in session only when classes are held and as provided in §§ 13-26-4 and 13-26-4.1. A school board may operate a special term during the summer months.

SDCL 13-26-4: Teacher-parent conferences counted as hours in session: A school may have teacher-parent conferences during the school year and not more than 16.5 hours may be counted as hours in session.

SDCL 13-26-4.1: In-service training: The school board may designate a maximum of 5.5 hours of the 16.5 session hours provided for in § 13-26-4 as in-service teacher training.

SDCL 13-27-1: Responsibility of person controlling child for school attendance--High school equivalency test preparation program--Kindergarten--Transfer from another state: Any person having control of a child, who is not younger than five or older than six years old by the first day of September, or any child who, by the first day of September, is at least six years old, but who has not exceeded the age of eighteen, shall cause the child to regularly attend some public or nonpublic school for the entire term during which the public school in the district

in which the person resides, or the school to which the child is assigned to attend, is in session, until the child reaches the age of eighteen years, unless the child has graduated or is excused as provided in this chapter. However, the requirements of this section are met if a child who is at least sixteen years of age enrolls in a high school equivalency test preparation program that is school-based or for which a school contracts and the child successfully completes the test or reaches the age of eighteen years.

A child is eligible to enroll in a school-based or school-contracted high school equivalency test preparation program or take the high school equivalency test if the child is sixteen or seventeen years of age, and the child presents written permission from the child's parent or guardian and one of the following:

(1) Verification from a school administrator that the child will not graduate with the child's cohort class because of credit deficiency;
(2) Authorization from a court services officer;
(3) A court order requiring the child to enter the program;
(4) Verification that the child is under the direction of the Department of Corrections; or
(5) Verification that the child is enrolled in Job Corps as authorized by Title I-C of the Workforce Investment Act of 1998, as amended to January 1, 2009.

Any child who is sixteen or seventeen years of age and who completes the high school equivalency test preparation program may take a high school equivalency test immediately following release from the school program or when ordered to take the test by a court. Any such child who fails to successfully complete the test shall re-enroll in the school district and may continue the high school equivalency preparation program or other suitable program as determined by the school district.

All children shall attend kindergarten prior to age seven. Any child who transfers from another state may proceed in a continuous educational program without interruption if the child has not previously attended kindergarten.

SDCL 13-27-1.1: Religious exemption after eighth grade: A child of compulsory school age who has successfully completed the first eight grades is excused from compulsory school attendance under § 13-27-1 if:

(1) The child or the parents of the child are members of a recognized church or religious denomination that objects to the regular public high school education; and
(2) The recognized church or religious denomination either individually or in cooperation with another recognized church or religious denomination provides a regularly supervised program of instruction in which each child participates in learning activities appropriate to the adult occupation that the child is likely to assume in later years.

SDCL 13-27-3: Child excused if provided alternative instruction--Notification--Investigation--Revocation--Restrictions—Testing - A child shall be excused from school attendance, pursuant to § 13-27-2, because the child is otherwise provided with alternative instruction for an equivalent period of time, as in the public schools, in the basic skills of language arts and mathematics. The parent or guardian of the child shall identify in the notification the place where the child will be instructed and any person who will instruct the child. The person is not required to be certified. The secretary of the Department of Education may investigate and determine whether the instruction is being provided. Failure to provide instruction is grounds for the school board, upon thirty days' notice, to revoke the excuse from school attendance. The secretary of the Department of Education may inspect the records of an alternative education program with fourteen days' written notice if the secretary has probable

cause to believe the program is not in compliance with this section. The records to be inspected are limited to attendance and evidence showing academic progress.

No person may instruct more than twenty-two children. All instructions shall be given so as to lead to a mastery of the English language. Each child receiving alternative instruction who is in grades four, eight, or eleven shall take a nationally standardized achievement test of the basic skills. The test may be the test provided by the state and used in the public school district where the child is instructed or another nationally standardized achievement test chosen by and provided at the expense of the child's parent, guardian, or school giving alternative instruction. The test may be monitored by the local school district where the child is instructed.

SDCL 13-27-7: Notification for excuse from attendance--Certificate of excuse—Revocation - Each notification for excuse from school attendance for the reasons provided in § 13-27-3 shall be on a standard form acknowledged before a notary or two witnesses. The form shall be provided by the secretary of the Department of Education. A certificate of excuse shall be included as part of the notification and is effective upon the filing of the notification with a school official, without the necessity of school board action, subject to revocation thereafter as provided in this chapter. The certificate of excuse shall be for a period not to exceed one year and shall state the reason for the excuse is that the child will receive alternative instruction. Upon a showing by the secretary of the Department of Education that a child excused from school attendance pursuant to § 13-27-3 is not being instructed in compliance with § 13-27-3, the school board may immediately revoke the child's certificate of excuse.

Any test score required by § 13-27-3 shall be kept on file in the public school of the district where the child has school residence as defined in § 13-28-9. If subsequent achievement test results reveal less than satisfactory academic progress in the child's level of achievement, the school board may refuse to renew the child's certificate of excuse.

SDCL 13-27-9: Record of certificates of excuse from attendance--Copies to secretary and place of instruction -A permanent record of all certificates of excuse shall be kept in some safe place as determined by the school board. Any certificate of excuse of a pupil receiving alternative instruction pursuant to § 13-27-3 is confidential. Copies of any certificate of excuse shall be forwarded to the secretary of the Department of Education. Copies of any certificates of excuse shall also be forwarded to the place where the child is instructed. The copies shall be forwarded within thirty days of issuance.

SDCL 13-28-2: Kindergarten enrollment eligibility--Transfer from another state: Any child who is five years old on the first day of September is eligible for enrollment in kindergarten during that school year. Any child who transfers from another state may proceed in a continuous educational program without interruption.

SDCL 13-28-9: School residence for free school privileges--Change of residence--Children of transferred active duty military personnel. School residence for the purpose of claiming free school privileges means the legal residence of the student's parents or guardian except as provided in § 13-28-10. If a parent or guardian has more than one residence, the school residence is the residence where the parent or guardian actually lives and makes a home or domicile. In case of dispute, if the student's parent or guardian has claimed a credit pursuant to § 10-13-39, it is presumed that the dwelling so claimed is the residence of the parent or guardian. The student or the student's parents or guardian may not establish school residence and be exempt from the payment of tuition if the residence of the parents or guardian of the student is acquired solely or principally for obtaining free school privileges. At the time a child is enrolled in a school district, the school residence of the child as determined by that school district within thirty days after the enrollment may not change during the school fiscal year, unless the child

ceases to be an enrolled member of a school within the district. If a student's parents or guardians are separated or divorced, the school residence is the school district in which the custodial parent or guardian has residence. If the parents or guardian have joint custody of a student, school residence is that of the parent or guardian with whom the child resides the greater portion of the school year.

Notwithstanding the provisions of any other law, if the parent or guardian of a child is transferred to or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order, the child meets the residency requirement for free school privileges in the school district in which the parent or guardian resides or will reside.

For the purposes of this section, a military installation is a base, camp, post, station, yard, center, or other installation under the jurisdiction of the United States Department of Defense.

SDCL 13-28-43: Enrollment of student in other than resident district or transfer within district--Approval and notification. A student's parent or legal guardian who wishes to enroll the student, or an emancipated student who wishes to enroll, under the provisions of §§ 13-28-40 to 13-28-47, inclusive, in a South Dakota school district other than the resident district or in a school within the resident district other than the school to which the student has been assigned shall apply on forms provided by the Department of Education.

The school board or the board's designee of the district in which the student desires to enroll shall approve or disapprove the application and shall notify the applicant and the resident board, if applicable, of its decision within five days of the decision. The district in which the student desires to enroll shall review the applications in the order received. However, if the applicant is a sibling of a student accepted into and currently enrolled in the district pursuant to §§ 13-28-40 to 13-28-47, inclusive, that student's application shall take priority over all other applications the district has received consistent with § 13-28-44.

Transfers to a school district other than the resident school district under the provisions of §§ 13-28-40 to 13-28-47, inclusive, may only take place prior to the last Friday in September during the first semester of any school year, and prior to the last Friday in January during the second semester of any school year. If a school district approves an application for such a transfer after the deadline in the first semester, the transfer will occur at the start of the second semester. If a school district approves an application for such a transfer after the deadline in the second semester, the transfer will occur at the start of the following school year. However, the deadlines for transfer do not apply if:

(4) A student is seeking to transfer to an alternative school or a specialized nonpublic educational program;
(5) A student enrolls in a school district after the deadline in either semester; or
(6) The receiving school district school board or the board's designee determines that special circumstances exist and allows a student to transfer after the deadline.

Intradistrict transfer applications may be accepted and acted upon at any time at the board's discretion if the policies on which the transfer decisions are based are consistent with the other requirements of §§ 13-28-40 to 13-28-47, inclusive.

An application may be withdrawn by the applicant prior to the approval of the request and upon notification of the district to which the student applied. Once approved by the district in which the student wishes to enroll, the

approved application serves as the applicant's notice of intent to enroll in the nonresident district or desired school during the school year and obligates the student to attend school in the nonresident district or desired school during the school year, unless the affected school board or boards agree in writing to allow the student to transfer back to the resident district or assigned school, or unless the parents, guardians, or emancipated student change residence to another district.

Once enrolled in a nonresident district or nonassigned school, the student may remain enrolled and is not required to resubmit annual applications.

SDCL 13-28-50: School districts to provide student mailing lists to Board of Regents and postsecondary technical institutes: Use in providing post-secondary school information--Exception. By November first each year, each school district shall provide a list of students by name in grades seven to twelve, inclusive, together with their mailing addresses, to the executive director of the Board of Regents and to each postsecondary technical institute located in the state. The board and each postsecondary technical institute shall use the information to inform the parents and guardians of any such student in any public middle school and high school about the courses needed to prepare for postsecondary-level work and about the benefits of such preparation. However, no school district may forward the name of any student whose parent has directed that the school district not release directory information about the student. The board shall provide a format through which the information may be submitted.

SDCL 13-33-20: Distance learning defined: For purposes of §§ 13-33-20 to 13-33-23, inclusive, distance learning is the technology and educational process used to provide instruction when the student and primary instructor are not physically present at the same time or place.

SDCL 13-33-29: Granting of credit for distance learning courses not offered by South Dakota Virtual School prohibited—Exceptions: No school district may grant credit for any course successfully completed through distance learning as defined in § 13-33-20 unless the course is offered through the South Dakota Virtual School.

However, a school district may grant credit for a distance learning course offered through an entity other than the South Dakota Virtual School if any of the following conditions apply:

(1) The course is provided through an agreement among accredited school districts;

(2) The course is a university or technical college course taken by a student who is dually enrolled pursuant to the provisions of § 13-28-37;

(3) The course was previously taken through an accredited high school or other accredited provider by a student who subsequently transferred into the school district; or

(4) The course is not available through the South Dakota Virtual School and is pre-approved by the secretary of education.

South Dakota Administrative Rules

24:05:17:09: Return of information. Local education agencies shall return information on counting eligible children to the Office of Data Collection. Each local school superintendent shall certify in writing that the information provided is an accurate and unduplicated count of children with disabilities receiving special education or special education and related services on December 1 of each school year. If December 1 falls on Saturday or Sunday, the count shall be taken on the first working day following the weekend.

24:17:01:06: Reporting Percent of Day Enrollment. For the purposes of reporting day enrollment, a full-time student or 100 percent enrolled student is any student who is carrying a full course load. The term, full course load, means any student who is enrolled in at least five courses or is scheduled for a full school day. The term, full school day, means the amount of time in the day between the start and end of classes during an average school day. If any student is enrolled in less than five classes or does not attend school for the full school day, the student shall be reported based on the percentage of classes taken or the portion of the full school day that the student is in school.

24:17:01:07: Definition of preschool for data collection purposes. For the purpose of data collection, a preschool student is defined as a child who is at least three years of age on or before September 1st, is not enrolled in kindergarten, and is receiving educational services from a public school district for a minimum of 128 hours. A full-time preschool student is a student who is enrolled in a program that operates at least 448 hours per year. For purposes of this data collection, students enrolled in programs operated for a lesser time shall be reported on a prorated basis as a percentage of 448 hours. All public school districts operating a preschool program shall report student data for preschool students. This definition is intended exclusively for data collection and should not be used for any other purpose.

24:17:03:01: Requirement to submit student record form. Each accredited school district shall report, for each student attending school within the school district, detailed information on the student as requested by the secretary on the student record form.

24:17:03:02: Student data submission. The due date for submission of the fall student data through the student information system is 15 days following the last Friday of September of each school year. State aid fall enrollment count is final on the last business day of October and no additional students may be added after this date but may be removed if found to be reported in error. The December child count data is due 10 days following December 1 of each school year. If a due date falls on a weekend or state holiday, the due date is the next business day following the scheduled due date. The final student record forms for each school year must be submitted no later than the second Friday in June of each school year.

24:17:03:03: Extension of deadlines. The secretary may extend any of the deadlines contained in this chapter. The extension may be on a case-by-case basis or a blanket extension for all school districts required to submit the forms. Blanket extensions shall be granted if the state's reporting format fails for a significant amount of time. Individual extensions may be granted upon written request signed by both the chief executive officer and board president of the school district if the district experiences unforeseeable extenuating circumstances.

24:17:03:04: Department review of student records. Department staff shall review all student record forms to verify the accuracy of the data reported. Except as provided in this chapter, no student may be reported as attending more than one attendance center for the same period of time.

24:17:03:05: Exception to nonduplicative dates requirement. Any residentially placed student reported as attending a short-term group care education program may be reported as attending another attendance center for the same period of time, not to exceed 90 consecutive school days. After attending for more than 90 consecutive school days, the student must be dropped on the ninety-first day from the count of the attendance center at which the student was enrolled prior to being enrolled in the short-term group care education program.

24:17:03:06: Student count for state aid purposes. No student who has an unexcused absence of 15 consecutive school days may be included in the count of the attendance center for state aid purposes, retroactive to the last day the student attended school or had an excused absence. An excused absence, for purposes of this section, includes medical illness and enrollment in a short-term group care education program for up to 90 consecutive school days. Nothing in this section supersedes the student due process requirements referenced in SDCL chapter 13-32, article 24:07, or other applicable law.

24:17:03:08: Requirement to submit calendar data. All school calendars are due by the last Friday in August. The minimum data reporting requirements for a school calendar are as follows:

(1) Start date of school year;
(2) End date of school year;
(3) Grade levels;
(4) School terms in quarters, semesters, or trimesters; and
(5) Periods

24:17:03:09: Student enrollment dates. Enrollment start date of a student is determined on the day, month, and year on which a student is admitted to a school or educational institution to include preschool. An enrollment end date is the day, month, and year of a student's last attendance in the school. The end date for graduating students shall be the last calendar day of the school year unless the student graduates early, in which case the student is counted on the last required day of attendance.

24:17:03:10: Requirement to submit educational structure data. The finalized educational structure data for each school district is due by March first for the next school year. The school district shall report the following information:

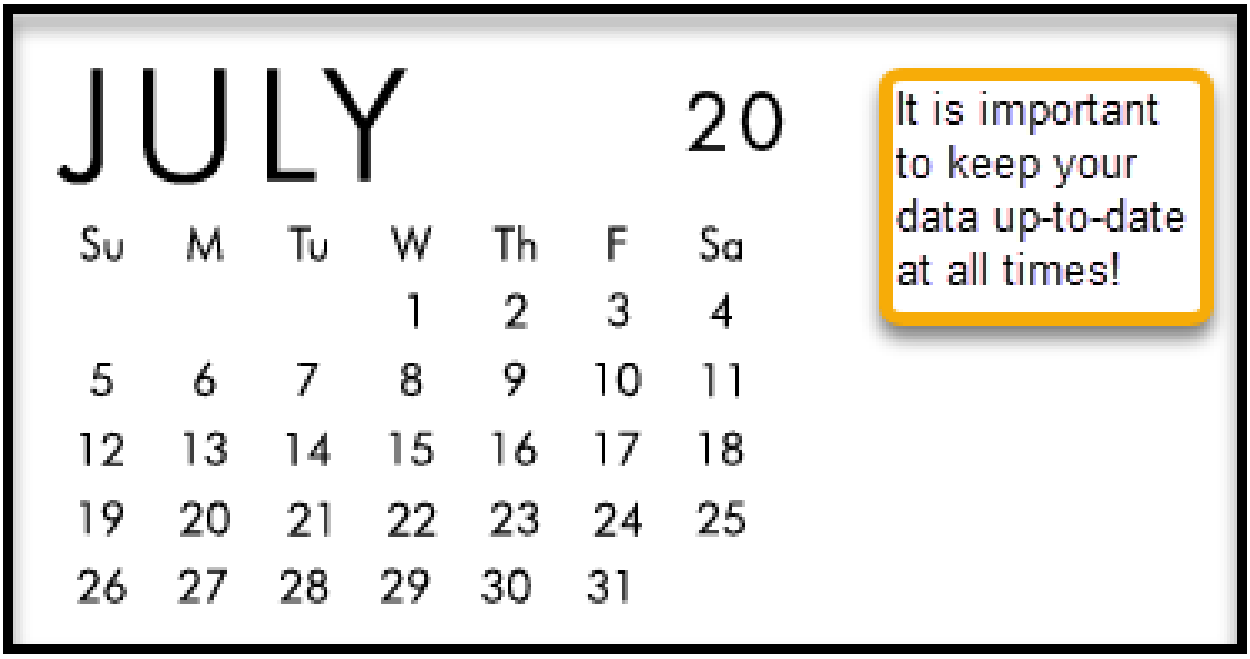
(1) New schools;
(2) Closed schools; and
(3) Grade span changes.

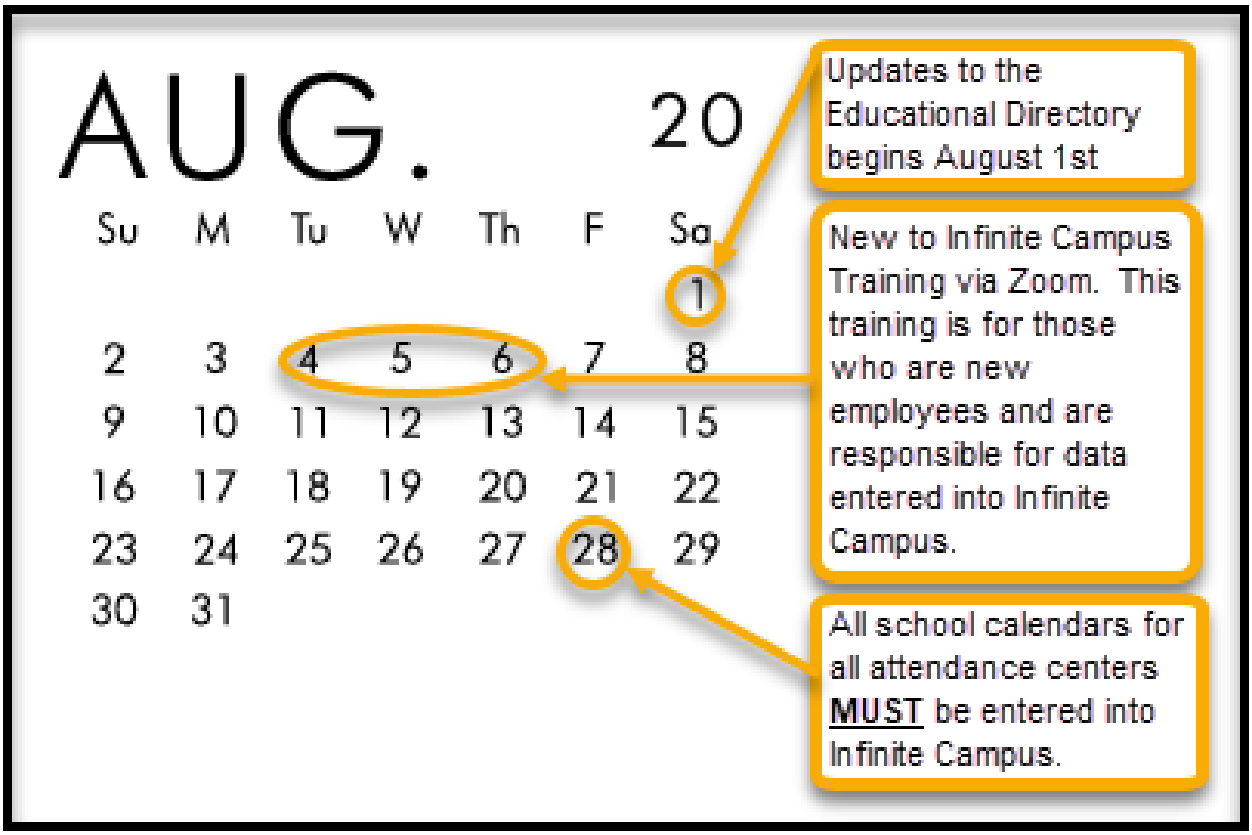
24:43:11:01: Number of required credits for graduation from high school -- Personal learning plan required. Required units of credit for high school graduation must be earned in grades 9 through 12, and students must earn a minimum of 22 units of credit. Local school boards or governing bodies may set requirements of credit beyond the minimum. Transfer students unable to meet graduation requirements set by a local school board or governing body because of time and scheduling constraints, but not due to course failure, may graduate on the basis of meeting state minimum requirements for graduation. The local school board or governing body may waive one or more graduation requirements for senior students who transfer from another state, who have met the standards in that state, and who are unable to meet the graduation requirements set by the state board because of time and scheduling constraints but not due to course failure. A student must earn a high school diploma as outlined in § 24:43:11:02 in which coursework aligns with the student's personal learning plan. All students in grades 9 through 12 must have a personal learning plan. The personal learning plan must document a minimum of 22 units

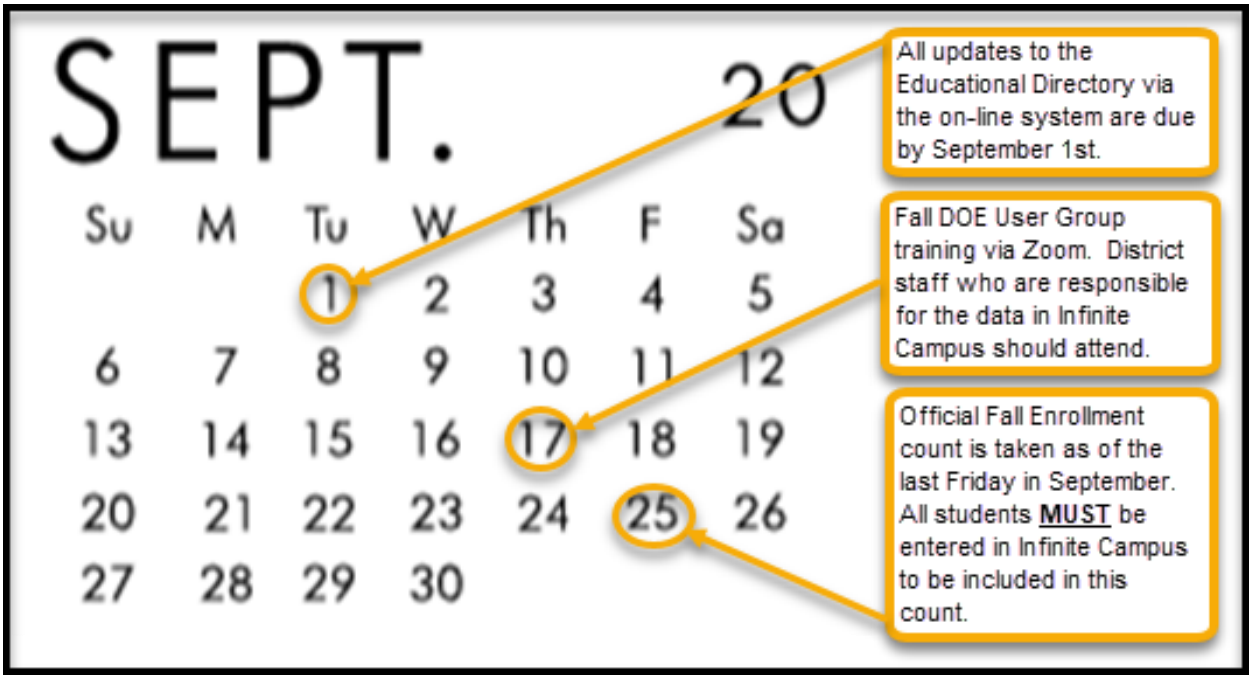
of credit. Effective July 1, 2020, any advanced endorsement earned must be listed on the high school transcript. After January 1, 2026, the department shall review the required credits for high school graduation.

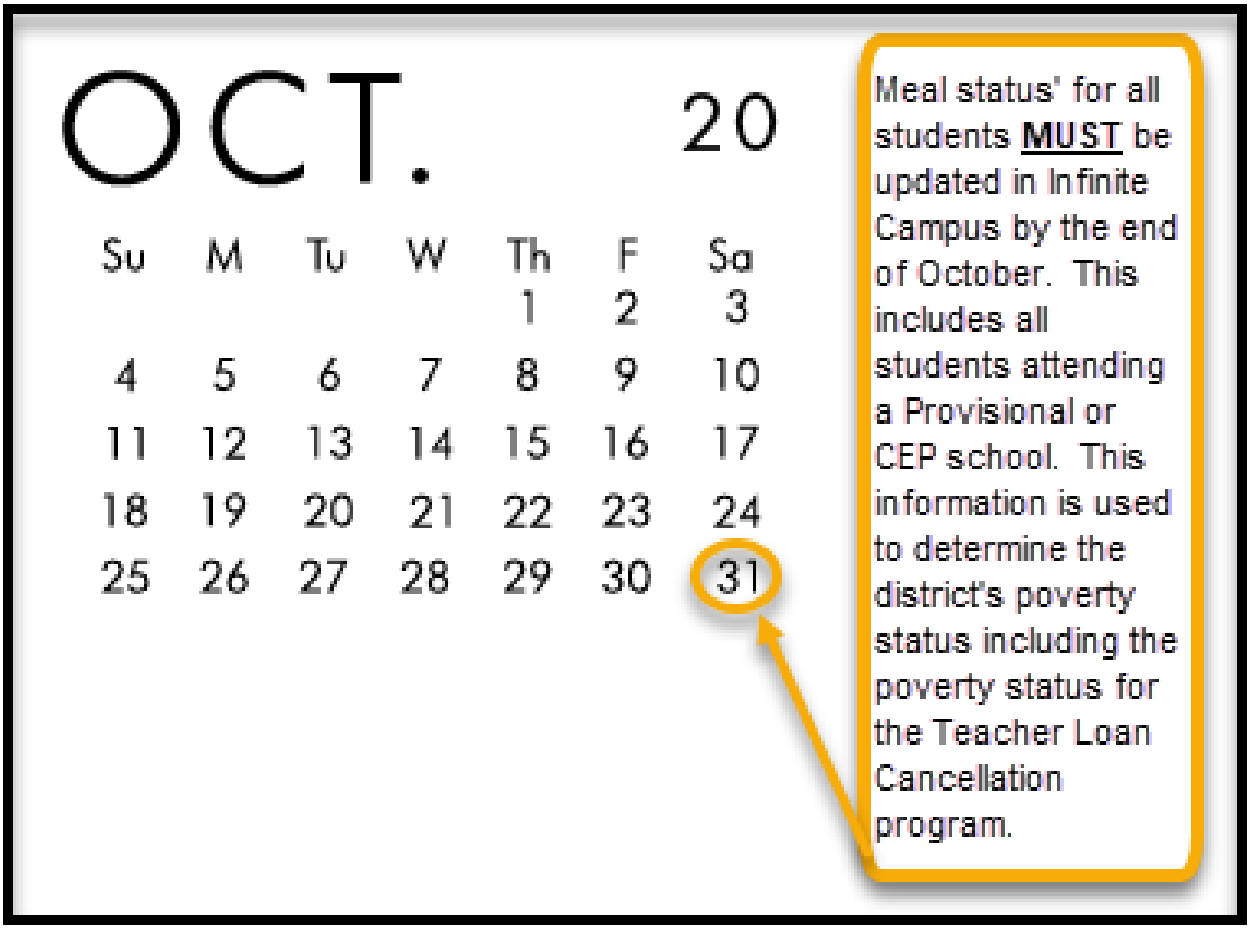
Data Collection Calendar for 2020/2021

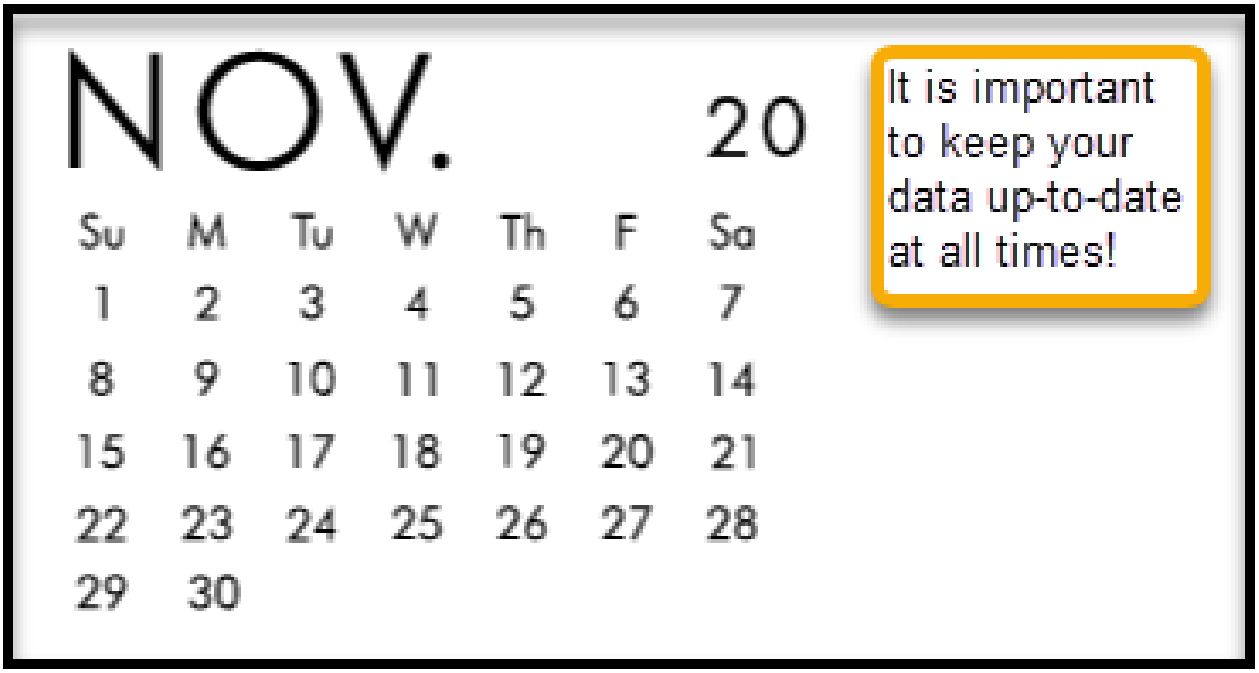
The following calendars contain important data related events that occur during the school year.






SEPT. 20
Su M Tu W Th F 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
All updates to the Educational Directory via the on-line system are due by September 1st.
Fall DOE User Group training via Zoom. District staff who are responsible for the data in Infinite Campus should attend.
Official Fall Enrollment count is taken as of the last Friday in September. All students MUST be entered in Infinite Campus to be included in this count.


OCT. 20
Su M Tu W Th F 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
Meal status' for all students MUST be updated in Infinite Campus by the end of October. This includes all students attending a Provisional or CEP school. This information is used to determine the district's poverty status including the poverty status for the Teacher Loan Cancellation program.


NOV. 20
Su M Tu W Th F Sa
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8 9 10 11 12 13 14
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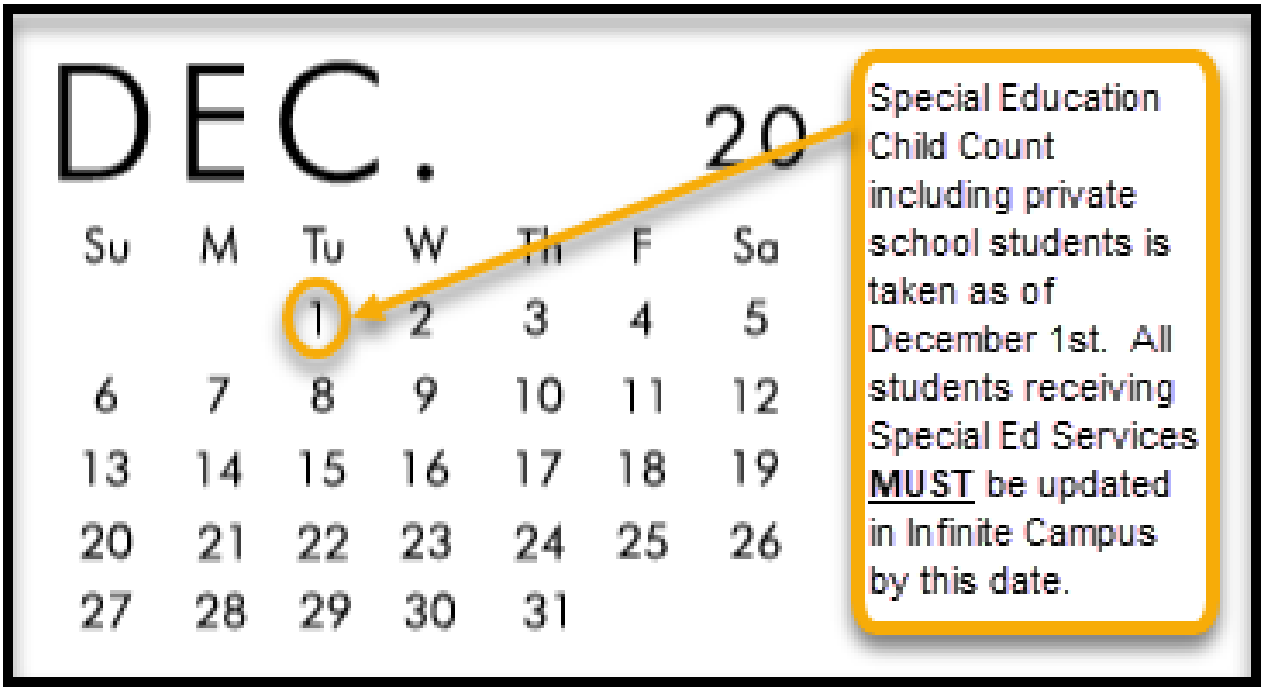
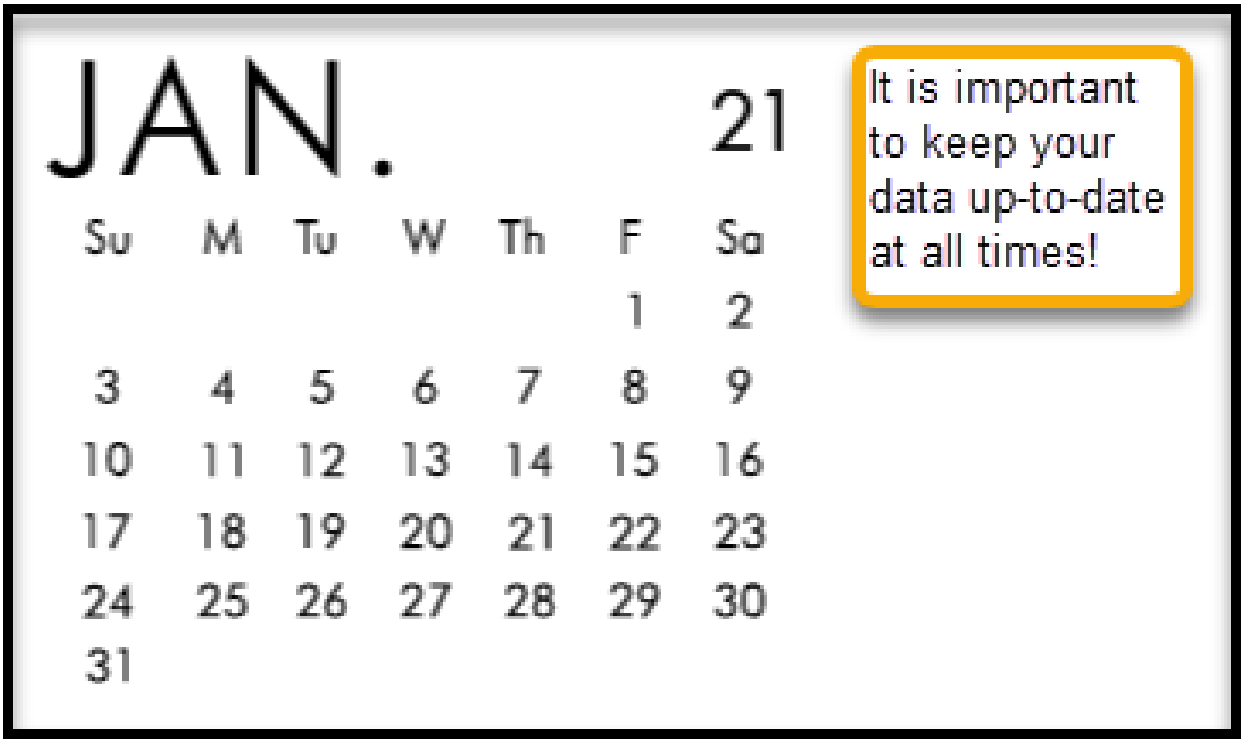
22 23 24 25 26 27 28
29 30
It is important to keep your data up-to-date at all times!


DEC. 20
Su M Tu W Th F 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
Special Education Child Count including private school students is taken as of December 1st. All students receiving Special Ed Services MUST be updated in Infinite Campus by this date.


JAN. 21
Su M Tu W Th F Sa
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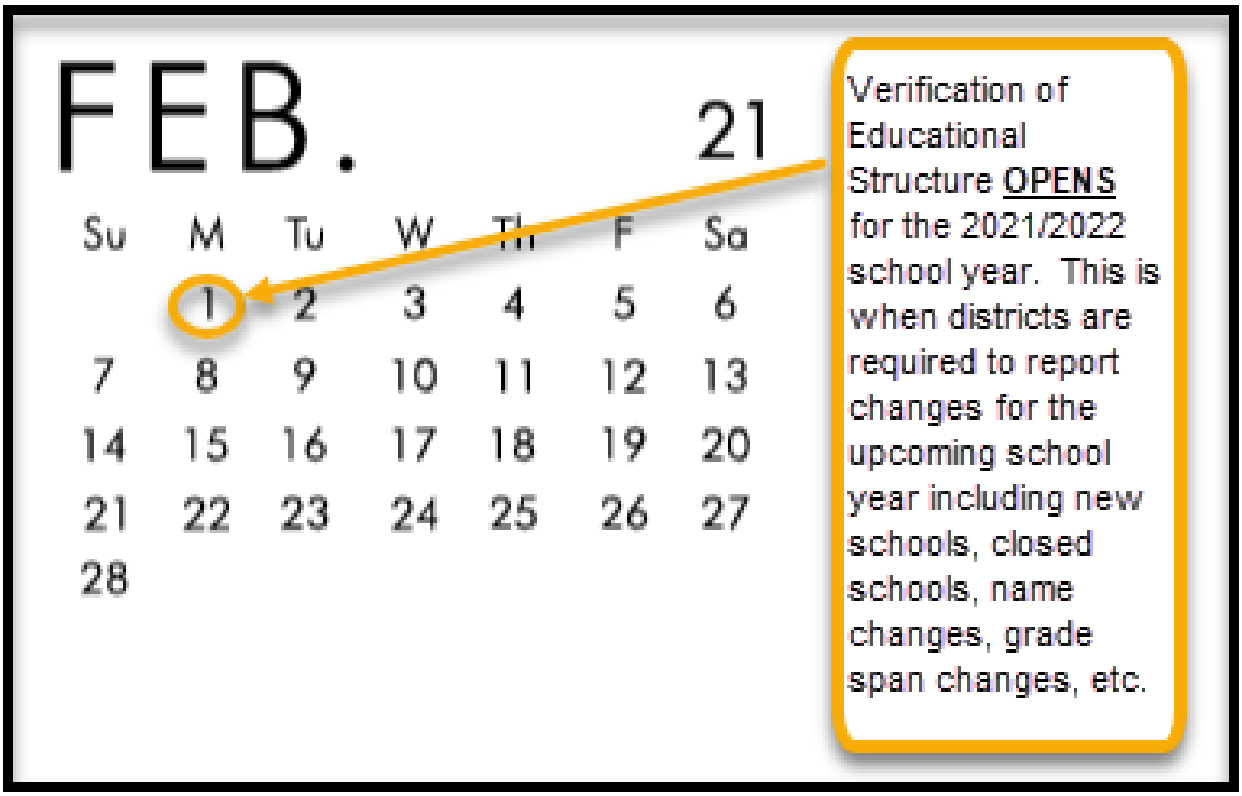
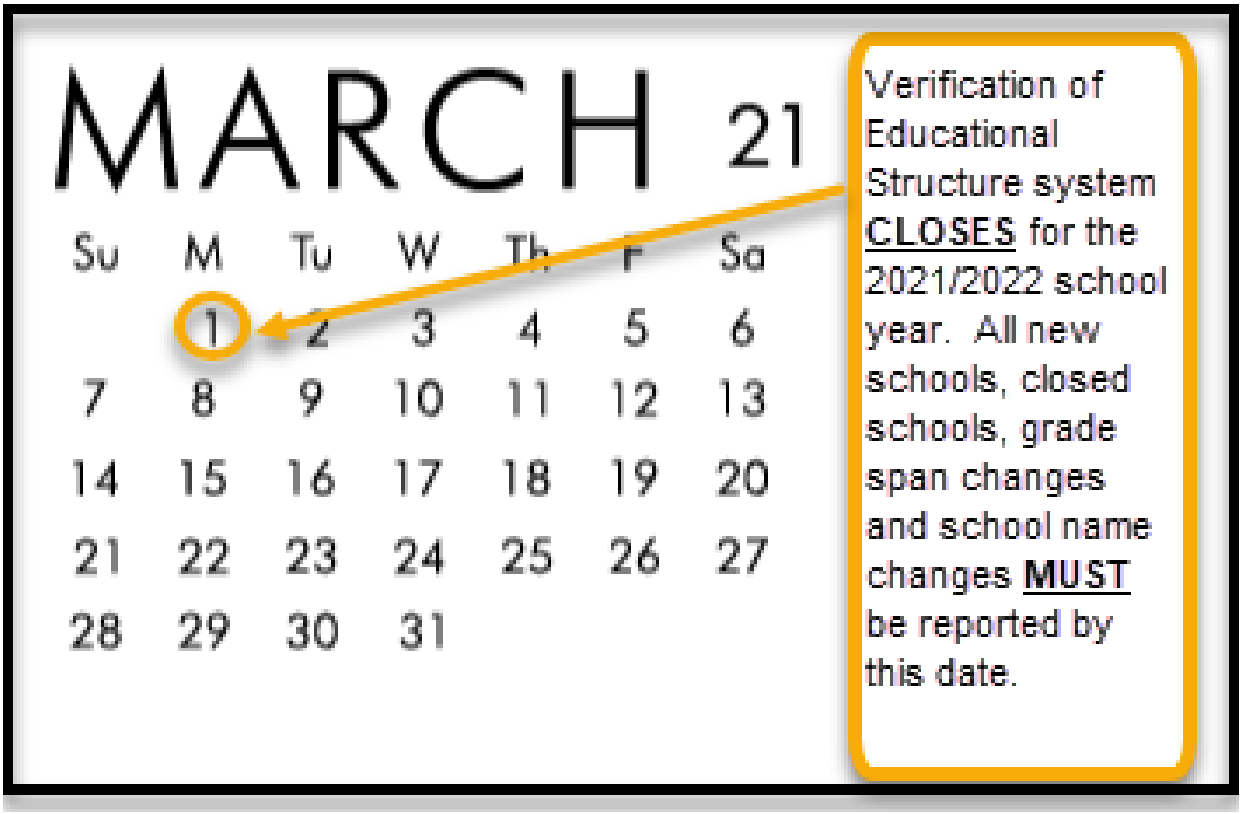
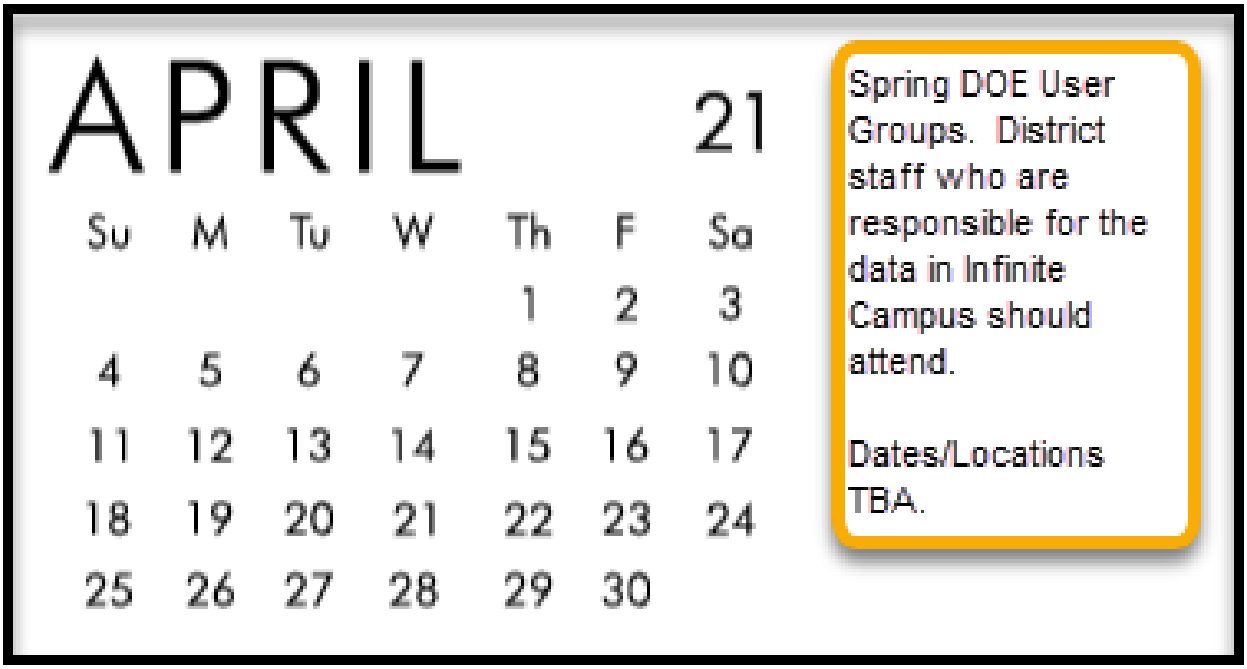
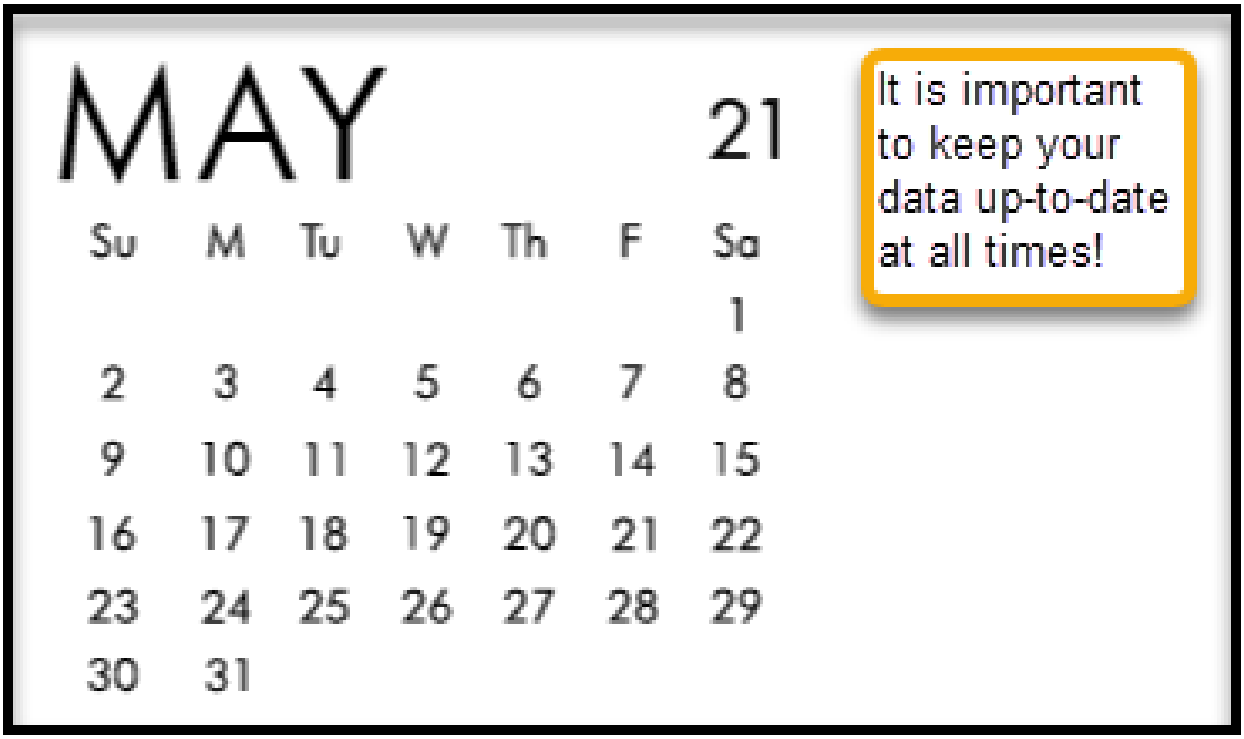
3 4 5 6 7 8 9
10 11 12 13 14 15 16
17 18 19 20 21 22 23
24 25 26 27 28 29 30
31
It is important to keep your data up-to-date at all times!


FEB. 21
Su M Tu W Th F 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
Verification of Educational Structure OPENS for the 2021/2022 school year. This is when districts are required to report changes for the upcoming school year including new schools, closed schools, name changes, grade span changes, etc.


MARCH 21
Su M Tu W Th F 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
Verification of Educational Structure system CLOSES for the 2021/2022 school year. All new schools, closed schools, grade span changes and school name changes MUST be reported by this date.


APRIL 21
Su M Tu W Th F 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
Spring DOE User Groups. District staff who are responsible for the data in Infinite Campus should attend.
Dates/Locations TBA.


MAY
21
Su M Tu W Th F Sa
1
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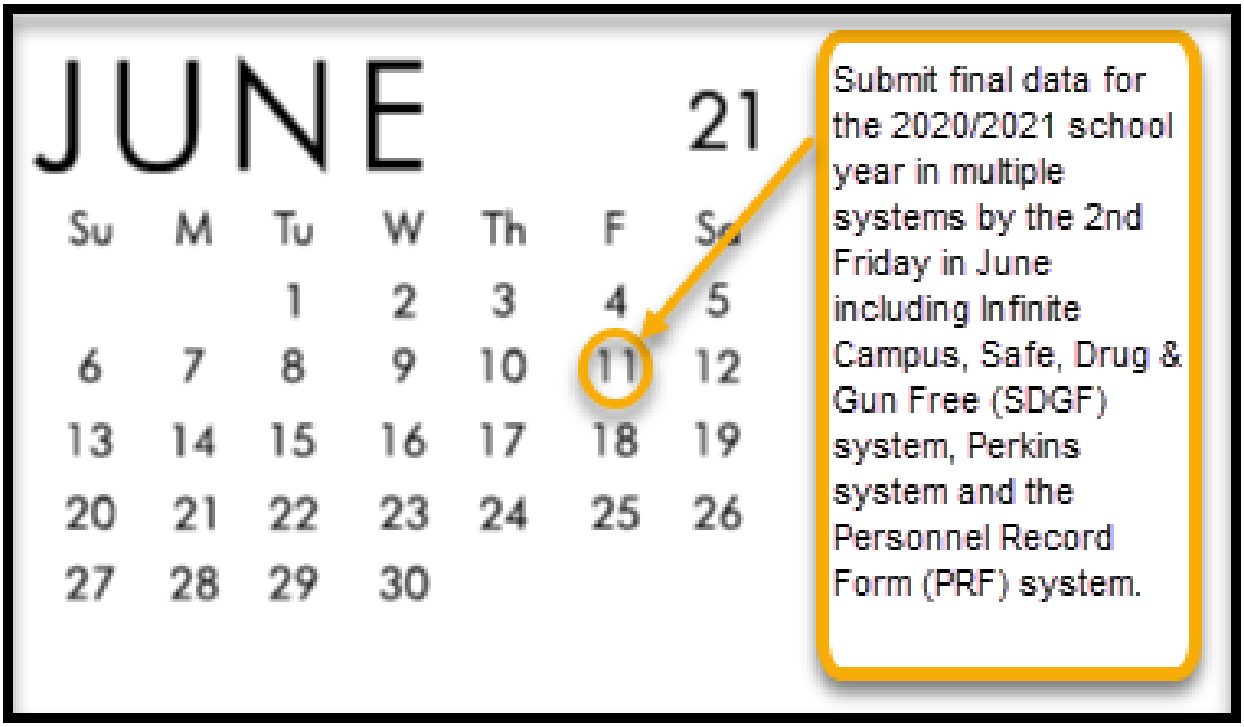
23 24 25 26 27 28 29
30 31
It is important to keep your data up-to-date at all times!


JUNE
21
Su M Tu W Th F Sa
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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
Submit final data for the 2020/2021 school year in multiple systems by the 2nd Friday in June including Infinite Campus, Safe, Drug & Gun Free (SDGF) system, Perkins system and the Personnel Record Form (PRF) system.

Section I - Fall Enrollment

Timeline

In accordance with 24:17:03:02 and 24:17:03:08 – Fall Enrollment student data must be reported in the Statewide Information Management System (Infinite Campus) according to the below timelines:

Calendar Data: All school calendars for all attendance centers must be entered or uploaded into Infinite Campus by the **last Friday in August.** This includes a Home School calendar even if you do not have any Home-Schooled students.

Fall Data: All student enrollments must be entered or uploaded into Infinite Campus **no later than 15 business days following the last Friday of September.**

State Aid Fall Enrollment Count: Is final on the last business day of October. No students may be added (to the State Aid Fall Enrollment) after this date but students may be removed if found to be reported in error.

Criteria for Fall Enrollment – State Aid (Used for funding purposes)

- Students must be enrolled on the last Friday in September. Students who exit or fail to return to school by this date and students enrolling after this date WILL NOT be included.
- Students enrolled for any percent of the day will be included. Only whole numbers are to be entered in the Percent Enrolled field.
- Enrollment in home school is not included in the Fall Enrollment – State Aid count.
- Students assigned out of district but for whom the district pays a tuition cost for are included.
- Out of state students (except for open enrolled students from ND and MN) are excluded from the Fall Enrollment – State Aid count.
- Open enrolled students are included in the count for the school or district in which they are enrolled and served.
- Fall Enrollment – State Aid count is applicable to public school districts only.
- Enrollment in Pre-School is not included in the Fall Enrollment State Aid count.

Criteria for Fall Enrollment – Census Count (Used for statistical reporting purposes)

- Students must be enrolled on the last Friday in September. Students who exit or fail to return to school by this date and students enrolling after this date WILL NOT be included.
- Students must be enrolled greater than 49% to be included in the Fall Enrollment – Census Count.
- Enrollment in home school is not included in the Fall Enrollment – Census Count.
- Open enrolled students are counted in the school in which they are enrolled and served.
- Out of state students enrolled in South Dakota schools are included in this count.
- Enrollment in Pre-School IS included in the Fall Enrollment Census Count.

Required Data Elements for Infinite Campus District Edition and State Edition Schools

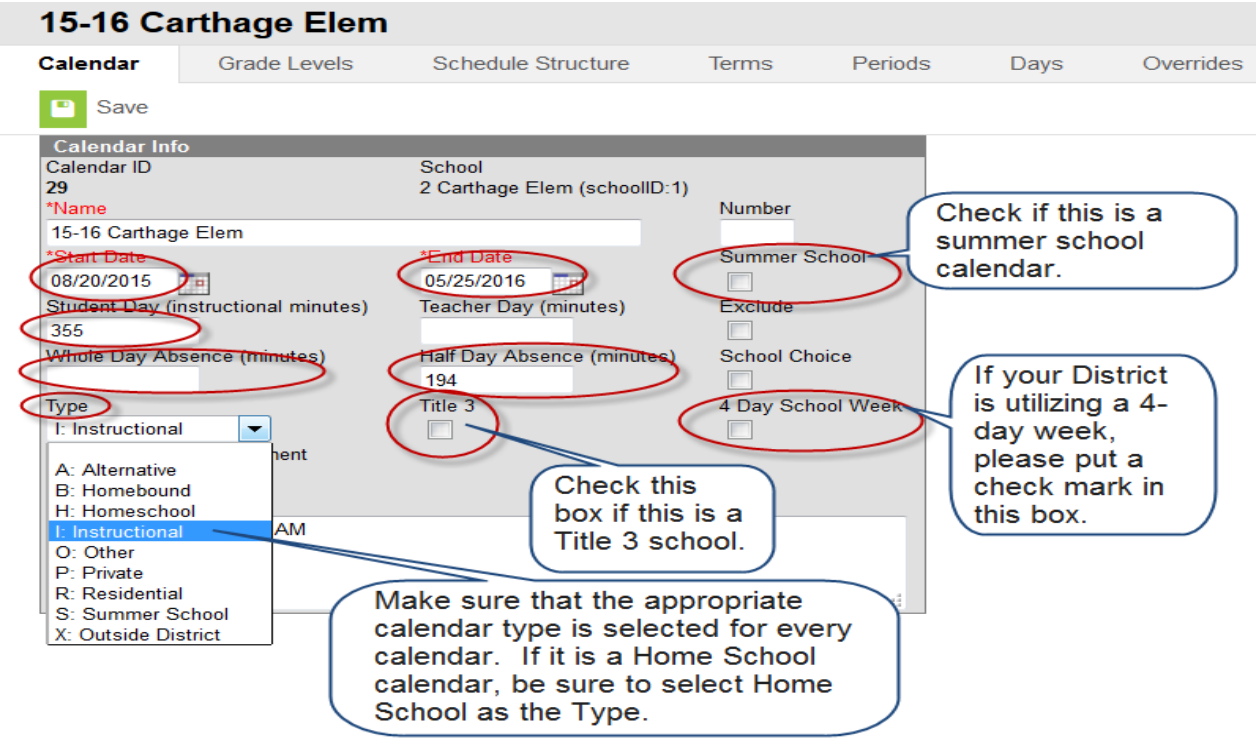
Calendars

The first step in making sure your Fall Enrollment data is entered accurately is by creating a calendar for **EVERY** attendance center in your district. All school calendars are **due by the last Friday in August** according to 24:17:03:08. Additional information regarding how to create a new calendar or modify an existing calendar in Infinite Campus can be found on the Campus Community at the following link: https://content.infinitecampus.com/sis/Campus.1617/documentation/calendar-tab/. Please contact your district's Infinite Campus Tech Coordinator if you have any trouble accessing the information at the above link.

Please note: Both District Edition and State Edition users MUST roll forward their calendar information from school year to school year. State Edition users do not have the functionality to roll forward their students; therefore, Infinite Campus will roll forward your students after you have completed the calendar roll forward function.

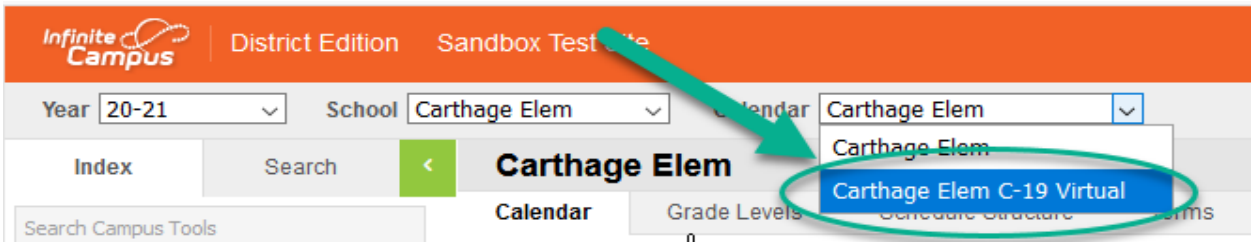
Important Calendar elements that **MUST** be entered include:

- A calendar must be entered for **EVERY** attendance center including Home School, Pre-School, Sped Out of District Placement, and Private School.
- Check your school calendar dates and your student day minutes. The path is: Index>System Administration>Calendar>Calendar. At a bare minimum, your calendar must include the following:
    - Start date of the school year
    - End date of the school year
    - Student Day (instructional minutes) – It is important that this information is correct as your attendance rate for Accountability is determined by the information in this field.
    - Whole Day Absence (minutes)
    - Half Day Absence (minutes)
    - Type
    - Title 3 – Only check if this is a Title 3 School calendar.
    - Summer School – Only check if this is a Summer School calendar.
    - 4 Day School Week – Only check this area of the calendar if the entire district is operating a 4 day school week.



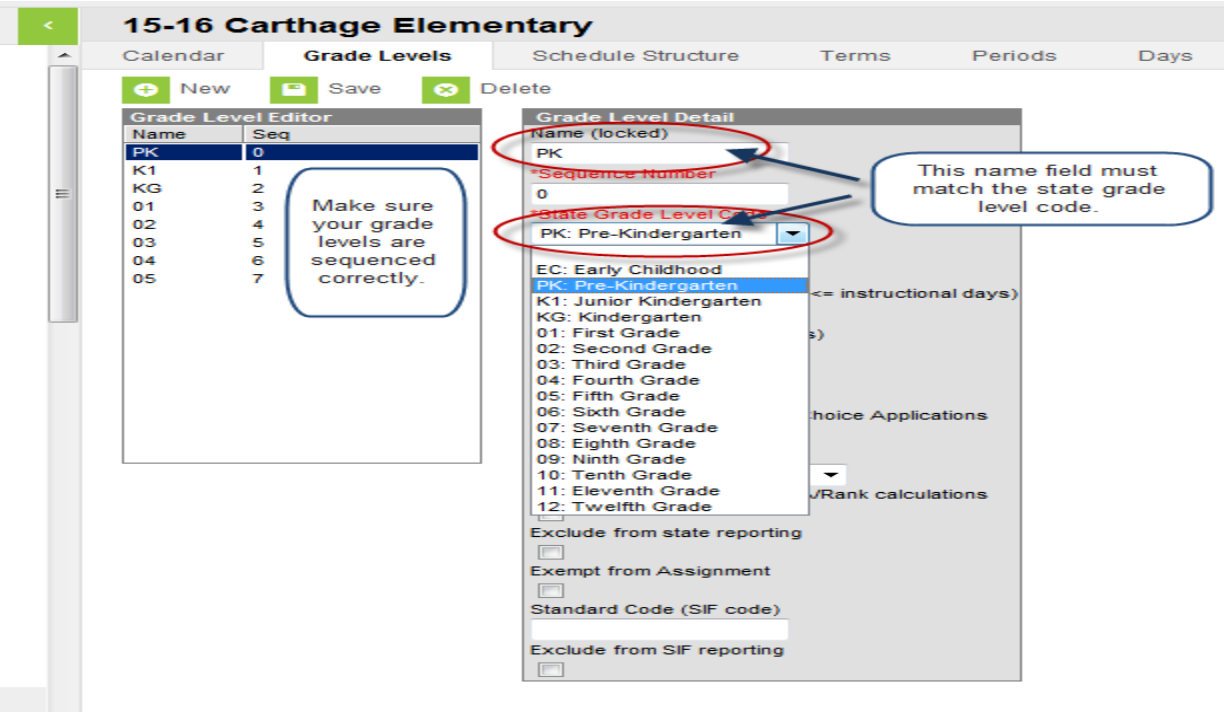
VIRTUAL CALENDARS - Due to the COVID-19 pandemic situation, districts are being allowed the option to create a separate calendar within an already existing school to house their students who are choosing to attend virtually. This is being allowed due to the COVID-19 pandemic situation and the emergence of large numbers of students who may choose the distance learning/flex learning option.

To provide consistency throughout the state, the DOE is asking for districts to name these new calendars as follows: Calendar Name = Name of School C-19 Virtual (Example = Carthage Elem C-19 Virtual)

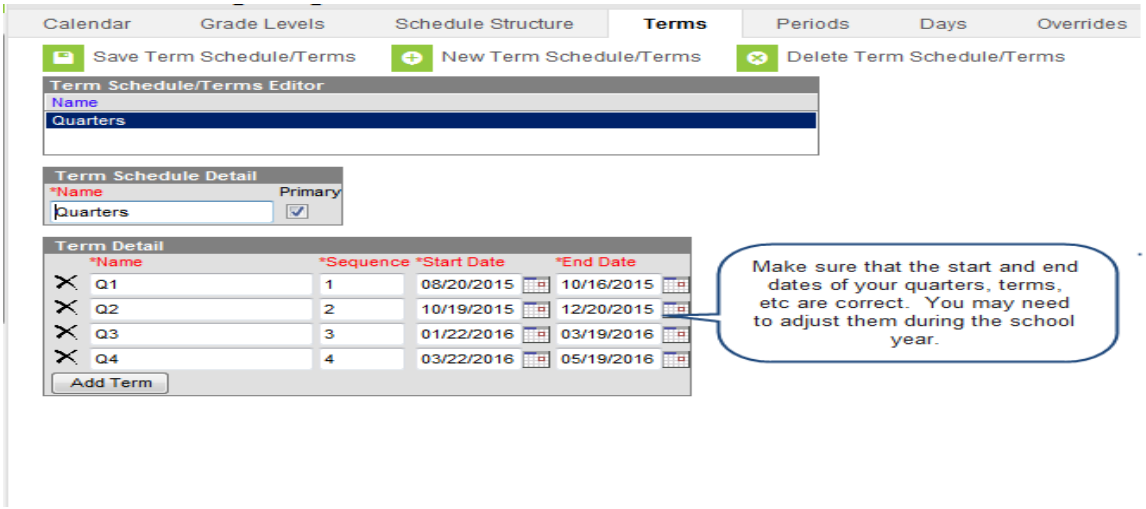


Districts must utilize their existing school structure and create separate virtual calendars for each attendance center. (Example: Elementary, Middle School, High School). Districts **CANNOT** create one Virtual Calendar for all of their K-12 students.

Make sure that all grade levels that are being served within your school(s) are entered under the **Grade Levels Tab.** The district **MUST** then map all their local grade levels to the state grade levels. It is the districts responsibility to make sure that the grade levels are mapped accurately.

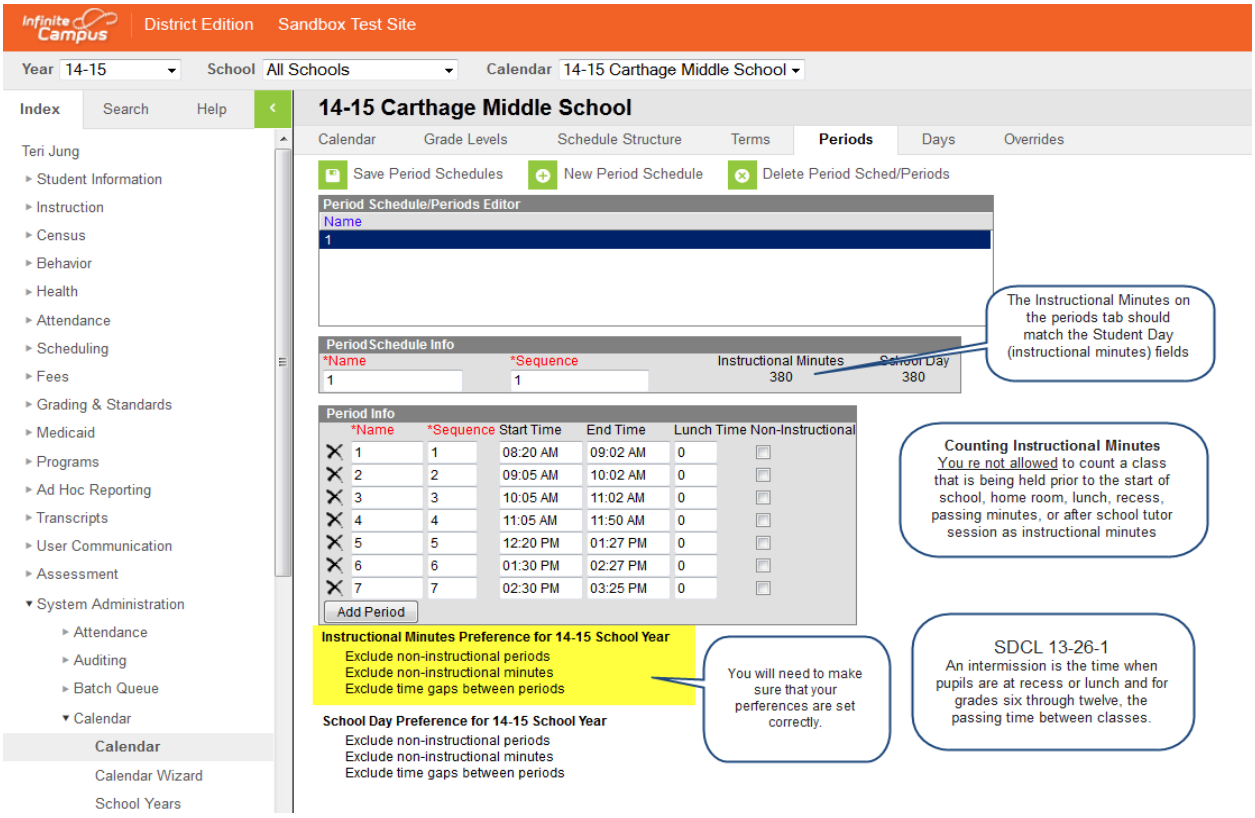


Do you operate on quarters, semesters, trimesters, etc.? Make sure that the start and end dates of your terms are correct on the **Terms Tab**.

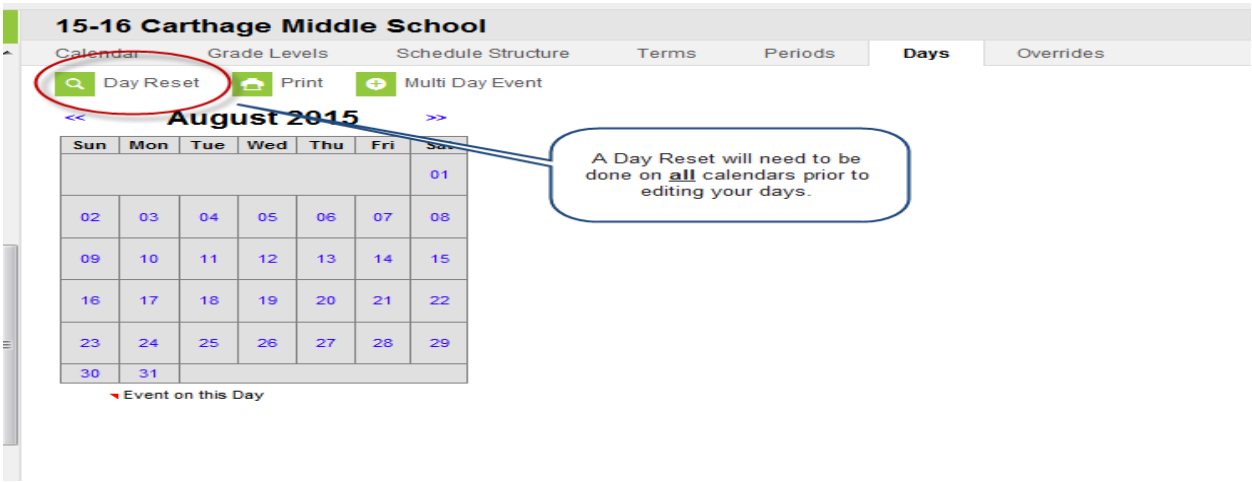


On the **Period Tab** enter your period schedule for a day. When entering the period minutes you cannot overlap minutes. **You are not allowed to count a class that is being held prior to the start of the school, home room minutes, lunch minutes, recess minutes, passing minutes or after school tutoring sessions as instructional**

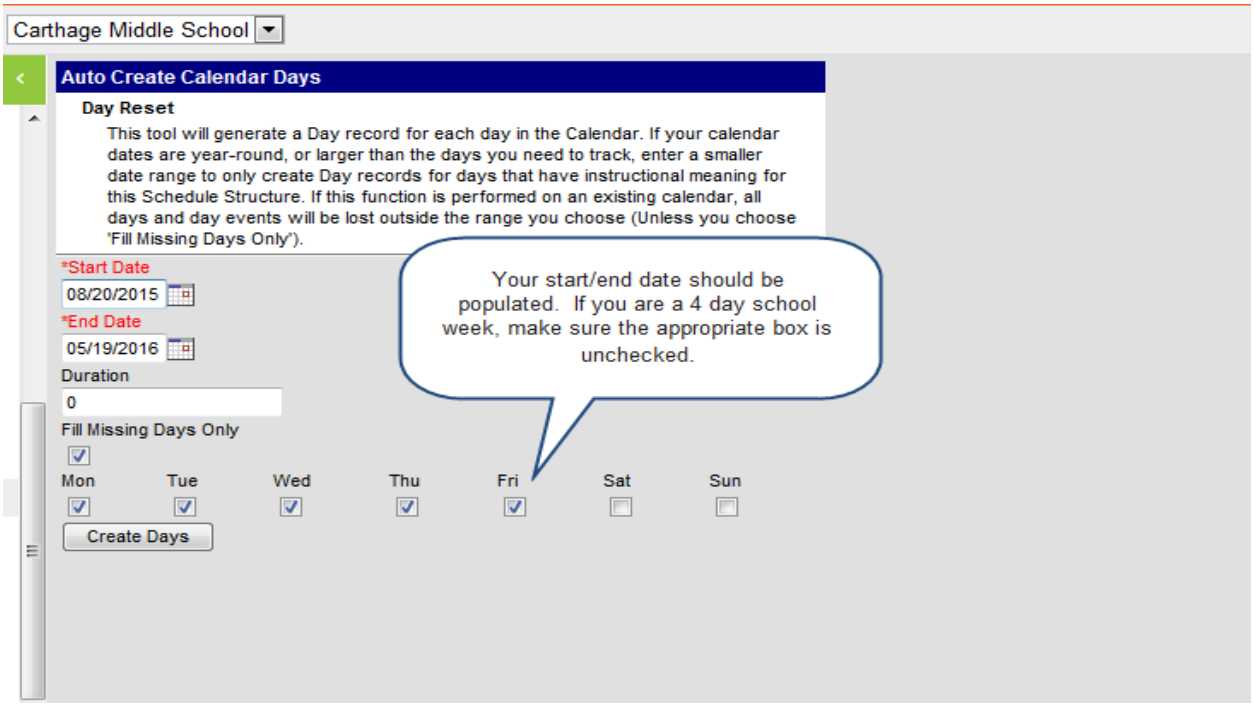
minutes. Once you have entered your period schedule, it will automatically calculate the total instructional minutes for you.



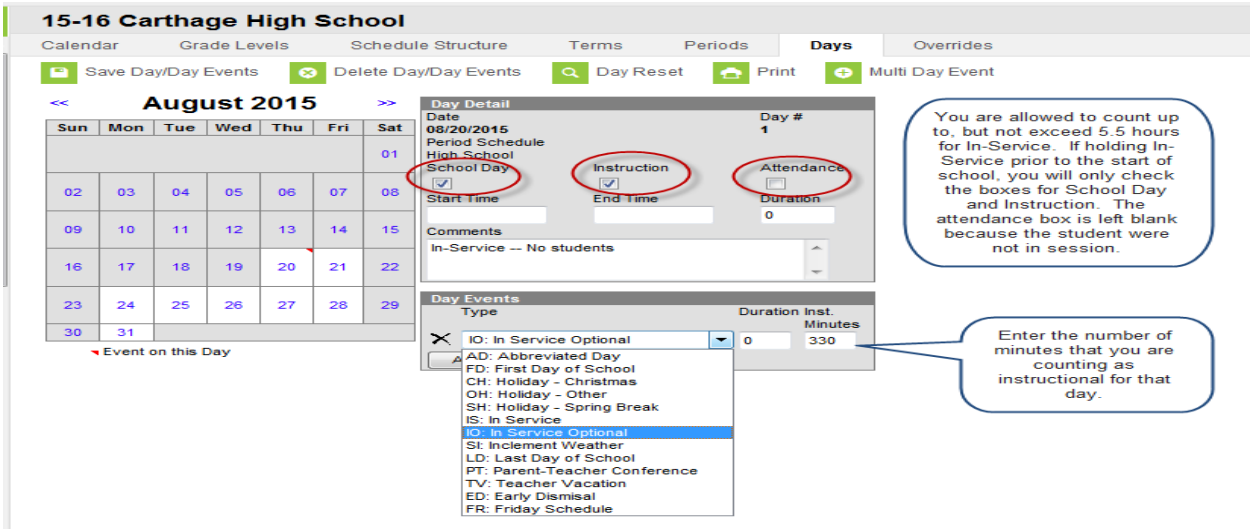
If the Instructional Minutes are not calculating correctly you will need to check your preferences on System Administration>Calendar>School Years. The instructional minutes should read the same on the calendar tab as they do on the period tab.



Enter the start and end dates and select the days that should be included in the reset (Monday, Tuesday, etc). Select "Create Days".



You will need to edit the start/end dates of the terms and any vacation days, etc. You can also set up day events such as Parent Teacher Conferences, In-Service Days, Holidays, etc. **A "Day Reset" will need to be done for every calendar that you have in your District.** If a "Day Reset" is not done, your numbered calendars days will not start over for the new school year.

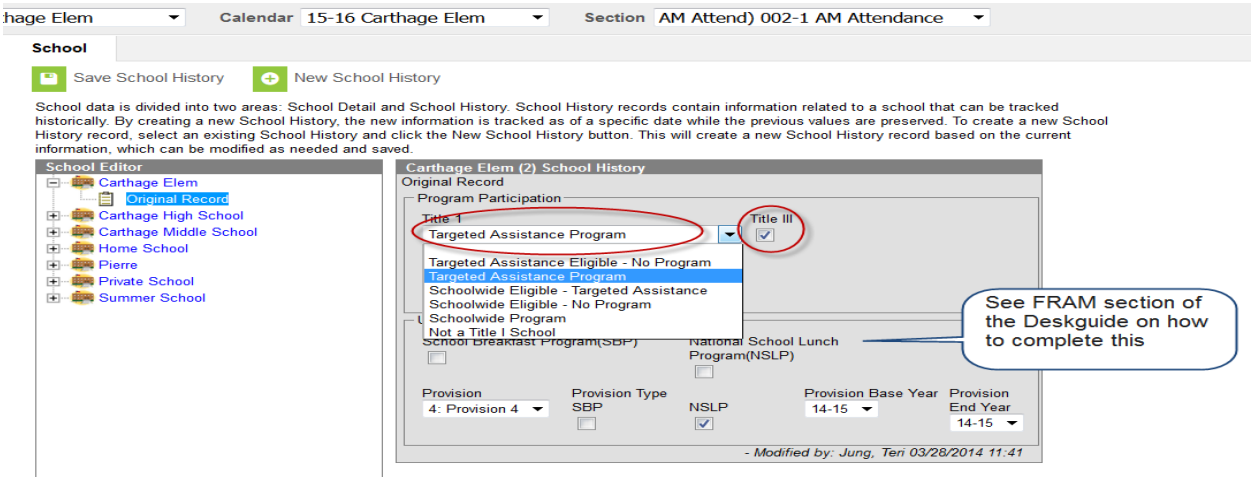


District and School History

It is important to check the District and School History information at the start of each new school year to see if there are any changes you need to report from the prior year.

The path for district information is: System Administration>Resources>District Information. Click on the + sign next to your district name and click on the Original Record to review current District History information. In the Program Participation area of the screen, if your district is a Title III district, make sure to place a check mark in the Title III box.

The path for school information is: System Administration>Resources>School. Click on the + sign next to each of your schools and click on the Original Record to review current School History information. In the Program Participation area of the screen, if you are a Title I School, make sure the appropriate dropdown item is selected. If you are a Title III School, make sure you place a check in the Title III checkbox. You should also complete the USDA Programs area of the screen if your school is participating in the National School Lunch Program. More information on how to complete the USDA Programs area of the screen can be found in the FRAM section of this desk guide.

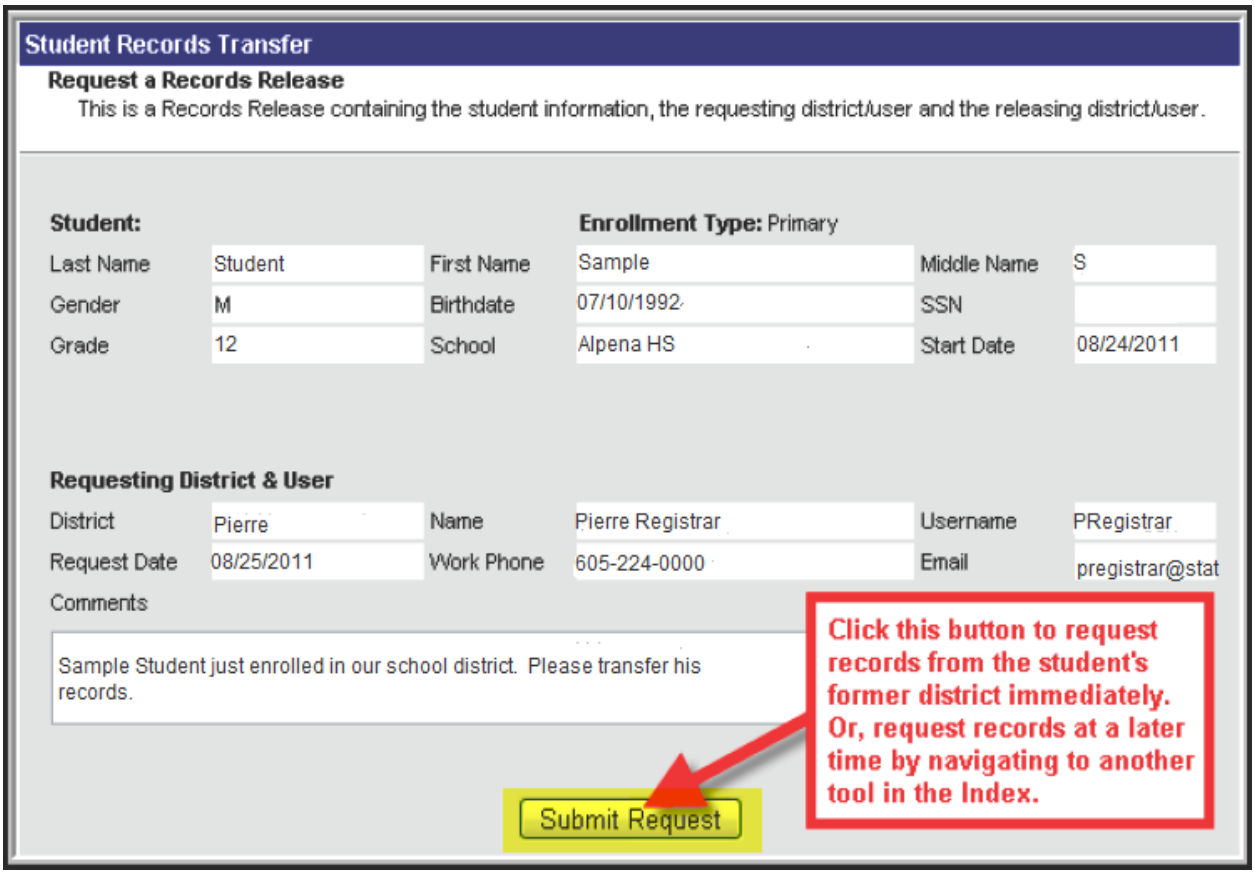


Records Transfer Process

In order to eliminate unnecessary data entry and to ensure all student data is properly transferred from one district to another it is vital that districts use the Records Transfer process within Infinite Campus.

A records transfer may be requested any time after the transfer student has been enrolled in the new district. Immediately after the student's new enrollment is saved, the records transfer page will display.

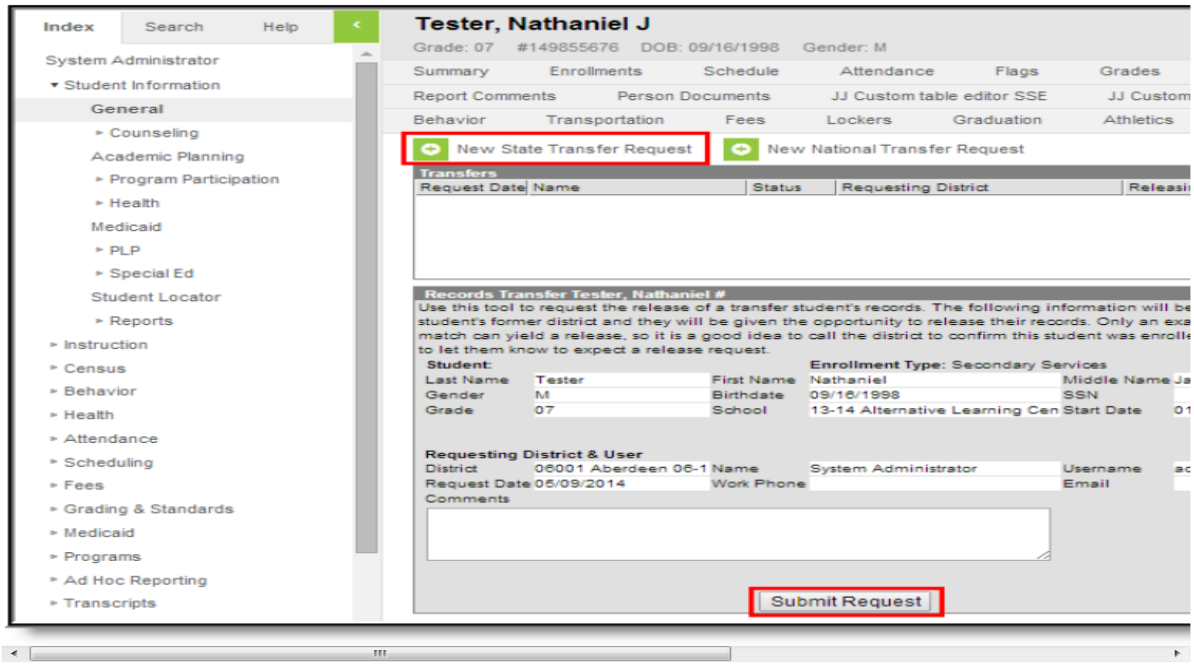
Requesting Records Through the Student Locator



Clicking the Submit Request button will initiate a request for the student's records. After a request is made, the Process Inbox and the student Records Transfer tab of the requesting district will both display a "Waiting" status until the former district responds with the records. During this time, the new district will have no indication of which district the student previously attended. As a courtesy to your fellow districts, please respond to all requests for transfer within 5 business days.

Requesting Records Through the Records Transfer Tab

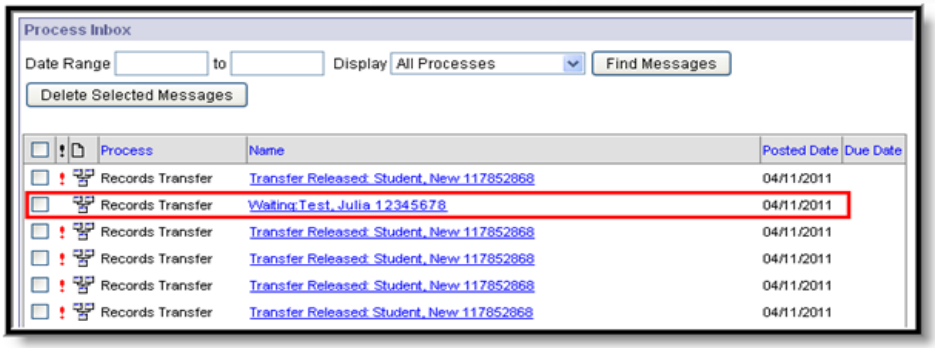
The transfer can be performed at the time of enrollment or at a later date. Requesting a transfer at a later date may be done by navigating to the student's Records Transfer tab, selecting the **New State Transfer Request** icon (if applicable) and selecting the **Submit Request** button.



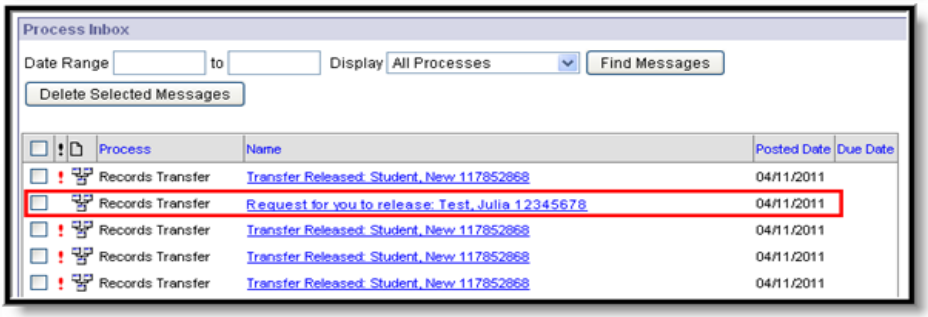
After a request is made, the Process Inbox and the student Records Transfer tab of the requesting district will both display a "Waiting" status until the former district responds with the records. During this time, the new district will have no indication of which district the student previously attended.

Completing the Process

Requesting District

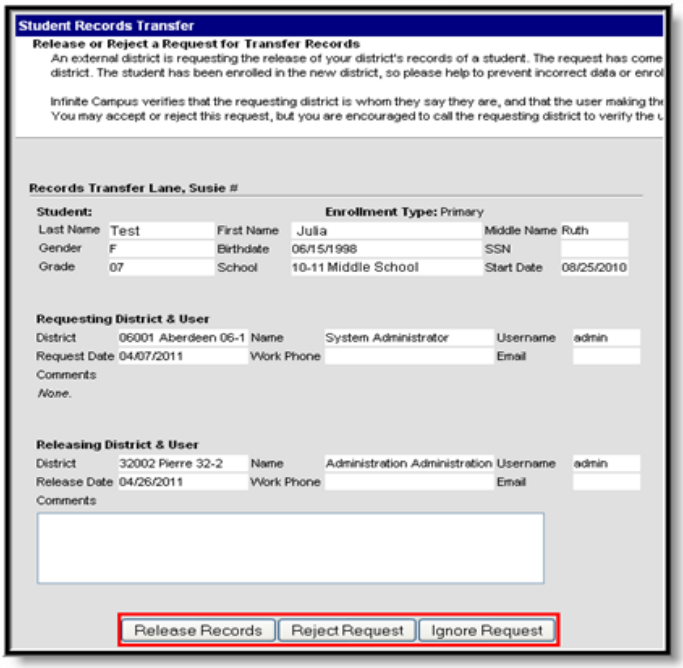


Receiving District

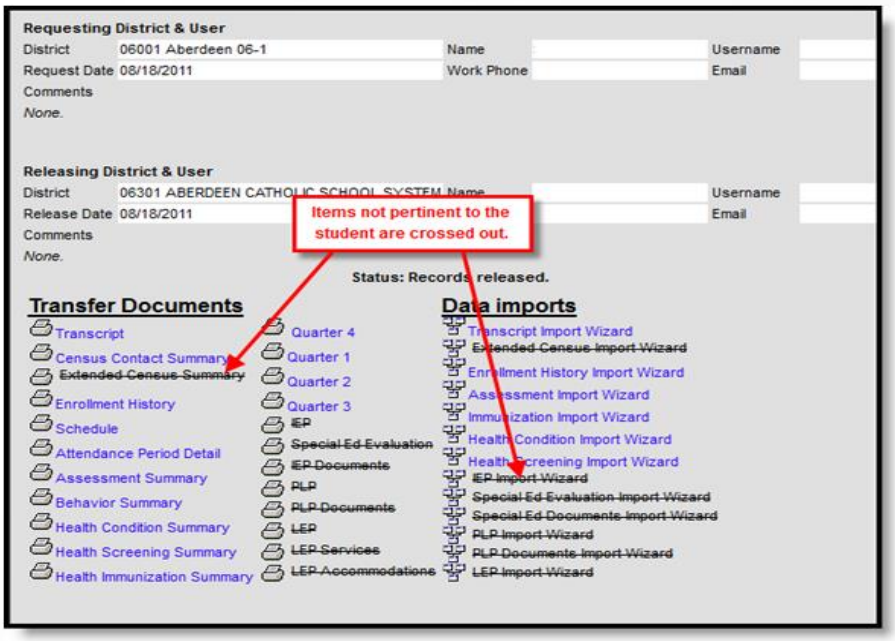


Completing the Process (cont.)

When District is ready to approve the release



You may print documents or run the import wizards



For additional information on the Records Transfer process, please see the documentation and the simulation videos available within the Infinite Campus Community at:
https://content.infinitecampus.com/sis/Campus.1921/documentation/student-records-transfer/

Student Enrollments

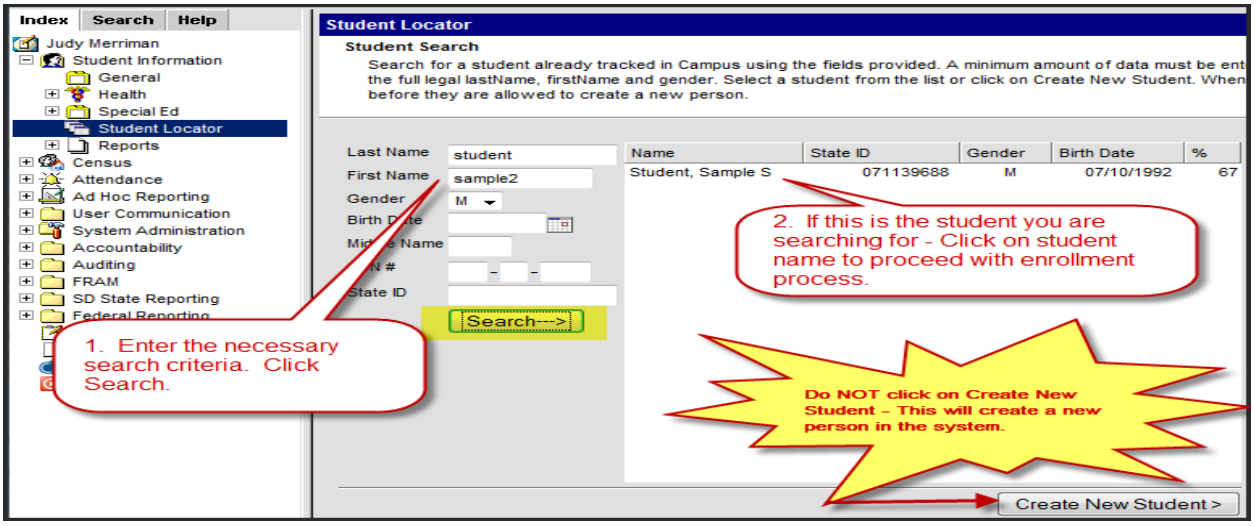
In order to process accurate payments and get accurate Fall Enrollment counts, it is absolutely necessary that districts enter **ALL** student enrollments including Home School, Sped Out of District, Early Childhood and Preschool students into Infinite Campus in a timely manner. All students who attended your school district (even for a short time) must have an enrollment record in Infinite Campus.

Students not yet enrolled in Kindergarten but who are enrolled in a preschool program and are receiving a preschool curriculum must be entered into Infinite Campus using PK as the grade level in the grade level field. Students must be at least 3 years of age prior to September 1st to be considered a preschool student. Students who are not enrolled in Preschool or Kindergarten and who are receiving **ONLY** Special Education services through your school district must be entered into Infinite Campus using EC as the grade in the grade level field.

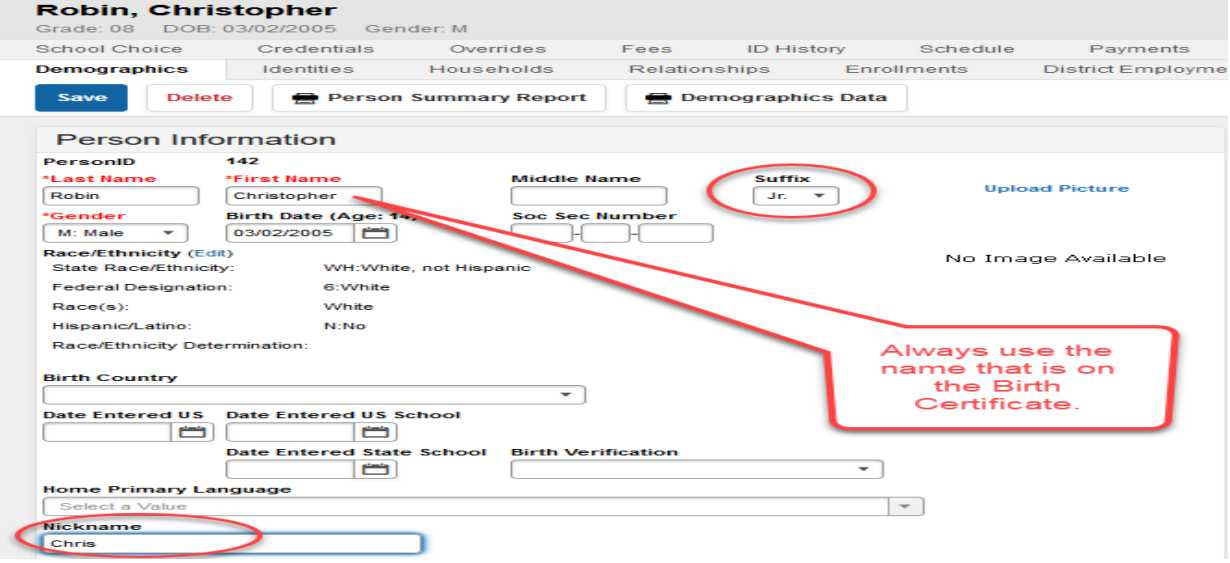
School districts **ARE** required to take attendance for all preschool (PK) students for the proper payment of certain funding. Attendance is not required for those young students receiving only Special Education services (EC).

Enrolling a Student

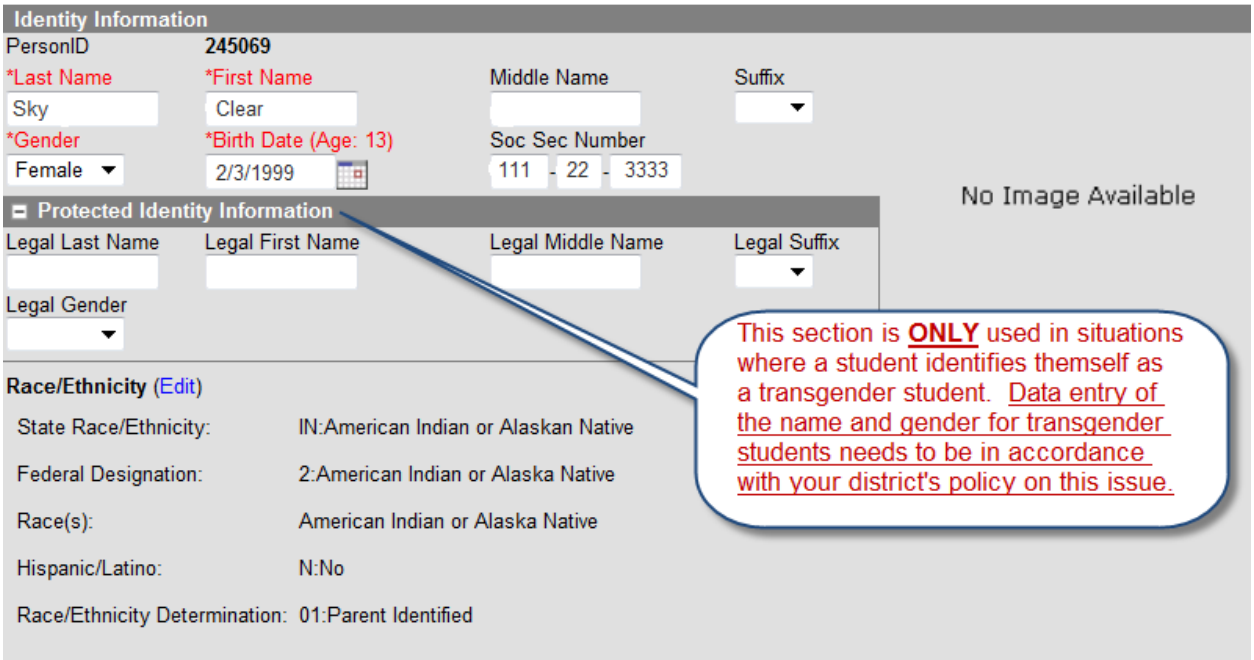
The first step in enrolling any student is to search the Infinite Campus system to see if the student was ever previously enrolled in South Dakota. This includes doing a search for those entering Kindergarten as they may have previously been enrolled in Preschool (PK) or may have previously received Early Childhood Special Education services (EC). These students will have already been assigned a State Student ID. **To search for a student, you will go to Index>Student Information>Student Locator.** Remember, if a student is transferring to your district from another SD district, the student should appear when you do a student locator search. If the student does not appear after the first search, try again using the "All People" search criteria. If you are still not able to locate the student, check and see if the student goes by a nickname or a different last name. If you still are unable to find the student in Infinite Campus and you know for certain that the child previously attended school in South Dakota, call DOE Data Management at 605-773-3426 for assistance.



When enrolling a student, the student's name should **ALWAYS** be entered as it appears on the student's birth certificate or other legal documents. When entering student names, do not use parentheses, commas, slashes or periods. If the student goes by a nickname (ex: Bill instead of William), you still need to enter "William" in the First Name field and you can add "Bill" to the Nickname Field. If there is a hyphenated name you can use a hyphen (Merriman-Koch) or you can just use a space (Merriman Koch). Jr and Sr should be entered in the Suffix box. Do not "space" after the first or last name as the space is a character in Infinite Campus.

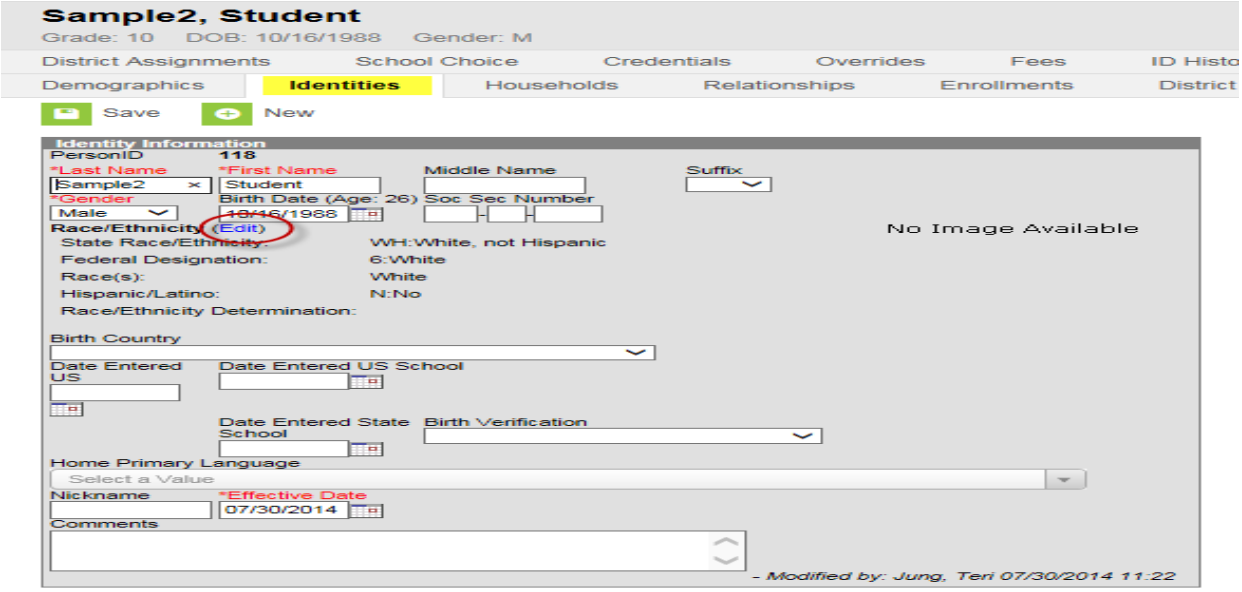


Please note that for transgender students, there is the option for you to enter the student's legal name and legal gender as identified on the student's birth certificate in the Protected Identity Information fields. This information DOES NOT sync to the State Edition. For data entry of the name and gender for transgender students, please follow your district's policy.

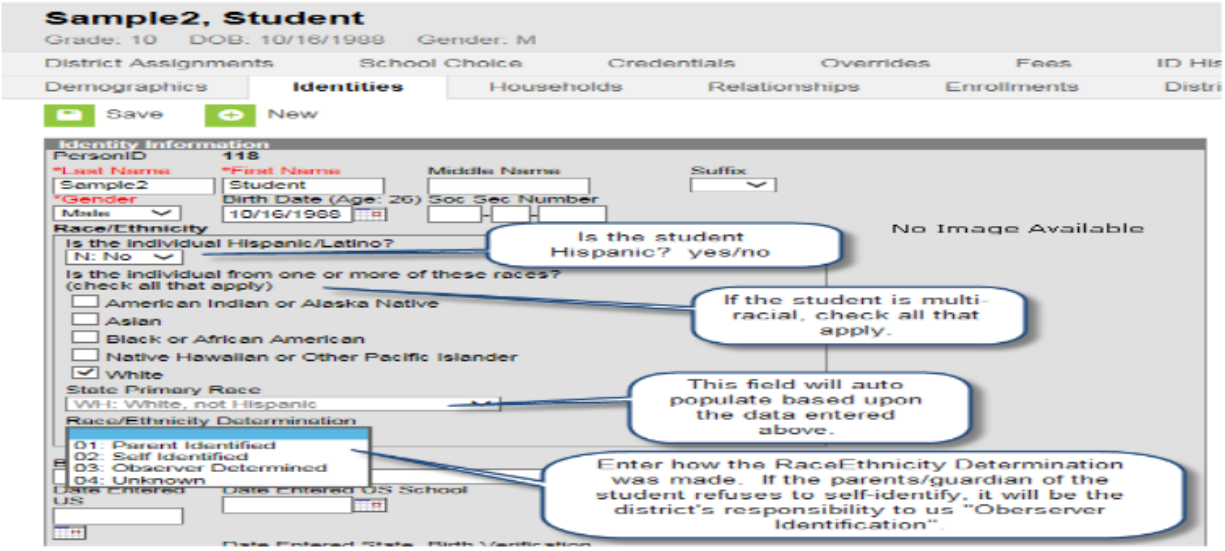


RACE/ETHNICITY

Within Infinite Campus, Race/Ethnicity data is located on the student's Demographics and Identities Tab located at Census>People>Demographics or Identities as shown below. To enter or make a change in the Race/Ethnicity, click on the Edit button.



The below fields need to be populated for all students.



If a parent/guardian of a student refuses to self-identify the race/ethnicity of the student, it is the district's responsibility to use the Observer Determined Identification method to determine the race/ethnicity of the student. The Observer Determined Identification method includes the district staff using their best judgement as to what the correct race/ethnicity of the student is. This is then what is recorded in Infinite Campus.

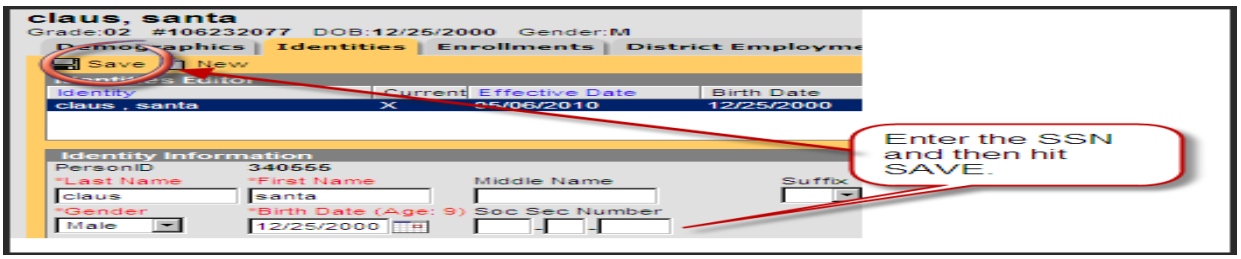
Race/Ethnicity Designation for Home School Students

The Application for Public School Exemption Certificate form was updated several years ago to remove the race/ethnicity question due to the state having no legal authority to collect this information on Home School students. The issue is that you are unable to save the enrollment record in Infinite Campus without having the above fields completed. The decision was made to instruct school districts to use their best guess on the race/ethnicity of the Home School student in order to get the record to save. The DOE does not report the race/ethnicity of Home School students on any state or federal reports therefore the accuracy of this particular piece of data is not critical. If the student is dually enrolled in the public school district for any services/classes, then the student's correct race/ethnicity must be reported on the student's Identities Tab.

Social Security Numbers

While it is not required, the Department of Education continues to encourage districts to report the student's Social Security Number (SSN) within Infinite Campus. The SSN number is used as matching criteria for the ACT match and for matches with the Department of Social Services for the Direct Certification process and the Medicaid Administrative Claiming process. When the SSN is available, it provides for a more reliable match, which helps to ensure that school districts get the maximum funding allowed and students receive the benefits they are entitled to.

Within Infinite Campus, the Social Security field is located on the student's Identities Tab located at Census>People>Identities as shown below.

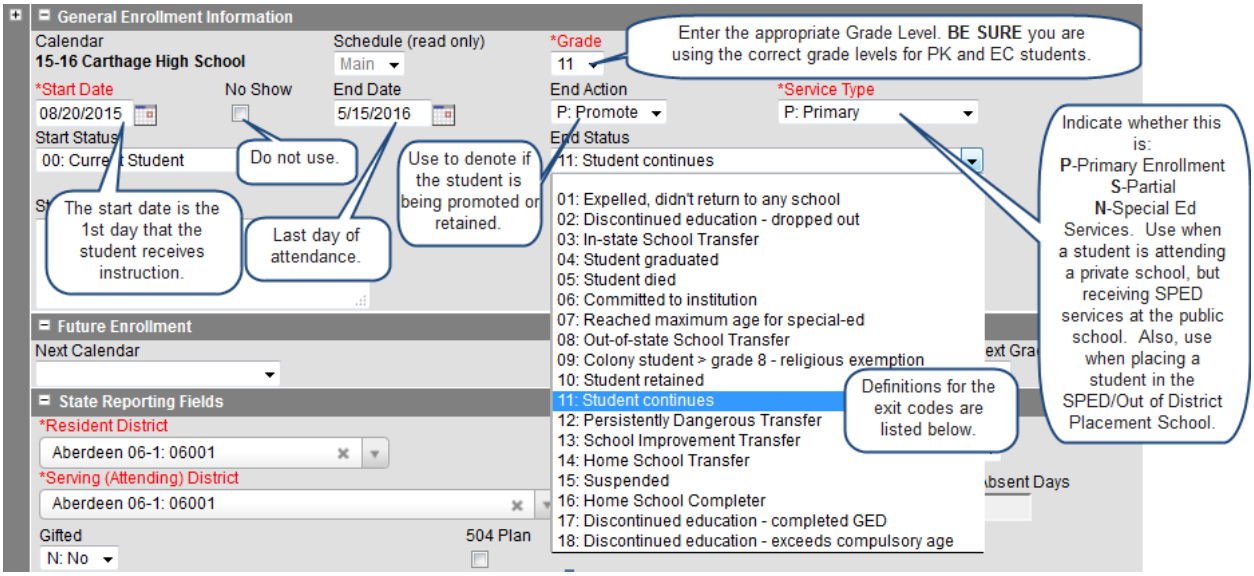


Immunizations

Immunization records are printed on the Board of Regents (BOR) High School transcript. The BOR asked for this enhancement, as they regularly must ask the districts for immunization records. Our suggestion for entering this information is to enter immunizations for the incoming Kindergarten class and for the current seniors. You could then enter two grades a year until you are caught up. This would help to bypass the situation where schools are asked to respond to the BOR for this information on a case-by-case basis.

Enrollment Tab

Much of the information DOE needs to complete its state and federal reporting comes from data fields found on the Enrollment Tab. Below you will find screen shots of the Enrollment Tab along with the required data fields and possible entries highlighted.



Grade Level - Definitions:

EC is used when a child is receiving special education services through your district and is **NOT** enrolled in PK or Kindergarten. EC grade level is most often used for children participating in IDEA Part B (ages 3-5) program. However, EC grade level also includes children who are participating in IDEA Part C (ages birth – 3) if identified as "in need of prolonged assistance". Attendance **IS NOT** required for EC students.

PK is used when a student is attending preschool. Students must be 3 or older prior to September 1st of the school year. These students are those participating in a preschool curriculum. Attendance **IS** required for PK students.

No Show Box:

This check box **SHOULD NEVER** be used! Using this check box can inadvertently impact the first point of entry into the 9th grade which is used to determine graduation rates. If you have a student who was enrolled the previous school year but who failed to appear for school as expected, the enrollment in the new school year should be deleted. You will also need to update the exit reason on the previous school year's enrollment record.

The following rules apply for summer dropouts. Dropouts count for the year they fail to show up for. For example, a student may have completed the 2019/2020 school year but fails to show up for the 2020/2021 school year. In this case, the school would create a 2020/2021 enrollment record. Both the start AND end dates would be the first day of the 2020/2021 school year and the End Status would be updated to 02-Discontinued education- dropped out.

SERVICE TYPE - DEFINITIONS:

Service Type describes if the enrollment is **Primary (P), Partial (S)**, or **Special Ed Services (N)**.

Primary (P) In most cases, students cannot have multiple primary enrollments. If a student has dual enrollments, the school districts must agree to identify one enrollment as the primary enrollment and the second enrollment as partial. Dual enrollments **CANNOT** be split 50/50. Instead, the split should be 51/49 with the 51% enrollment marked as primary and the 49% enrollment marks as partial. The exception to this rule is when a student has an enrollment in one of the 12 facilities (ex: JDC) as allowed in Administrative Rule 24:17:03:05. If this is the case, both enrollments would be allowed to have the service type marked as Primary (P).

*Please note: ONLY enrollments marked as Primary (P) are pulled into the Assessment system and are identified as students in grades 3 – 8 and grade 11 who are to be tested for Accountability purposes.

Partial (S) A student's enrollment should be marked as Partial (S) if the student is enrolled 49% or less in the public school district.

Special Ed Services (N) A student's enrollment should be marked as Special Ed Service (N) if the student is attending a private school but is receiving SPED services at the public school district. You will also use this code for those students who are placed in a SPED/Out of District Placement school.

END STATUS – DEFINITIONS:

01: Expelled, didn't return to any school - The action of the school board that terminates a pupil's membership in school for not more than 12 consecutive months.

02: Discontinues education – dropped out (any student that is under the compulsory age of 18). This is used if a student is under age 18 and (1) the student/parent indicate that they are dropping out or (2) if the student does not show for the school for 15 consecutive school days. Dropouts count for the year they fail to show up for. For example, a student may complete the 2017-18 school year but fails to show up for the 2018-19 school year. In this case, the school would create a 2018-19 enrollment record. Both the start AND end dates would be the first day of the 2018-19 school year.

03: In-state School Transfer - Transferring from your district to another SD district.

04: Student graduated - A student who has attained sufficient credits to receive a regular high school diploma. This end status code can only be used for students who are enrolled in the 12th grade.

> **<u>DO NOT</u>** mark your 8th grade graduates as graduates.
>
> **<u>DO NOT</u>** mark your special education students who plan to continue receiving services until the age of 21 as graduates. You should use the End Status Code of 11: Student Continues for these students. Once a student is marked as a graduate, that student is not eligible to receive services until age 21 nor is the district eligible to receive State Aid for these students.
>
> **<u>DO NOT</u>** mark your foreign exchange students as graduates as chances are they did not meet the criteria to obtain a regular high school diploma in SD. If they are returning to their home country, you should use the End Status Code of 08: Out of State School Transfer.

**<u>DO NOT</u> mark Home School students as graduates if they are completing Home School course work. In this situation, you should use the End Status Code of 16: Home School Completer.

05: Student Died

06: Committed to institution - Student is being served at: SD Human Services Center or the State Penitentiary.

07: Reached maximum age for special ed - 21 years of age.

08: Out of state School Transfer - Student moving out of state.

09: Colony student > Grade 8 - Religious exemption

10: Student retained

11: Student continues

12: Persistently Dangerous Transfer – Only to be used if your public school has been designated as a Persistently Dangerous School and the student is choosing to transfer to a different school due to this designation.

13: School Improvement Transfer

14: Home School Transfer - Student leaving public school and transferring to Home School.

15: Suspended - The exclusion of a pupil from a class or classes for not more than 90 days.

16: Home School Completer - Student completes their Home School course work. This is used if a student is home schooled through the 12th grade. Since they do not receive a regular high school diploma, this code indicates they are completing their home school program.

17: Discontinued education – completed GED - A student is considered a drop out until they have received their GED. When a student is pursuing a GED, districts have a three step process to follow:

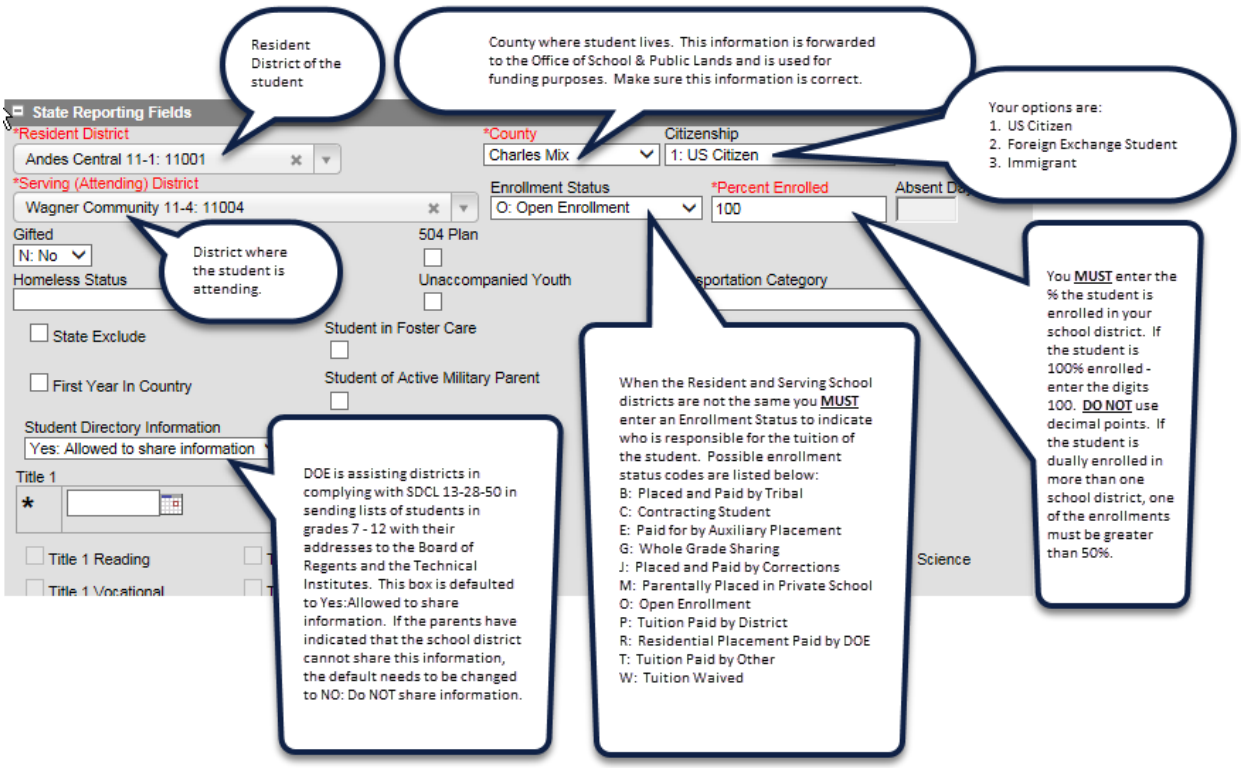
- First, his/her enrollment in the high school should end with an end status of either "02: Discontinued Education – Drop out" or "18: Discontinued education" depending on the age of the student.
- Second, a new enrollment should be created to indicate that the student enrolled to get a GED. These two steps may need to be entered multiple times depending on how long the student takes to earn their GED.
- Third, once a GED is attained, the last enrollment record can be ended with the end status code of "17: Discontinued education – completed GED". This end status code should not be used prior to the student actually completing the GED.

18: Discontinued education - Exceeds compulsory age (18 years of age).

19: Continues – Complete IEP team modified Course requirements – Students with disabilities whose requirements differed to those required for all students. These students may participate in graduation ceremonies, but the students are not considered graduates for reporting purposes and are still eligible to receive services.

20: Discontinued education – Completed IEP team modified course requirements – These students would be coded *03- Continues – Completed IEP team modified course requirements* (in the Special Education fields in Infinite Campus) at the end of a school year but then dropped out and didn't continue education during the next year without completing the regular graduation requirements. This code should be used to end the record that rolled forward.

21: Aged Out – Completed IEP team modified course requirements - These students will have been previously coded as *03- Continues – Completed IEP team modified course requirements* (in the Special Education fields in Infinite Campus) until the end of the fiscal year in which they turned 21 when this code is used to end their record.



CITIZENSHIP BOX

Be sure all your students have the correct citizenship status reflected for their particular situation.

1: US Citizen – the student is a citizen of the United States.

2: Foreign Exchange Student – the student is not a citizen of the United States but is participating in a foreign exchange program and is attending your school.

3: Immigrant – The term immigrant children and youth means individuals who:

- Are aged 3 through 21;
- Were not born in any State; and

- Have not been attending one or more schools in any one or more States for more than 3 full academic years. "Three full academic years: = cumulative". A student can only be considered an immigrant for three full academic years for the Title III funding purposes.
- Please note the term "immigrant " as used in Title III is not related to an individual's legal status in the United States.

ENROLLMENT STATUS – DEFINITIONS

The Enrollment Status field is used to identify how the student came to your school and who is financially responsible for the student. If the Resident and Attending districts are the same, typically there is no need to complete this field. However, **D: Persistently Dangerous** refers to the rare case when a student switches schools as described at http://doe.sd.gov/ofm/sdgf.aspx. **A: School Choice** is no longer a valid option.

B: Placed and Paid by Tribal

- Used primarily by BIE schools
- In few cases, public schools could use the code if the student is attending a residential treatment program operated by public school districts but paid for by the tribe.

C: Contracting Student

- Use if your district contracts students to another school district (in-state or out-of-state) due to the fact that the student(s) cannot be served in district because a school does not exist (Example: Big Stone School District does not have a high school) or use if your district receives students from a contracting district.

E: Paid for by Auxiliary Placement

- Use when the student is placed by the Department of Social Services. Resident district for students with E code must be either Custody of the State (90090) or DSS Aux Placement (68302).
- If the student is a Foster Child placed with a family in your school district, this Enrollment Status code SHOULD NOT be used. A Foster Child should be coded as any other resident student in your school district.

G: Whole Grade Sharing

- Refer to SDCL 13-15-31. All school districts shall adopt the contract or agreement no later than February 1st of the school year proceeding the school year for which the agreement will take effect. The Department of Education must approve the agreement for whole grade sharing.

J: Placed and Paid by Corrections

- Use when the student is placed by the Department of Corrections. Resident district for students with J code must be either Custody of State (90090) or Department of Corrections (49321).

M: Parentally Placed in Private School

- Use when the student is attending a private school paid for by the parent.

O: Open Enrollment

- Use when a student lives in one South Dakota school district but chooses to attend another South Dakota school district.
- Use for "cross-border" enrollments with North Dakota and Minnesota.
- If the student changes address during the school year that results in a change in their resident district, then the previous enrollment must be ended and a new enrollment entered with the updated resident district and the correct county of residency. In addition, Open Enrollment does not apply to students who are homeless and remain in the school of origin after moving to a different district.
- PK students CANNOT be coded as Open Enrolled.

P: Tuition Paid by District

- Use when the resident district is paying for the student's placement in another school district/facility.
- Use for an Iowa student enrolling in South Dakota.

R: Residential Placement Paid by DOE

- Use for students placed in one of the below facilities for whom DOE is paying the tuition for their placement. This Enrollment code can only be used for non-IEP students.
    - Plankinton – Aurora Plains Academy
    - Huron – Our Home ASAP
    - Mitchell – Abbott House
    - Parkston – Our Home
    - Spearfish – Spearfish Academy at Canyon Hills (Elementary and High School)
    - Sioux Falls – Summit Oaks Residential

T: Tuition Paid by Other

- Use for students attending the School for the Deaf in Harrisburg & Brandon Valley
- Use for a South Dakota student enrolling in Iowa. (This pertains to Alcester-Hudson & Elk Point-Jefferson only).
- If the student's tuition is being paid by an outside entity, such as a foundation or a program.
- PK non-resident students attending a public school and tuition is charged. "T: Tuition Paid by Other" is needed as PK students cannot have the enrollment status of "O: Open Enrollment".

W: Tuition Waived

- This code is used for students attending the School for the Blind.

- PK non-resident students attending a public school and no tuition is charged. "W: Tuition Waived" is needed as PK students cannot have the enrollment status of "O: Open Enrollment".

Enrollment % Changes during the School Year

During the course of the school year a student's enrollment percentage may change. A student may add a class, drop a class, or their resident district may have changed, etc. In order for Average Daily Membership (ADM) to be calculated correctly, it is important to maintain a history of all enrollment records with the different enrollment percentages.

When a change occurs, the original enrollment record must be ended (using Exit Code 11: Student continues) as the end status and a new enrollment record created with the new enrollment percentage. In order to maintain the schedule and attendance information, it is important to create the new enrollment first before ending the old enrollment. The creation of the new enrollment record is required to maintain the history of the student's enrollment records through the school year.

Home School Students

Parents/guardians who wish to provide alternative instruction pursuant to SDCL 13-27-3 are required to file a Notification for Public School Exemption Certificate annually. This form can be obtained from the local school district or directly from the DOE. The completed form must be filed with the Superintendent in the public school district in which the parent /guardian resides. Per SDCL 13-27-7 School districts are required to:

1. Review and file the exemption form on a yearly basis.
2. Mail copies of the form to the Department of Education and to the location of alternative school (home school) (SDCL 13-27-9).
3. Track home school students in the Student Information Management System (Infinite Campus System).

Keep test score records (SDCL 13-27-7)

1. Make sure enough materials are on hand to accommodate all students in grades 4, 8 and 11 who are being home schooled in your district.
2. Contact parents with information on testing window and when you will distribute materials.
3. When results come back to the district, distribute to home school parents and keep a copy on file with other public school exemption resources.
4. If students show less than satisfactory academic progress, the school board may refuse to renew the child's certificate of excuse.

Open Enrollment

If a student is wanting to Open Enroll into your district, be sure to adhere to all procedures outlined on our DOE website at: https://doe.sd.gov/openenrollment.aspx

If at any time during the school year, a student who is Open Enrolled has a change of address which results in a change in their resident district, the previous enrollment record must be ended and a new enrollment record established to identify the student's current resident school district and correct county of residency. This must be correct to ensure proper payment of State and County Apportionment funding (both are based on the resident district and/or county rather than serving district).

Preschool students cannot be Open Enrolled. If you have a PK student coming into your district from another school district for preschool, you will need to use the Enrollment Status code of either T – Tuition Paid by Other or W – Tuition Waived depending on whether or not the district charges for preschool.

Cross Border Enrollment Agreements

The South Dakota Department of Education has negotiated enrollment agreements with three bordering states: North Dakota, Minnesota and Iowa. Copies of these agreements can be found on the DOE website: http://doe.sd.gov/ofm/openenrollment.aspx.

Our agreements with both North Dakota and Minnesota are "open enrollment" type programs and allow students to choose cross border attendance. Once approved by the receiving school district, the eligible students are allowed to enroll in the neighboring state without the permission or any financial obligation of their resident district. Students are counted for funding purposes in the state in which they are enrolled. The reconciliation process of counting how many students come and go from each state is determined by the State Education agencies. Only students whose resident district is a "contiguous/bordering" school district, (ie: touching the state line boundary), are eligible for this "cross border-open enrollment" arrangement. This is a requirement for both a SD district and a ND or MN district. For student reporting purposes please see the below examples:

MN or ND student enrolling in SD

Resident district	99086
Attending district	25003
Enrollment status	"O" open enrolled
% of day enrollment	100%

SD student enrolling in MN or ND

Resident district	25003
Attending district	99085 or 99086
Enrollment status	"O" open enrolled
% of day enrollment	100%

Our agreement with Iowa is not an "open enrollment" type agreement. This agreement sets a standard and uniform amount of tuition to be paid by DOE for each student that may be placed out of district/state by their resident district. This agreement does not allow for students to move freely between South Dakota and Iowa. **Only eligible students from the SD districts of Alcester-Hudson and Elk Point-Jefferson are included in this agreement.** All other SD districts that border IA must agree to the placement and pay tuition to the Iowa school district. If you have questions about whether a student is eligible for our agreement with Iowa please contact Susan Woodmansey at 773-4748.

IA student enrolling in SD

Resident district:	99087
Attending district:	61001
Enrollment status:	"P" tuition paid by district
% of day enrollment:	100%

SD student enrolling in IA
(Alcester-Hudson & Elk Point-Jefferson students ONLY)

Resident district:	61001
Attending district:	99087
Enrollment status:	"T" tuition paid by other
% of day enrollment:	100%

SD student enrolling in IA
(All other students)

Resident district:	Student's SD resident district
Attending district:	99087
Enrollment status:	"P" tuition paid by district
% of day enrollment:	100%

Overlapping Enrollments

Overlapping enrollments are permissible for up to 90 consecutive days according to South Dakota Administrative rule 24:17:03:05 if the student is dually enrolled at any of the following entities:

Short Term Group Care

1. **Keystone Treatment Center – Canton – 41001**
2. **Chief Gall Alternative – Adolescent Treatment Center – Aberdeen – 06901**
3. **Our Home Rediscovery – Huron – 02002**
4. **ARISE Shelter Care – Sioux Falls – 49005**
5. **Volunteers of America – Adolescent Treatment – Sioux Falls – 49005**

JDC's (Juvenile Detention Centers)

1. **Aberdeen JDC – 06001**
2. **Huron JDC – 02002**
3. **Pierre JDC – 32002**
4. **Rapid City JDC – 51004**
5. **Sioux Falls JDC – 49005**
6. **Walworth County (Selby) JDC – 62005**
7. **Wanbli Wiconi Tipi (Todd County) JDC - 66001**

Resident District – is to keep the student enrolled at 100% with the Service Type field marked as P: Primary. The resident district needs to track how long the student is placed at the Short Term Group Care or JDC facility and must drop the student at the resident district on the 91st consecutive school day if the student is still attending the Short Term Group Care or JDC facility.

Attending District – will create an enrollment record showing their district as both the Resident and the Serving/Attending district for the period in which the student is attending the Short Term Group Care or JDC facility. The Percent Enrolled field should be marked as 100% and the Service Type field should be marked as P: Primary.

***This will allow for State Aid to be paid to both the Resident and the Attending District if the student is dually enrolled in both districts on the last Friday in September.

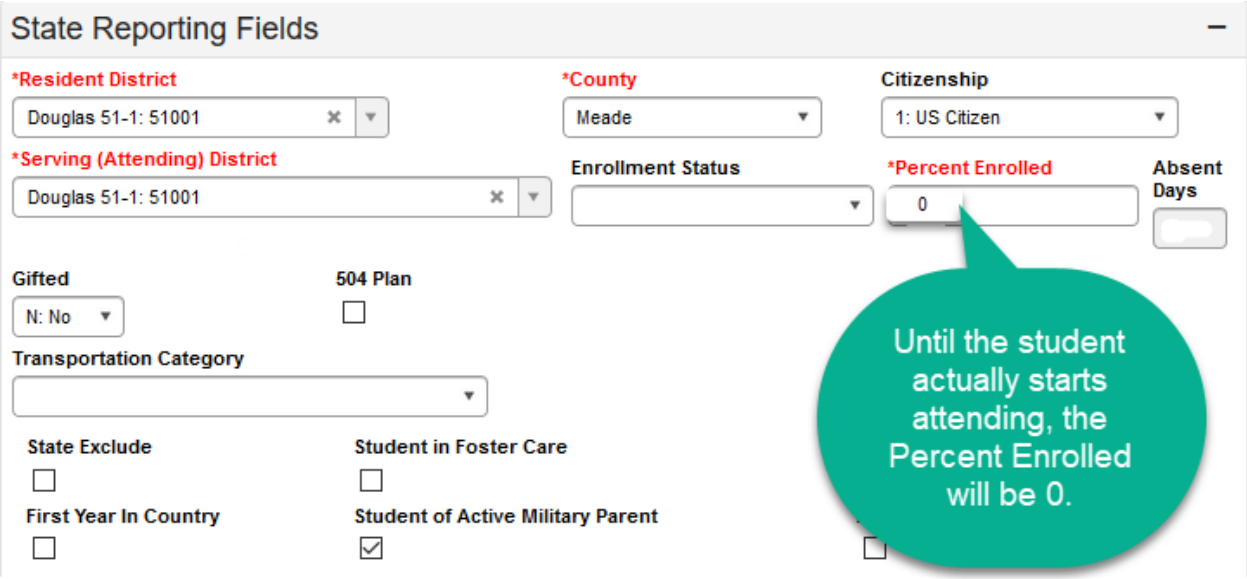
Enrollments of students of Active Duty Military Personnel

According to SDCL 13-28-9 if the parent or guardian of a child is transferred to or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order, the child meets the residency requirement for free school privileges in the school district in which the parent or guardian resides or will reside. For the purposes of this section, a military installation is a base, camp, post, station, yard, center, or other installation under the jurisdiction of the United States Department of Defense.

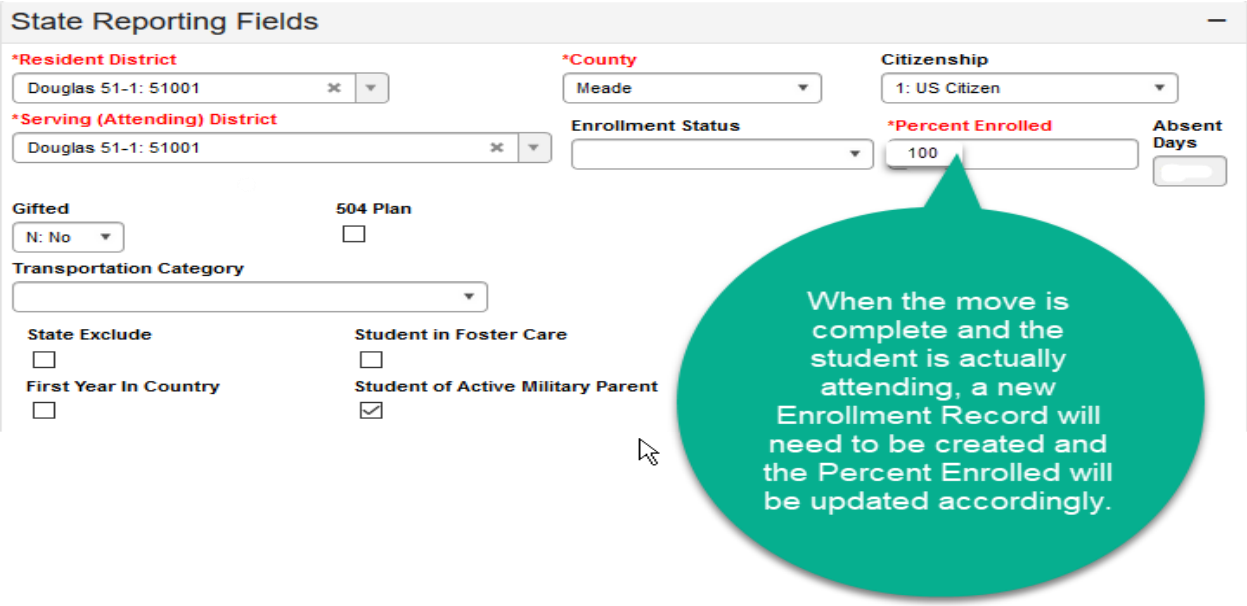
Once notified by the parent or guardian that their child/children will be attending your school district once their move is complete, the district will enter an enrollment record(s) in Infinite Campus even though the student(s) is not yet officially attending school in your district. The reason for this is to provide for a seamless transition for these students and it also helps these military families establish necessary residency in order to help secure military housing. In these situations, the district will enter an enrollment record with the Percent Enrolled listed at

0%. Once the student is present and begins attending school, the original 0% enrollment record will be closed and a new record created with the correct Percent Enrolled entered into Infinite Campus.

Enrollment Record of Military student while pending transfer

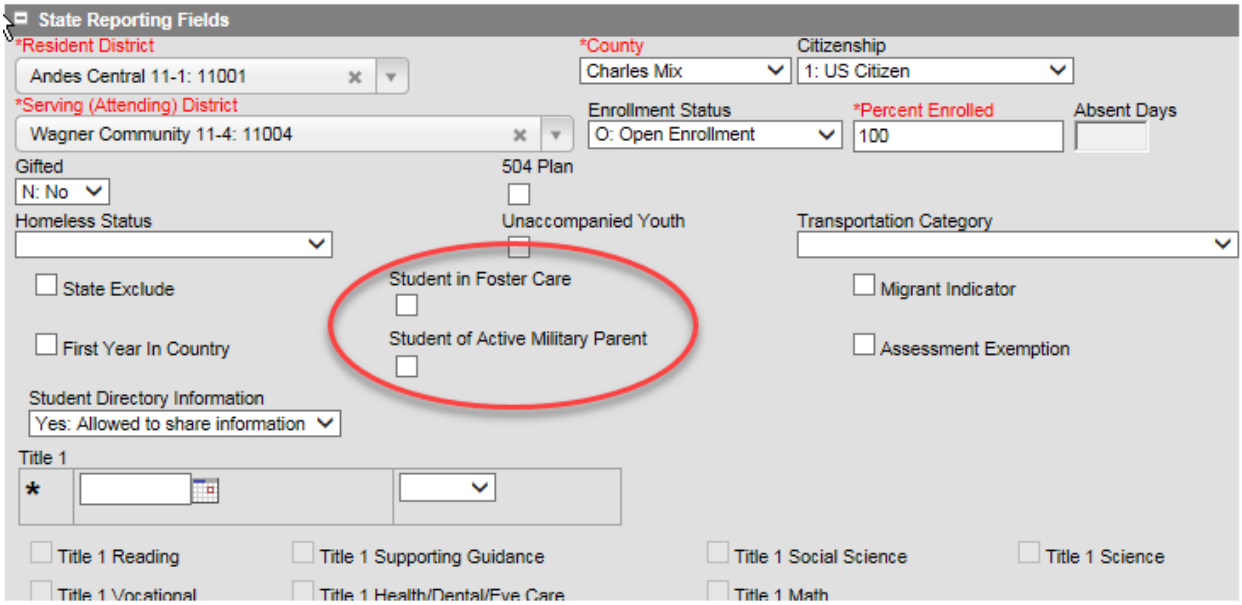


Enrollment Record of Military student once transfer is complete



Students in Foster Care & Students of Active Military Parent

Due to the Every Student Succeeds Act (ESSA) requirements, we added two fields to the State Reporting Fields section in Infinite Campus.



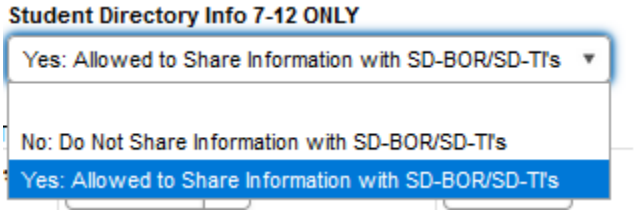
Student in Foster Care School - Districts do not need to worry about updating this field. The DOE obtains a file from the Department of Social Services and works with Infinite Campus to flag each Foster Care student on a yearly basis. If a student is flagged as a Foster Care student, they are to retain this status for the entire school year even if their living arrangements change during the school year.

Student of Active Military Parent – It is the responsibility of the school district to collect this information from the family. The definition of an "Active Duty Military Parent" includes a parent who is a member of the Armed Forces on active duty. "Armed Forces" means the Army, Navy, Air Force, Marine Corps, and Coast Guard. This also includes full-time members of the National Guard Reserve. Students whose parent(s) are in the National Guard and who have been ACTIVATED and DEPLOYED are to be considered a Student of Active Military Parent. This information can be collected at the beginning of the school year during the enrollment process however, the district needs to be aware that this can change throughout the school year. If there is an Activation and Deployment of a National Guard unit in your area, this may impact a number of the district's students and the impacted students need to be flagged accordingly. Once the student has been flagged, they are to retain this status for the entire school year even if their parent returns home from deployment.

Directory Information Box – For Students in Grades 7 -12 ONLY

In order to assist the South Dakota Board of Regents and South Dakota Technical Colleges with the Proactive Admissions process and to assist districts with compliance to SDCL 13-28-50, the below Student Directory Information box was added to Infinite Campus. The box will automatically default to Yes- Allowed to share information as it is felt that most parents will not object to this sharing of information. **IF you have a parent who**

has indicated that the school district is not allowed to disclose the student's information to the SD BOR or the SD TI's without their prior written consent, it is the <u>SCHOOL DISTRICT's RESPONSIBILITY</u> to change the designation in this box to NO: DO NOT share information with SD-BOR/SD-TI's.



Enrollments for Jump Start Scholarship

For a student to be eligible for the Jump Start Scholarship, the student must graduate from high school in three academic years. Districts still need to progress the student through all grade levels (9, 10, 11 and 12) and the progressions should occur as the credits are earned. A student should not be exited from a high school with a 04: (student graduated) when their enrollment record shows that they are an 11th grader, as they must progress through all grade levels within three academic years.

Providing instruction to students not physically in a school building

This guidance was created in response to the COVID-19 pandemic situation in order to support districts that are considering ways to provide distance learning for a selected group of students who will not physically be in the building and outline steps to meet state laws, rules, and policies. Distance learning, as defined by SDCL 13-33-20, is the technology and educational process used to provide instruction when the student and primary instructor are not physically present at the same time or place. The department has used the terms "distance learning" and "flex learning" interchangeably.

1. Districts will need to ensure all students complete the state summative assessments in a secure environment and follow all summative assessment administration policies. Questions regarding assessment? Email DOEAssessment@state.sd.us
2. If a special education student is receiving distance learning instruction, services and supports outlined in the student's IEP must be provided. Questions about special education? Contact your district's Special Education Region Rep.
3. Districts must also provide services and support to English learners receiving distance learning instruction as well as screen any student who may potentially be an English learner. Questions regarding English Learners? Email Yutzil.Becker@state.sd.us.
4. Attendance is a requirement whether a student is involved in face-to-face learning, distance learning, or some combination thereof. Attendance policy is a local decision. The department recommends that schools communicate with parents – clearly and early on – about how attendance will be determined. Schools should continue to record daily attendance, with the expectation that instruction is occurring, and students are engaged (no matter their physical location). If a student is unable to continue learning due to illness, schools would treat the situation as they would any other illness and in accordance with local attendance policy.
5. Additionally, a district must meet requirements based on the continuum of learning option the district is considering using to support students who are not in the school building. The state has

outlined four options through which a district may support students not physically in a school building.

Continuum of Learning Options for Students Not Physically in a School Building

Option #1: South Dakota Virtual School

South Dakota Virtual School (SDVS) offers a variety of online courses. SDVS has coursework available for all grade levels and content areas for all required courses.

Teacher Certification Requirements: SDVS Provider ensures all courses are taught by teachers certified in the content area in which they are providing instruction.

Curriculum Alignment Requirements: All courses are aligned to the state's content standards.

Reporting Requirements: Districts must register students through their home school district using the SDVS registration system. New SDVS district users will need to sign a School Agreement form.

Option #2: Short-term distance learning using district curriculum

A district may choose to provide distance learning to students for a short period of time (i.e. 14 days) on an as needed basis using the district curriculum. To provide curriculum, instruction, and assessment of student work, districts may use a variety of means, including a Learning Management System (LMS), a web-based platform, or even paper packets.

Teacher Certification Requirements: The district must ensure a teacher certified in the content area(s) in which instruction is provided is responding to student questions, providing feedback, assessing learning, reporting outcomes to the administrator and parents, etc. If a certified teacher is providing instruction in a content area in which they are not certified [non-authorized], then the individual will need to be placed on a plan of intent.

Curriculum Alignment Requirements: If the curriculum is adapted for distance learning, then the district must ensure the curriculum meets all state standards and is aligned to the depth and intention of each standard.

Reporting Requirements: Since the teacher's course assignments are already reported in the Personnel Record Form (PRF) system, there are no additional reporting requirements in the PRF system.

Option #3: Long-term distance learning using district curriculum

The only difference between this and the previous option is the amount of time: "Long-term" is defined as at least a quarter or semester.

Option #4: Purchased online curriculum

A district may use a purchased online curriculum if the district completes the following requirements:

Teacher Certification Requirements: Ensure a teacher certified in the content area(s) in which instruction is being provided is responding to student questions, providing feedback, assessing learning, reporting outcomes to the administrator and parents, etc.

Curriculum Alignment Requirements: Some online curriculum vendors provide districts options to customize the curriculum/course. It is important that the district reviews the curriculum closely for alignment to all state content standards, including meeting the standards' depth and intention. For state accreditation, document the process that the district completed to review the purchased online curriculum.

Reporting Requirements: Report on the Personnel Record Form (PRF) system that the assignment for instructor(s) is offered to students using a purchased online curriculum. For questions regarding when to check the 'use digital curriculum' box in the PRF system, email StephanieA.hansen@state.sd.us.

Questions & Answers on Continuum of Learning Options for Students not physically in a school building

Q: Why must the teacher of a purchased online curriculum be certified in the content area in which they are providing instruction?

A: Administrative Rule of South Dakota 24:43:10:01 requires instructional staff to be assigned to positions for which they are prepared as indicated on their certificate.

Q: Does the district need to review and align a purchased online curriculum that is already used by one of the SDVS providers?

A: Yes. Some online providers allow districts to customize the curriculum/coursework. The SDVS Providers may have chosen different curriculum units than your district is planning to use. Therefore, it is still important for each district to demonstrate alignment to state standards.

Q: If a certified teacher from the district is only monitoring progress (communication between teacher and student is limited; less than weekly) of a student working through a purchased online curriculum from an online provider, can the district grant credit?

A: No, South Dakota Codified Law 13-33-29 prohibits schools from granting credit for distance learning unless the course is completed through the South Dakota Virtual School.

Q: How do I report a teacher who is assigned to monitor students taking the distance learning coursework in the PRF system?

A: The assignment code 80033, E-Mentor code, is used for teachers who are monitoring (not teaching) distance learning students.

Q: Does SDCL 13-33-29 apply to elementary and middle school?

A: Yes. In addition to transcribed credit given to high school students, credit can mean credit for the completion of the work.

Q: What do I do if a teacher is not certified in the content area in which they are providing instruction?

A: In the Personnel Record Form (PRF) system, report the teacher's assignment/course(s) and place the teacher on a plan of intent for each content area in which they are not certified.

Q: At the middle or high school level, can one certified teacher oversee instruction of all courses (English, math, science, social studies, etc.)?

A: The answer to this question depends on the individual's certification. Yes, if the teacher is certified in all content areas in which they are providing instruction. OR Yes, but the teacher will need to be placed on a plan of intent for all the assignments/courses in which they are not certified.

Q: Can a district open enroll a student from another district and provide distance learning to the student?

A: Yes, all open enrollment laws and rules must be followed. You can find information about open enrollment laws and rules on the South Dakota Department of Education's open enrollment webpage.

Q: Can a teacher from another district provide instruction to students in my district?

A: Yes, South Dakota Codified Law 13-33-29 provides this exception.

Q: Do all four distance learning options listed above meet the state's instructional hours requirement?

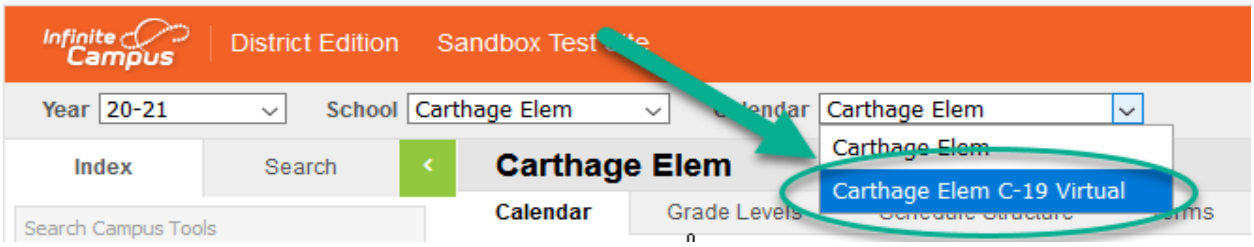
A: Yes. When calculating instructional hours, flex learning days count the same as a day of instruction and should be recorded as such in Infinite Campus.

Q: How many courses must a student enroll in to be considered a full-time distance learning student?

A: As outlined in ARSD 24:17:01:06, students must be enrolled in at least five courses or scheduled for a full school day by the last Friday in September to be considered a full-time student and counted for fall enrollment as defined in SDCL 13-13-10.1 (2A).

Q: Can a district choose to create a separate calendar within an already existing school to house their students who are choosing to attend virtually?

A: Yes. A district utilizing Continuum of Learning Options 1, 3, or 4 for the 2020-21 school year (see https://doe.sd.gov/coronavirus/documents/SupportingStudents.pdf) can create an additional calendar within an already existing school. To provide consistency throughout the state, the DOE is asking for districts to name these new calendars as follows: Calendar Name = Name of School C-19 Virtual (Example = Carthage Elem C-19 Virtual)



Q: Can a district create one calendar to house all students (K-12) who are attending virtually?

A: No. Districts must utilize their existing school structure and create separate virtual calendars for each attendance center. (Example: Elementary, Middle School, High School).

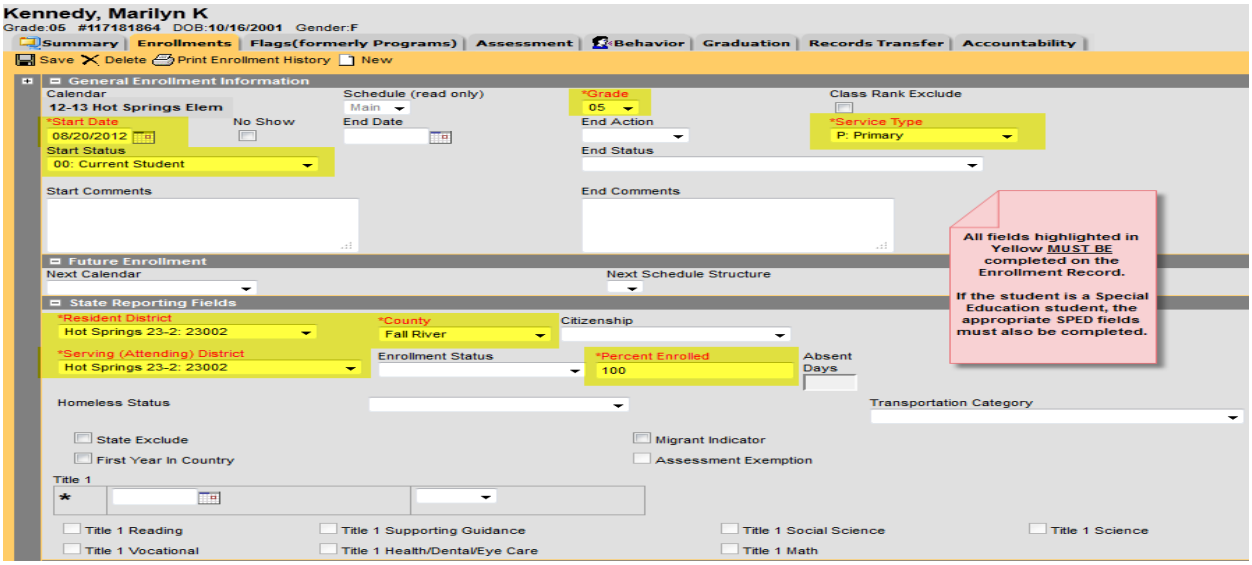
Enrollments for Students who are 100% Enrolled in Online Courses Through SD Virtual School (SDVS)

For enrollment/state-aid purposes, these students who are 100% enrolled in online courses through SDVS provider(s), are treated like every other student in the district. For school districts agreeing to participate in these alternative education programs, the district is agreeing to be accountable for these students in **all capacities** just like every other student in their district. To be counted as a student enrolled at 100% for State Aid Fall Enrollment, the student needs to be enrolled in five classes and have logged into at least one of the five courses prior to the end of the day on the last Friday in September. The school district is responsible for attendance, annual standardized testing, providing SPED services, Title I services, etc. These students will be included in all Accountability determinations for the school and district that they are enrolled in. For those districts accepting Open Enrolled students into these alternative education programs, all normal open enrolled paperwork must be completed and on file.

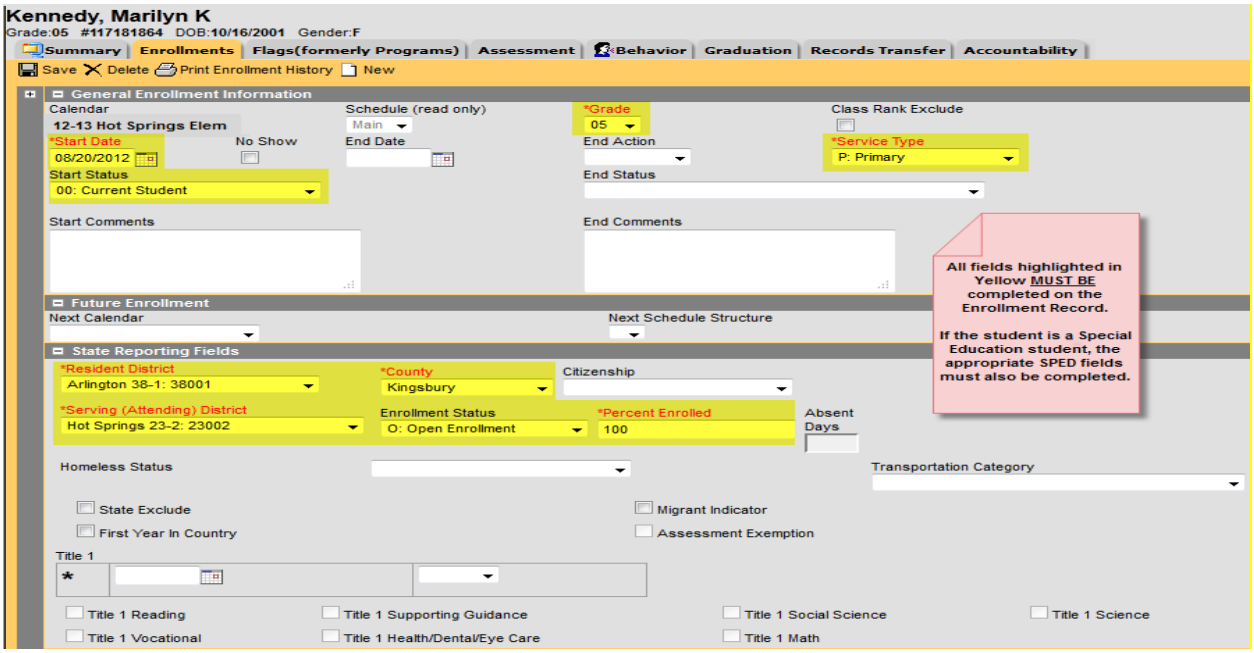
SD Virtual School (SDVS) and Infinite Campus

1. Students participating in online programs must have an enrollment record in Infinite Campus in the calendar (elementary, middle school, & high school) in the school that the student will be attached to. If the student is participating in SDVS, these students **ARE NOT** to be included in any Home School calendar. As noted above, due to the COVID-19 pandemic situation, you can create a separate calendar to house these students, if you wish.
2. The student will be coded as 100% enrolled.
3. This will be considered the student's Primary enrollment.
4. These students MUST be tested. You will need to work directly with the DOE Assessment Office to ensure all testing requirements are met.
5. Attendance is required.

Enrollment Record of a Student who is a Resident within your School District and Participating in Online Courses from SDVS



Enrollment Record of a student who is open enrolling into your school district to participate in Online Coursework Through SDVS



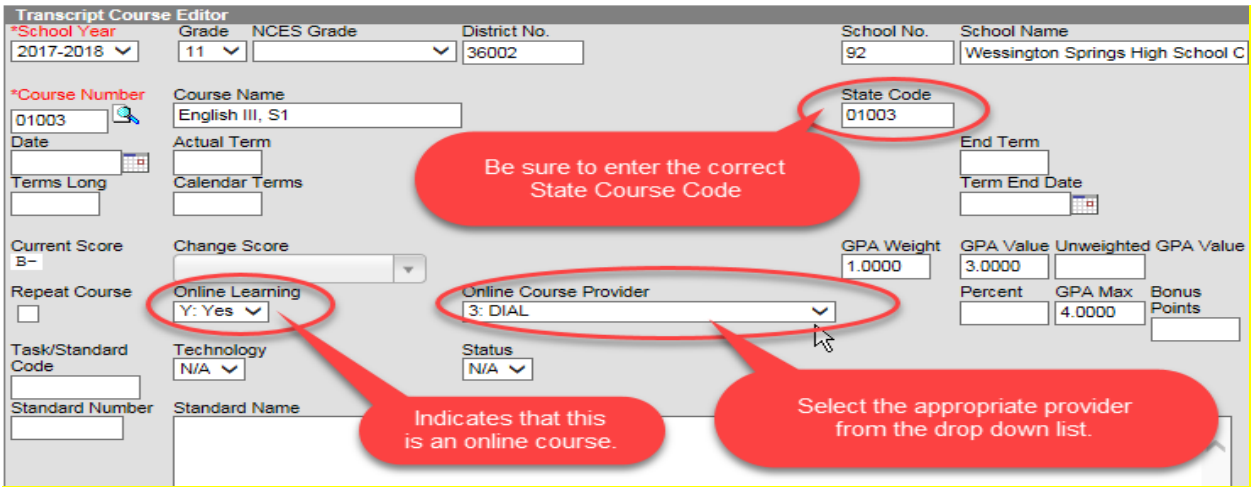
Virtual Schools

Some districts have been approved via DOE's Educational Structure process to have a stand-alone full virtual school. Examples of approved full virtual schools include: Wessington Springs Cyber Elementary, Wessington Springs Cyber Middle School, Wessington Springs Cyber High School, Oglala Lakota County Virtual High School, Chester Area Cyber School, Parkston Virtual School, Northwestern Cyber High School and Elk Mountain Virtual High School. These schools have been approved to enroll students through their district who are participating in South Dakota's Virtual School program, including APEX, BHOLL, DIAL, High Plains Alternative, and NSU E-Learning. The responsibilities of the district remain the same. Districts are accountable for these students in **all capacities** just like every other student in their district. This means students must be enrolled as of the last Friday in September and logged into at least one of the five courses for the school district to count the student as a 100% enrolled student for State Aid Fall Enrollment. The school district is responsible for attendance, annual standardized testing, providing SPED services, Title I services, etc. Each virtual school(s) will receive its own Accountability Report Card determination. For districts accepting Open Enrollment of students into their virtual school(s), all normal open enrolled paperwork must be completed and on file.

Entering Virtual School Courses into Infinite Campus

As a reminder: For all courses that are offered via the South Dakota Virtual School, please use the same course title/code as if the course is being offered in-district.

There are two fields that need to be completed to ensure that the course is designated as a virtual option. The first field is a drop-down menu that asks you to select if the course is online. Select "Yes." The second field is a drop-down menu that asks you to select the provider from which the course is offered. Please select the appropriate provider. Virtual School Course titles and codes are the same as regular courses and you need to be sure to enter the correct State Course Code.

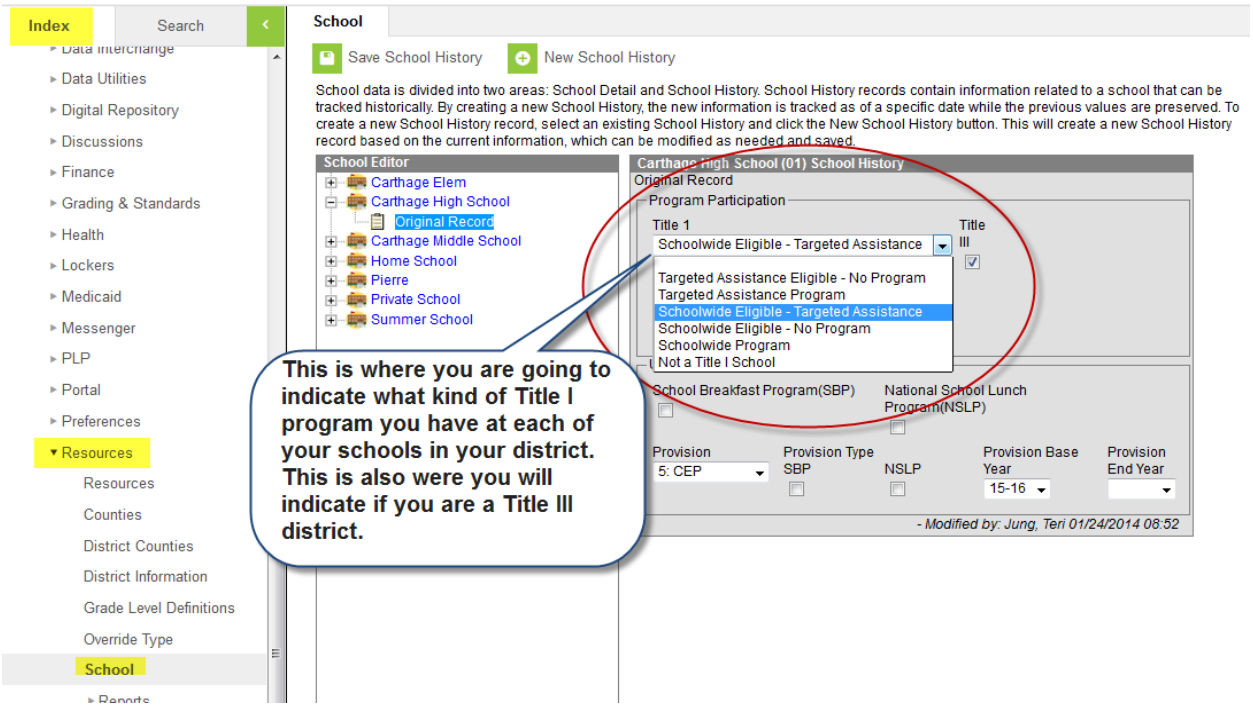


Creating a Course Schedule for Students taking Courses from SDVS

It is ***highly recommended*** that schools enter the student's schedule into Infinite Campus.

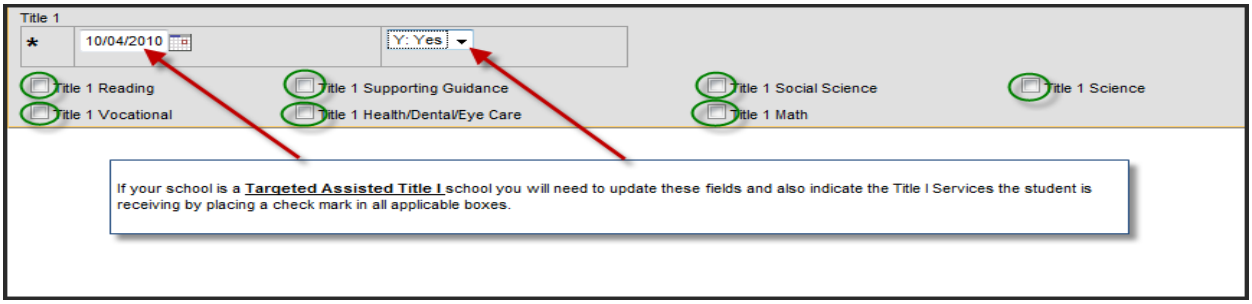
Title I

If your district is receiving Title I funding, you will need to update each school's Program Participation information in Infinite Campus. The pathway to do so is: System Administration>Resources>School.



If your school is a **School-Wide** Title I school, you do not need to update the Title I fields on the Enrollment Tab for each student in Infinite Campus. The DOE will provide the list of School-Wide Title I schools to Infinite Campus and they will flag each student as receiving Title I services.

If your school is a **Targeted Assisted** Title I school, **it is the school's responsibility** to update the Title I fields on the Enrollment Tab for each of the students in all of your schools who are receiving Title I services.



When a student transfers from one district to another or from one school to another school within the district, the Title I status does not transfer. It is the responsibility of the receiving school to update these fields.

Homeless (McKinney-Vento Eligible)

Every district is required to have a McKinney-Vento Liaison to assist children and youth and their families who may be McKinney-Vento eligible. The liaison determines who qualifies.

The McKinney-Vento Act

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (42 USC §§11431-11435, 2001).; and

(B) includes--

> (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
>
> (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
>
> (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
>
> (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

After identification by the liaison, designate the student as homeless in Infinite Campus.

Possible Secondary Identification - Unaccompanied

Nearly all homeless students will be living with a parent or guardian. However, districts may identity a homeless student who is living without a parent or guardian; the student may be identified as "unaccompanied".

The Act defines unaccompanied youth as, “a youth not in the physical custody of a parent or guardian” (42 USC §11434a(6), 2001). This includes youth who are residing with a caregiver who does not have legal guardianship and youth who are living on their own.

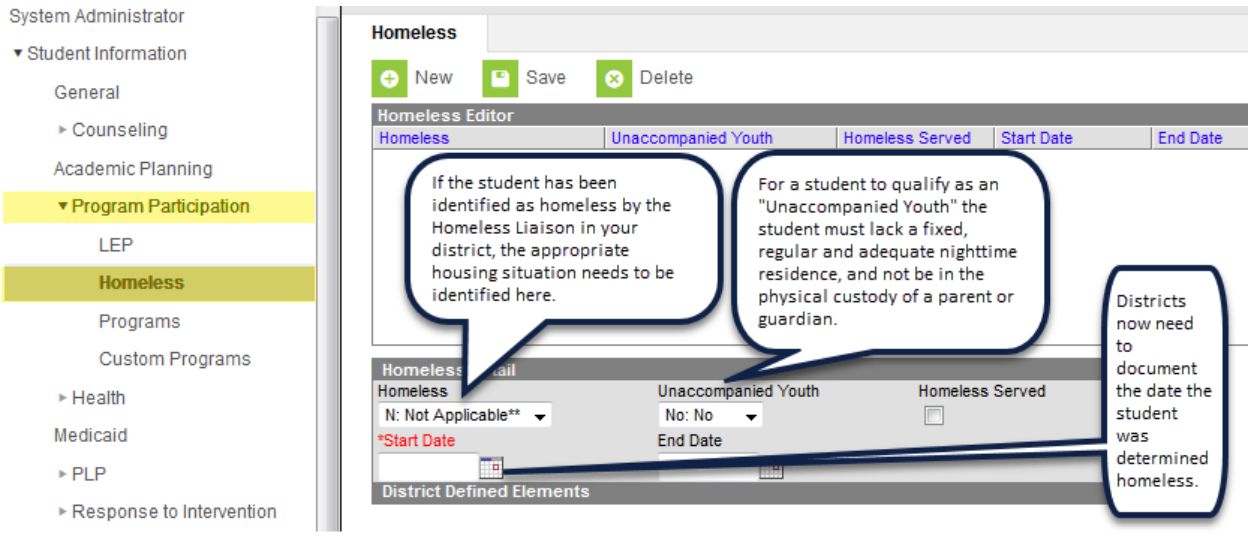
Age Restrictions - The McKinney-Vento Act includes no program-specific age requirements to qualify as an unaccompanied homeless youth. If a youth is eligible for K-12 public education in South Dakota, he or she may be enrolled and served as an unaccompanied homeless youth.

Begin/End Dates

The liaison will have a “begin” date or the date the student was identified. The date should be recorded in Campus. Likewise, should a student become permanently housed that date should be entered as the “end” date. (The student continues to receive services until the end of the school year.) For a student who remains homeless all school year, enter the end date as the last day of school.

Ensuring Accurate Data

The district liaison should check Infinite Campus for a list of students identified to ensure it is correct. Don’t wait until the last day of school to check on students. Remember DOE collects data on all students so, if a student was identified and then left your district, the student remains on your list as an identified.



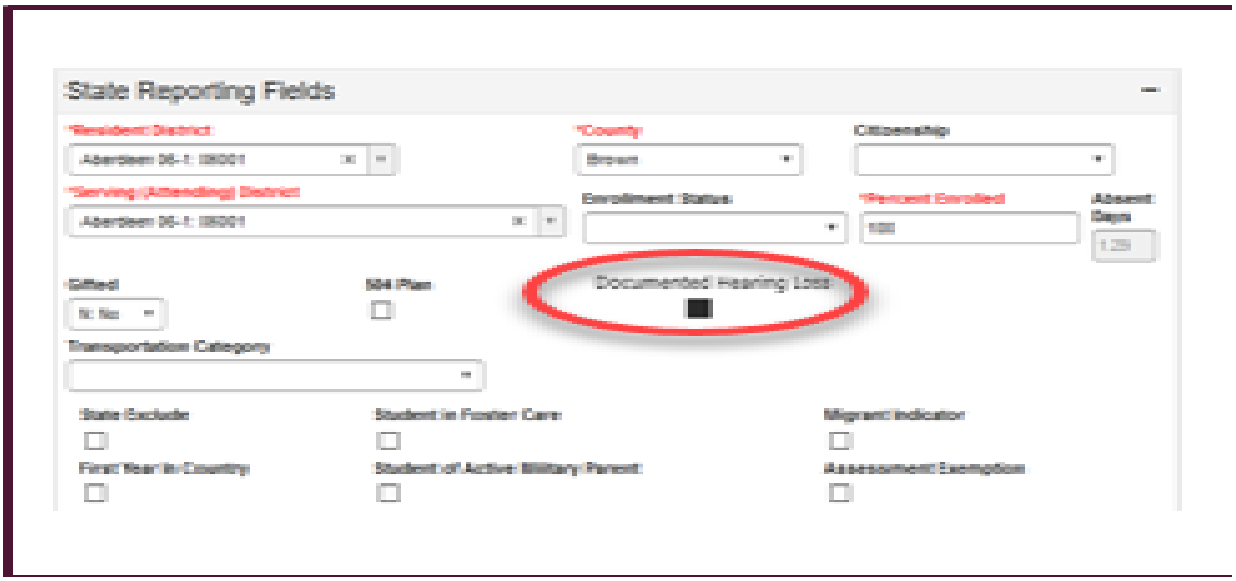
504 Students

If you have students who are on a 504 Plan, you will need to check the appropriate box below. To be eligible under 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment. Once a student is determined eligible they should have a written plan to document eligibility and services to be provided.

Documented Hearing Loss

According to HB 1228 – Hearing Loss - Districts have the responsibility to identify and report any students with hearing loss. There is a check box on the enrollment record under state reporting. This applies to all students, birth to 21 years of age.

It does not require testing. If a student has a documented hearing loss (audiological report) of 35 db or more regardless of whether they have an IEP or 504 plan, then the box will be checked.



Migrant Students

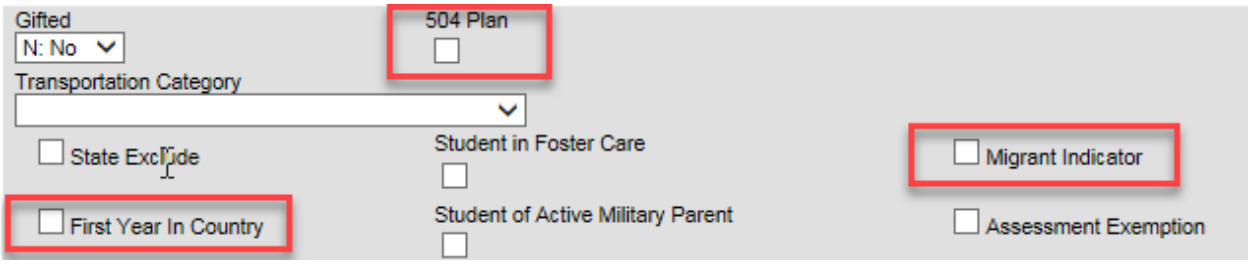
The DOE Migrant office provides an annual file that is submitted to Infinite Campus to flag all students identified as a migrant student.

First Year in Country

A special exemption is granted for students who are EL (English Learner) and in their first year of enrollment in the United States. The criteria to be considered First Year in Country is:

1. Must be an identified EL student
2. Have been enrolled in a school in one of the 50 states in the United States or the District of Columbia for less than 12 months
3. Must participate in ACCESS for ELL 2.0 English language proficiency assessment if enrolled during the testing window
4. If the student arrives after the ACCESS of ELLs 2.0 testing window, then the student must participate in the WIDA Screen assessment

If the student meets the above criteria, then the student is exempted from participating in the South Dakota English Language Arts Assessment, however, the student is required to participate in Math and Science. Scores are not included in Accountability. If the student meets the criteria for First Year in Country, you will need to check the appropriate box below.

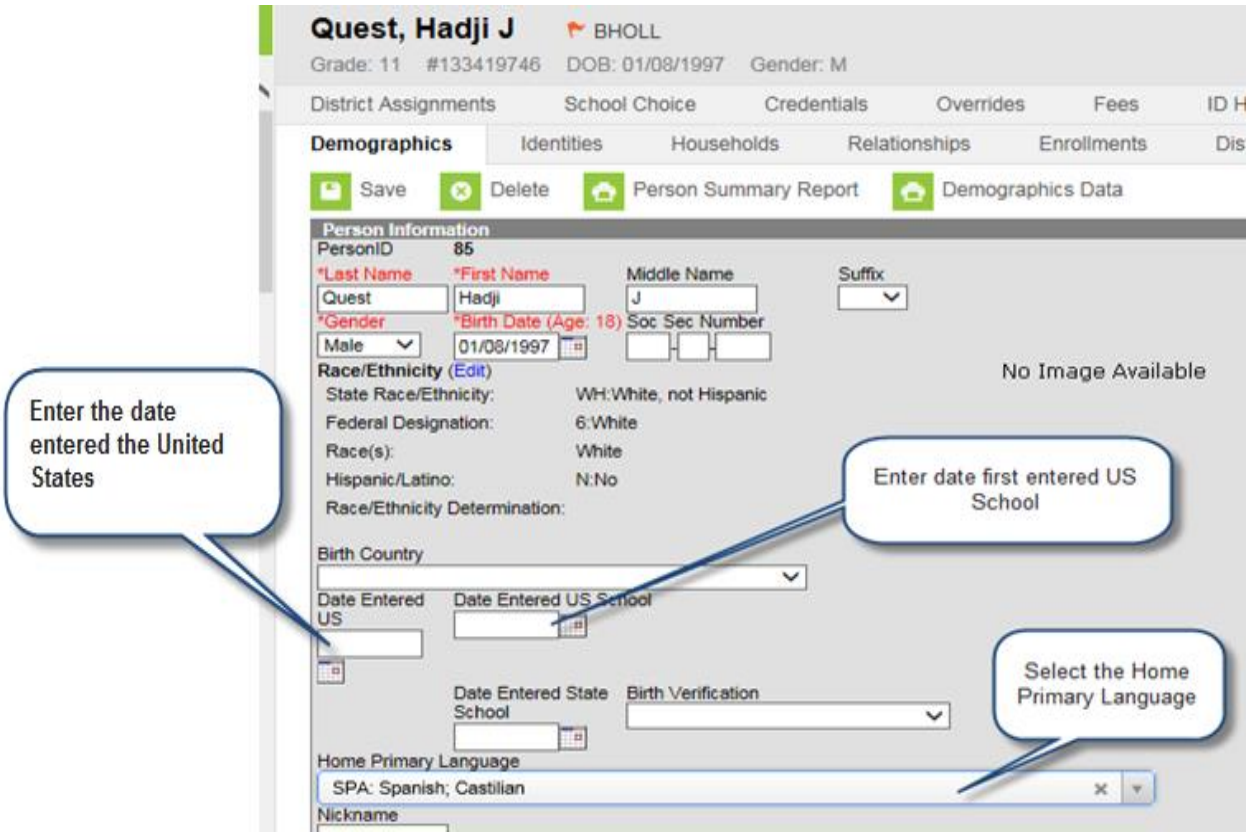


EL (English Learner)

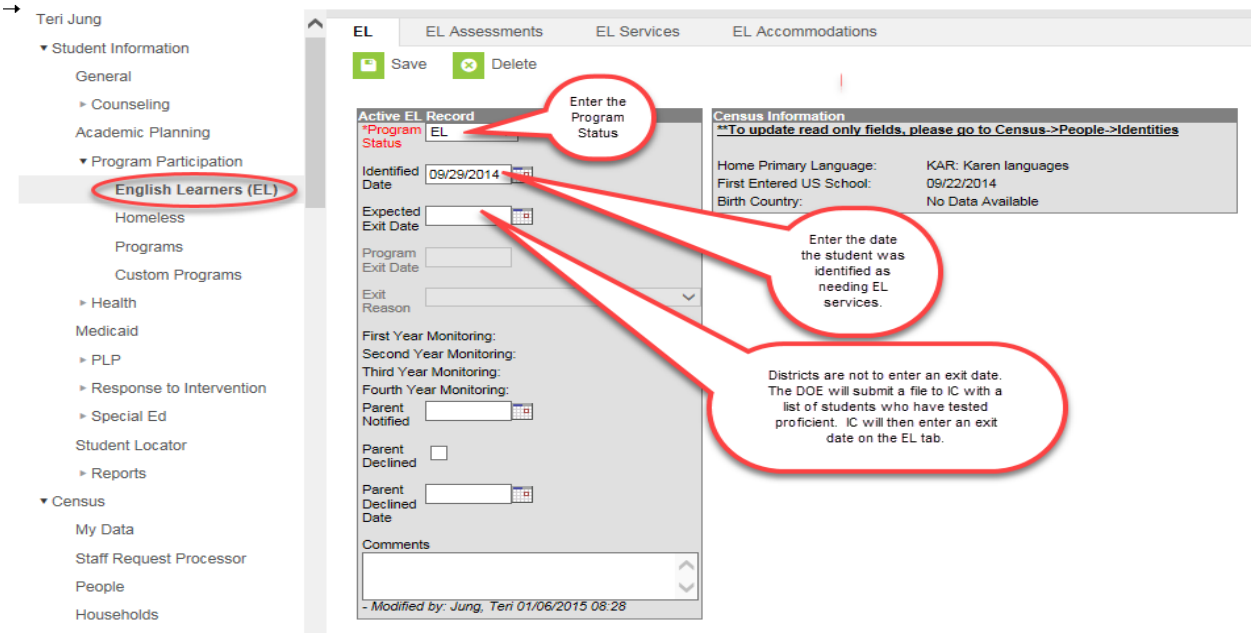
Creating an EL Record

Index>Census>People>Demographics

1. Ensure the Home Primary Language and Date Entered US School fields are populated on the student's Demographics tab.
2. Home Primary Language: To be identified as EL the "Home Primary Language" field must be selected as a language other than English. The list of language codes can be found at: https://doe.sd.gov/title/documents/ELA_langs.pdf .
3. What is a Home Primary language defined as? A home primary language is another language other than English that is spoken in the home. This information is obtained from the Home Language Survey.



4. On the EL Tab: Index>Student Information>Program Participation>English Learners (EL) you will need to select a Program Status. This value indicates the student's current EL status and is based on the student's KG W-APT or WIDA Screener scores. This value indicates the student's current EL status.
    - EL - Student is currently receiving EL services.
    - Exited EL - Student has exited the EL program.
    - Pending - Student has been identified as possibly needing EL services by the school but no formal EL determination has been conducted.
    - Not EL - The student is not eligible/does not require an EL program.
5. If the student has taken a placement test (KG W-APT or WIDA Screener) and was deemed eligible for EL services, enter the Identified Date. This date should reflect the date the student took the test and was identified as eligible for EL services.
6. If the student is eligible and currently receiving EL services, you can enter the Expected Exit Date. (This is not a required field). This is the date the student is expected to exit the EL program. Remember that EL students are expected to reach English language proficiency within five to seven years of instruction in the EL program.
7. If the student took the placement test (KG WAPT or WIDA Screener test), enter the Parent Notified date. The Parent Notified date is the date the student's parents were notified of screener results and whether the student is deemed eligible for services or not. A parent notification letter must be shared with parents within the first 30 calendar days of the beginning of the school year or within two weeks of enrolment during the school year. You can find a sample notification letter at http://doe.sd.gov/title/el.aspx.
8. Parents have the right to deny services; however, if identified as an EL student, the student will need to participate in the ACCESS for ELLs 2.0. If the parents declined services, mark the Parent Declined checkbox.
9. Enter KG W-APT or WIDA screener scores in Comments section. Also, enter any comments about the student's EL record.
10. Select the Save button.



EXITED EL

1. Exited EL student refers to students who have met South Dakota's exit criteria on the ACCESS for ELLs 2.0 English language proficiency assessment.
2. To exit a student from EL status, the student must obtain an Overall Proficiency Level of 5.0or higher on the ACCESS for ELLs 2.0 Assessment.
3. DOE submits a file to Infinite Campus with a list of students who are deemed proficient on the ACCESS for ELLs 2.0 English language proficiency assessment. Infinite Campus will exit all students from the EL program and will populate an Exit Date on their EL tab.
4. The Exited date record will calculate:
    - First Year Monitoring-A read-only field calculated exactly one year from Program Exit Date
    - Second Year Monitoring-A read-only field calculated as exactly two years from the Program Exit Date.
    - Third Year Monitoring-A read-only field calculated as exactly three years from the Program Exit Date.
    - Fourth Year Monitoring-A red-only field calculated as exactly four years from the Program Exit Date.
5. LEAs are required to monitor Exited EL students for two consecutive years after the student has tested proficient on the ACCESS for ELLs 2.0 assessment. LEAs are responsible for evaluating the progress made by children in meeting challenging State academic content and student academic achievement **standards** for each of the two years after the student is no longer receiving EL services.
6. If we are only required to monitor Exited students for two years, why does it populate for four years? The reason for this is that under ESSA, LEAs are required to report on the achievement of Exited EL students for four years.

Program Status	Exited EL
Identified Date	08/23/2010
Expected Exit Date	
Program Exit Date	06/30/2016
Exit Reason:	
First Year Monitoring:	06/30/2017
Second Year Monitoring:	06/30/2018
Third Year Monitoring:	06/30/2019
Fourth Year Monitoring:	06/30/2020
Parent Notified	
Parent Declined	No
Comments:	

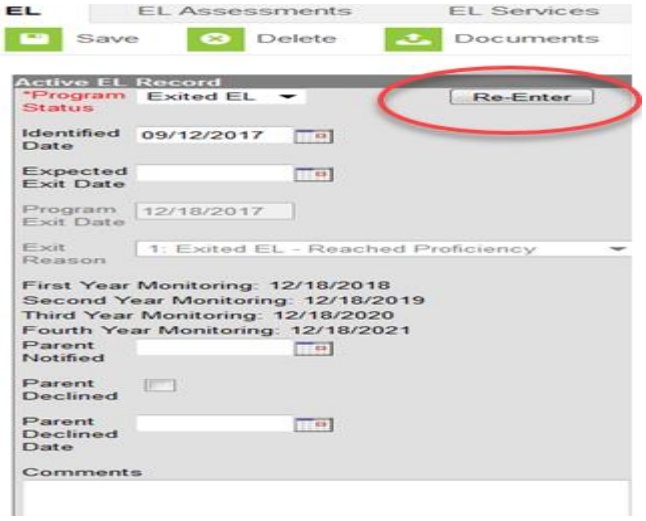
EL RE-ENTRY

Index>Student Information>Program Participation>EL

Exited EL students are to be monitored for two consecutive years after testing proficient in English. School districts are responsible for evaluating the progress made by children in meeting challenging State academic content and student academic achievement standards for each of the two years after the student is no longer receiving

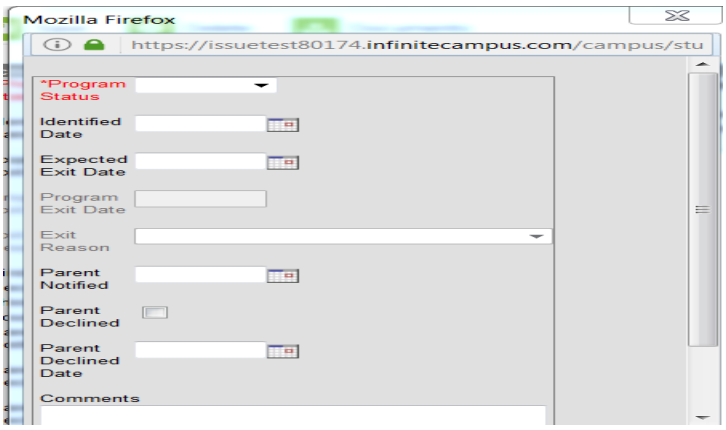
services. Items such as a teacher referral, a parent referral, test scores and mainstream classroom success might indicate a need to discuss the possibility that the student needs to be re-integrated into the EL program.

If the school district has determined that the student is still struggling due to a language barrier, then the school district may re-enter the student back into the EL program. The student would need to enter the program the same way they entered the very first time. The school district would need to administer the screener test again.



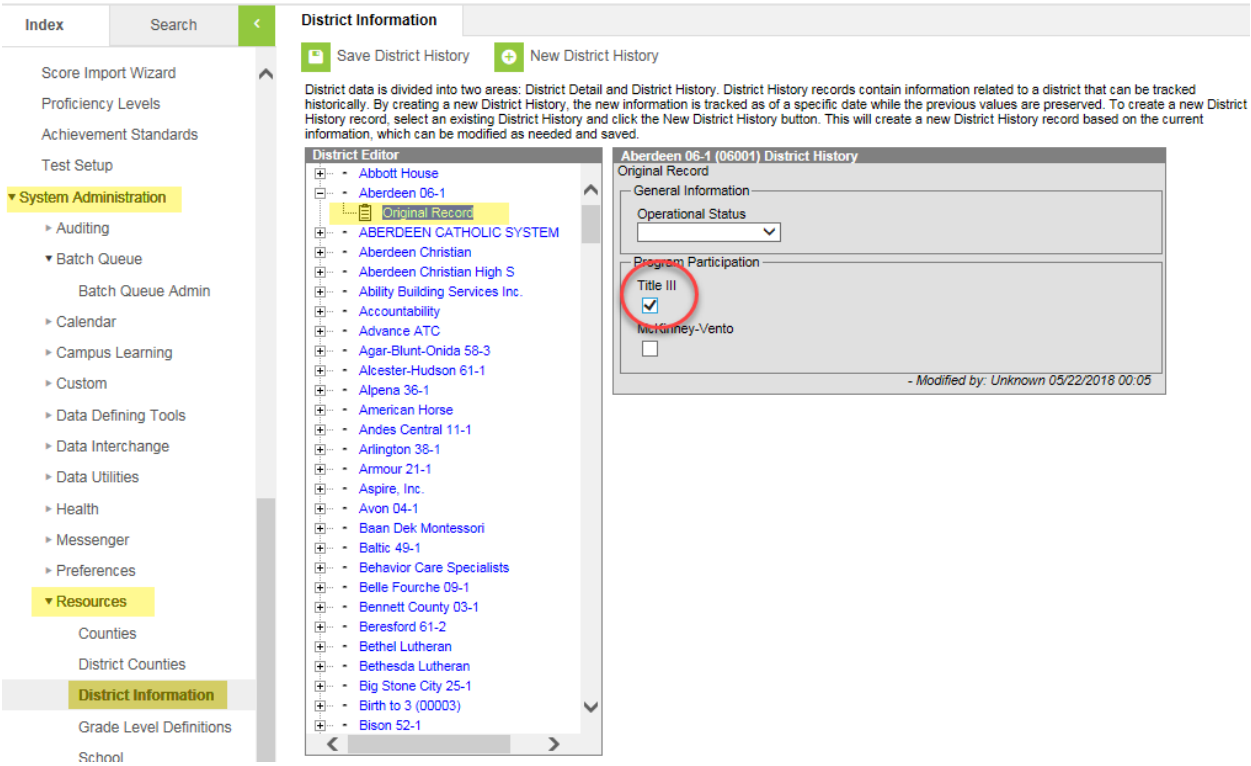
The following screen will display when clicking the Re-Enter button.

After clicking OK, the following screen will appear. You will need to complete the required fields to re-enter the student back into the EL program.



Title III

If your district is operating a Title III program in any of your schools the Title III check box in the District set up must be checked. Being a Title III district means you receive your own Title III grant or you are part of a Title III consortium. System Administration>Resources>District Information.



Transfer of State Report Fields

A process is in place on the South Dakota District Edition of Infinite Campus that transfers several State Reporting fields on the student's enrollment when an individual student transfers within South Dakota. We have defined the process as to which state reporting elements transfer/do not transfer in the below scenarios.

1. **Same Year, same district:** during the same school year, a student re-enrolls in a school or transfers to a different school that is part of the same district. (e.g. student in 2018-19 school year at Aberdeen District drops out of Central HS and re-enrolls during the 2020/2021 at Central HS, or student in 2020/2021 school year at Aberdeen District C.C. Lee Elementary transfers to Aberdeen District Simmons Elementary in 2020/2021.
2. **Same year, different district:** during the same school year a student transfers to a different district that is part of South Dakota schools on Infinite Campus. (e.g. student in 2020/2021 school year at Aberdeen District C.C. Lee Elementary transfers to Pierre District Jefferson Elementary in 2020/2021).
3. **Different year, same district:** during the next school year a student enrolls or transfers to a different school that is part of the same district. (e.g. student in the 2019/2020 school year at Aberdeen district drops out of Central HS and re-enrolls during 2020/2021 at Central HS, or a student in the 2019/2020 school year at Aberdeen District C.C. Lee Elementary transfers to Aberdeen District Simmons Elementary in 2020/2021). Only data from the school year directly before the current year will transfer.
4. **Different year, different district**: during the next school year, a student transfers to a different district that is part of the SD schools on Infinite Campus. (e.g. student in the 2019/2020 school year at Aberdeen District C.C. Lee Elementary transfers to Pierre District Jefferson Elementary for the 2020/2021 school year) Only data from the school year directly before the current year will transfer.

Below are the fields from the State Reporting section of the student enrollment tab that transfer/do not transfer in certain scenarios. The appropriate DOE Program Office has determined the transfer/do not transfer status based on the four transfer scenarios outline above.

- **Citizenship Status**
  - Same year, same district: TRANSFER
  - Same year, different district: TRANSFER
  - Different year, same district: DO NOT TRANSFER
  - Different year, different district: DO NOT TRANSFER
- **Gifted Status**
  - Same year, same district: TRANSFER
  - Same year, different district: TRANSFER
  - Different year, same district: TRANSFER
  - Different year, different district: TRANSFER
- **504 Plan - checkbox**
  - Same year, same district: TRANSFER
  - Same year, different district: TRANSFER
  - Different year, same district: TRANSFER
  - Different year, different district: TRANSFER
- **Hearing Loss Indicator**
  - Same year, same district: TRANSFER
  - Same year, different district: TRANSFER
  - Different year, same district: TRANSFER
  - Different year, different district: TRANSFER
- **Student in Foster Care – checkbox**
  - Same year, same district: TRANSFER
  - Same year, different district: TRANSFER

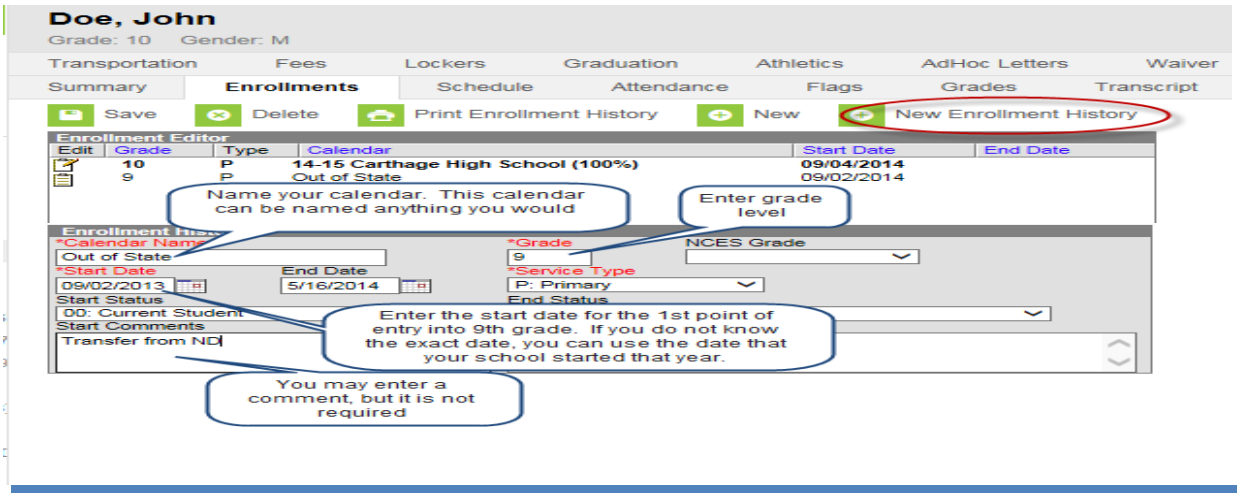
- Different year, same district: DO NOT TRANSFER
- Different year, different district: DO NOT TRANSFER

- **Migrant Indicator – checkbox**
  - Same year, same district: TRANSFER
  - Same year, different district: DO NOT TRANSFER
  - Different year, same district: DO NOT TRANSFER
  - Different year, different district: DO NOT TRANSFER
- **First Year in Country – checkbox**
  - Same year, same district: TRANSFER
  - Same year, different district: TRANSFER
  - Different year, same district: DO NOT TRANSFER
  - Different year, different district: DO NOT TRANSFER

- **Student of Active Military Parent – checkbox**
  - Same year, same district: TRANSFER
  - Same year, different district: TRANSFER
  - Different year, same district: DO NOT TRANSFER
  - Different year, different district: DO NOT TRANSFER
- **Student Directory Information**
  - Same year, same district: TRANSFER
  - Same year, different district: DO NOT TRANSFER
  - Different year, same district: DO NOT TRANSFER
  - Different year, different district: DO NOT TRANSFER
- **Title I – Current: Date, Yes/No, All Title 1 checkboxes**
  - Same year, same district: DO NOT TRANSFER
  - Same year, different district: DO NOT TRANSFER
  - Different year, same district: DO NOT TRANSFER
  - Different year, different district: DO NOT TRANSFER

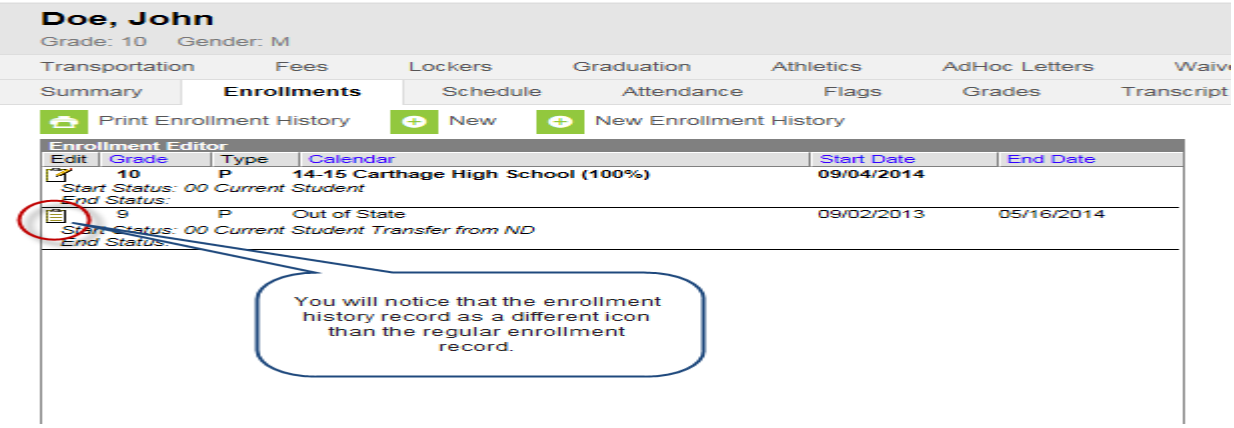
Creating an Enrollment History

To populate the graduation tab with the first point of entry into 9th grade for a student who transfers in from an Out-of-State school, a BIE school or a Private school, or from Rapid City or Brandon Valley, you will need to create

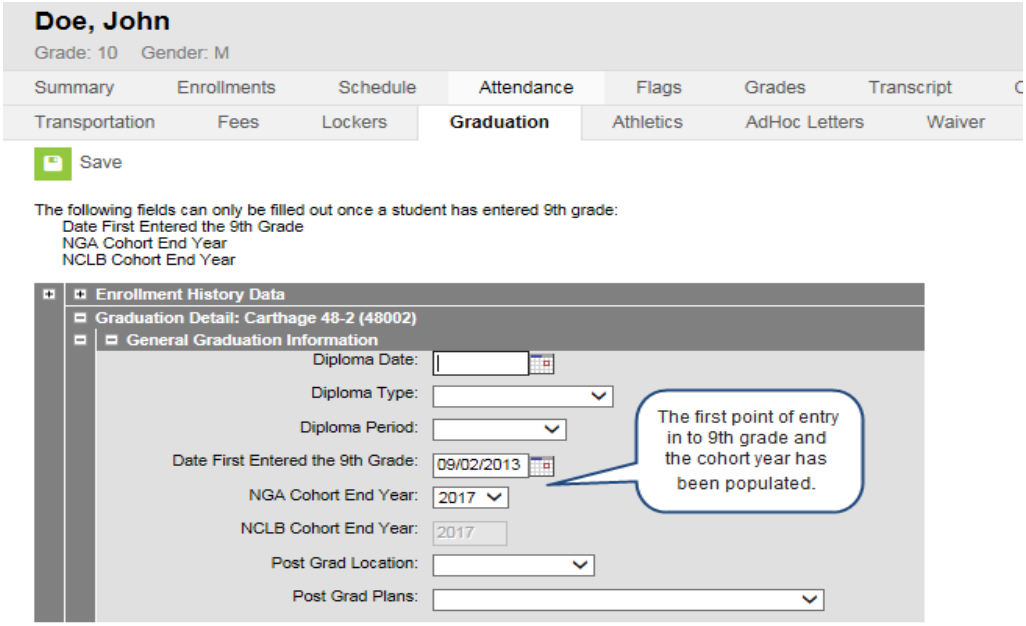


an enrollment history. First you will need to use the Student Locator and enroll the student. Once you have done that, you will open the enrollment record and click on "New Enrollment History".

Once you have saved the record, you will see a 9th grade enrollment for your student. If you look closely, you will notice that the icon on the enrollment history is different than the regular enrollment. This tells you that you created an enrollment history.



If you go to the students Graduation tab, you will see that it has been populated with the first point of entry and the cohort year has also been populated.



8TH GRADERS TAKING 9TH GRADE COURSES

8th graders should only have one enrollment record. This should be a primary enrollment in the middle school as an 8th grader.

Enrollment Editor					
Edit	Grade	Type	Calendar	Start Date	End Date
	08	**P**	**Fillmore Middle School 10-11**	**07/07/2010**	
Start Status: 00 Last year, public school, same district					
End Status:					
	07	P	09-10 Fillmore Middle School	08/12/2009	06/04/2010
Start Status: 00 Last year, public school, same district					
End Status: 01 Change in grade level					
	06	P	08-09 Fillmore Middle School	09/02/2008	06/01/2009
Start Status: 00 Last year, public school, same district					
End Status: 01 Change in grade level					

No 9th grade enrollment exists

Student's schedule should include all courses taken at the middle school and/or any courses taken at the high school.

	Term Q1 (09/09/10-10/01/10)	Term Q2 (10/02/10-10/31/10)	Term Q3 (11/01/10-11/30/10)	Term Q4 (12/01/10-06/01/11)
1	**8000-1 8th Grade Math** Conway, Carol	**8000-1 8th Grade Math** Conway, Carol	**8000-1 8th Grade Math** Conway, Carol	**8000-1 8th Grade Math** Conway, Carol
2	**8001-1 8th Grade Reading** Bell, Caroline	**8001-1 8th Grade Reading** Bell, Caroline	**8001-1 8th Grade Reading** Bell, Caroline	**8001-1 8th Grade Reading** Bell, Caroline
3	**8002-1 8th Grade Writing** Letchford, Carol	**8002-1 8th Grade Writing** Letchford, Carol	**8002-1 8th Grade Writing** Letchford, Carol	**8002-1 8th Grade Writing** Letchford, Carol
4	**8003-1 8th Grade Science** Alderson, Chris	**8003-1 8th Grade Science** Alderson, Chris	**8003-1 8th Grade Science** Alderson, Chris	**8003-1 8th Grade Science** Alderson, Chris
5	**9009-1 HS Algebra** Ellis, Celia	**9009-1 HS Algebra** Ellis, Celia	**9009-1 HS Algebra** Ellis, Celia	**9009-1 HS Algebra** Ellis, Celia
6	**8004-1 8th Grade Social Studies** Beck, Kelvin	**8004-1 8th Grade Social Studies** Beck, Kelvin	**8004-1 8th Grade Social Studies** Beck, Kelvin	**8004-1 8th Grade Social Studie** Beck, Kelvin
7	**8005-1 8th Grade Art** Trollope, Carol	**8005-1 8th Grade Art** Trollope, Carol	**8005-1 8th Grade Art** Trollope, Carol	**8005-1 8th Grade Art** Trollope, Carol

HS Algebra will show up on the HS Transcript, but a 9th grade enrollment at the high school is not needed. This is causing the incorrect cohort year to populate on the graduation tab.

Follow these steps to replicate this type of scheduling:

1. Create the HS course at the middle school
    a. Same course number
    b. Same course name
    c. Same state code
    d. Make sure the transcript box is checked
    e. Make sure the GPA weight box is populated if the course should count towards GPA

2. Create a section of this course with the high school teacher as the primary teacher (teacher of record)
    a. High school teacher will need a district assignment at the middle school (make sure the teacher box is checked for this assignment)
    b. High school teacher will need to choose the middle school from the toolbar to grade this student/these students and to take attendance
3. Schedule all pertinent students into this section
4. Make sure the grading task associated with this course has the following:
    a. Same score group that is being used at the high school
    b. Same credit amount as the high school
    c. Same credit type as the high school

Fillmore Middle School Transcript
Tel: (767)777-7777 Fax: (767)767-7997
610 James Burgess Rd, Suwanee, MN 45666

Bakos, Jacob
Student Number: 045460091 Grade: 08
Generated on 04/11/2011 02:12:08 PM Page 1 of 1

Enrollment History

Start	End	Grade	School
09/02/2008	06/01/2009	06	Fillmore Middle School
08/12/2009	06/04/2010	07	Fillmore Middle School
07/07/2010		08	Fillmore Middle School

Transcript Statistics

Cumulative GPA (Weighted)	3.6650
Class Rank	1 of 1
Percentile	0.00%

Student #: 045460091
Current Grade: 08
Birthdate:
Gender: M

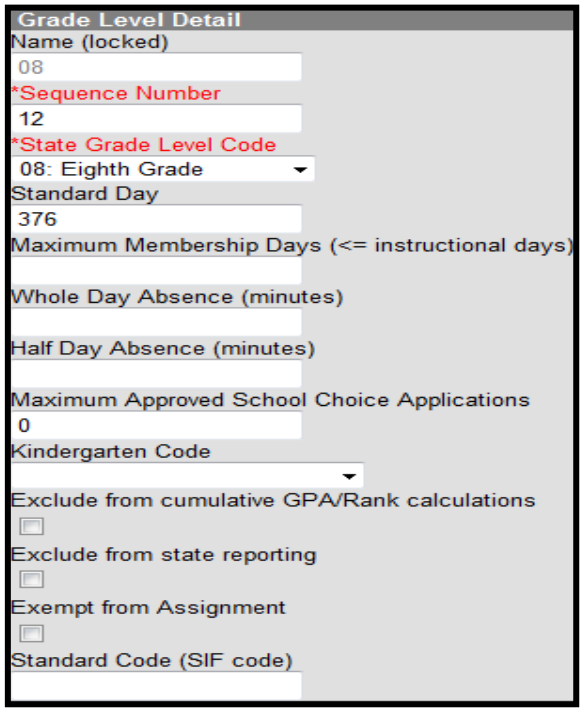
Courses Taken 2010-2011 Grade 08
from 0105 Fillmore Middle School

Course	Mark	Weight	Credit
9009 HS Algebra	B+	1.000	0.500
9009 HS Algebra	A	1.000	0.500
		Total Credits:	1.000

Credit Summary

High School	Attempted	Earned
Mathematics	1.000	1.000
Total	**1.000**	**1.000**

When the student enters high school, the school name in the upper left-hand corner will update to the high school. The transcript record will identify that the student took this course during his/her 8th grade year, but credits will count toward high school graduation requirements. Districts have the ability to choose whether these marks will affect cumulative GPA by going into System Administration > Calendar > Calendar > Grades (see below).

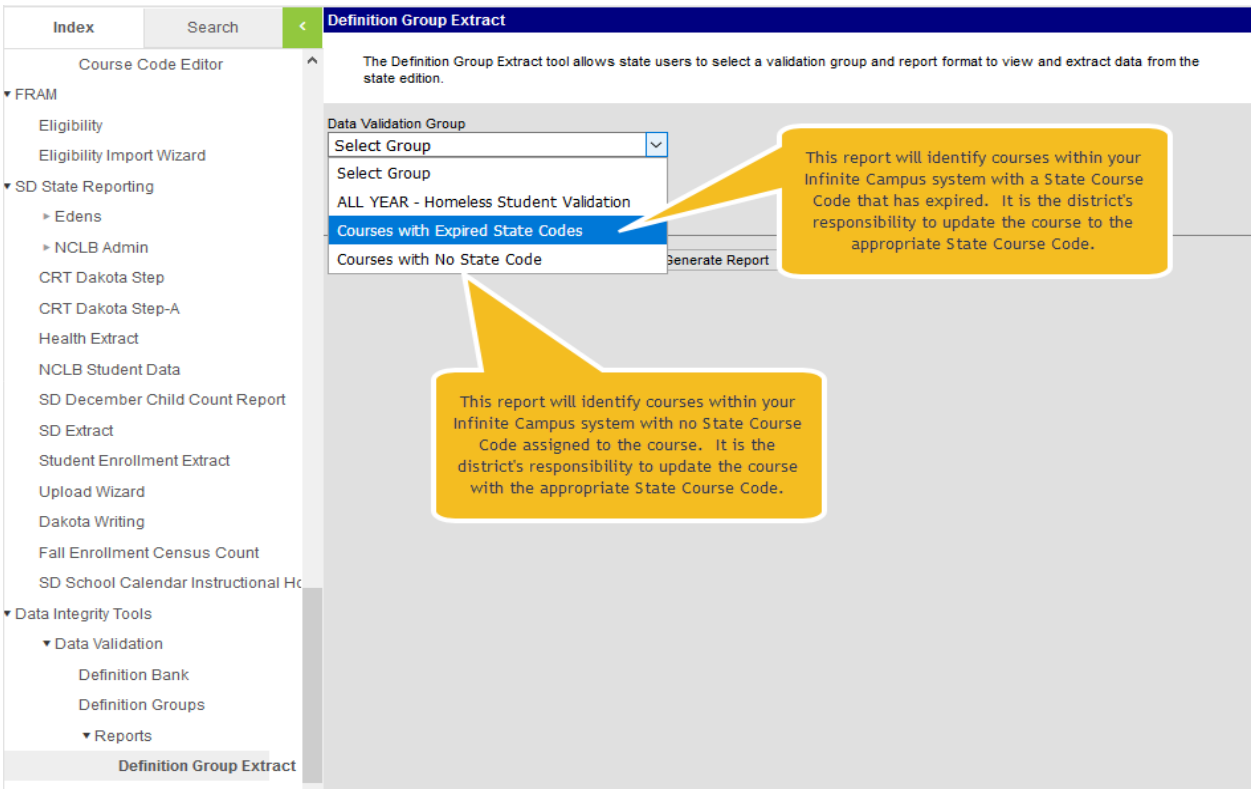


STATE COURSE CODES

The Department of Education has implemented a common course numbering system (State Course Code), which provides consistency in student transcripts across the state. South Dakota utilizes the National Center for Educational Statistics' SCED codes. Districts are required to align all their high school courses to the appropriate State Course Code. If you come across one of your regular high school courses that is not aligned to one of our State Course Codes, you will need to designate the course by using **88888** as the State Course Code. For questions regarding alignment of courses, contact the DOE's Division of Learning and Instruction at 605-773-2490.

The department is only requiring the common course numbering process for high school courses and transcripts. However, the Infinite Campus system will not allow the district to save a K-8 course without a state course code. To accommodate this, the DOE has created the state course code of **Bypass** to be used for all K-8 courses in the Infinite Campus system. When editing an existing K-8 course or entering a new K-8 course into the Infinite Campus system, the district will simply enter the word **Bypass** in the required State Code field. This "**Bypass**" code is ONLY to be used on K-8 courses. All high school courses must be aligned to the appropriate state course code from the master course code list. The master course code list can be found on the DOE website at: https://doe.sd.gov/contentstandards/commoncourse.aspx

Within the Infinite Campus District Edition, there are 2 Validation Reports that can be run to verify that all your courses have an appropriate State Course Code at Index>Data Integrity Tools>Data Validation>Reports>Definition Group Extract. In the Data Validation Group field dropdown box you will find (1) Courses with Expired State Codes (2) Courses with No State Code. Select the appropriate report that you want to run and click on the Generate Report button.



Dual Credit

Dual credit is an opportunity for high school students who meet admissions standards to enroll in postsecondary institutions in South Dakota and simultaneously earn credits for both their high school diploma and postsecondary degree or certificate.

Students can earn dual credit by directly enrolling into a postsecondary institution's coursework. These courses are offered by the postsecondary institution's faculty members, are governed by the postsecondary institution's policies, and follow the postsecondary institution's established processes for admissions, registration, billing and grade reporting.

Students can choose from many classes, including general education and career and technical education courses. Each of the participating institutions has its own registration process. Local school districts help to facilitate that process and must agree that the dual credit coursework will be recorded on the student's high school transcript and will be used to calculate academic standing.

For Out-of-state Courses:

- If a student is taking a dual-credit course from an out-of-state institution, the district should use the State Course Code of **99999** to designate the dual-credit course on the student's transcript.

For Concurrent Courses:

- College level courses taught by a teacher in your district.

- Courses may or may not be listed on the Dual Credit course offerings on SDMyLife.com.
- If the course is not listed on SDMyLife.com – use the code **99999** to transcribe the course.

For Private College Dual Credit Offerings

- Use the code **99999** to transcribe the course.

If you have any questions on Dual Credit courses, contact Amber Rost at amber.rost@state.sd.us.

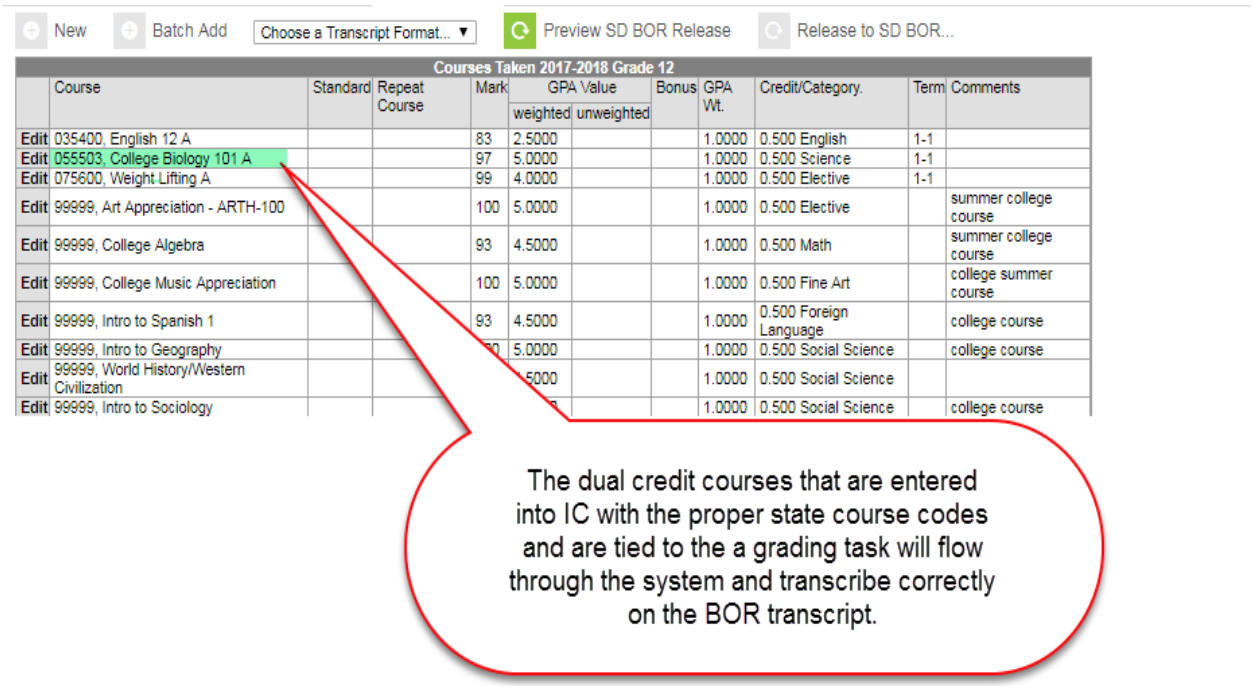
How to transcribe Dual Credit Courses to the Board of Regent's (BOR) Transcript

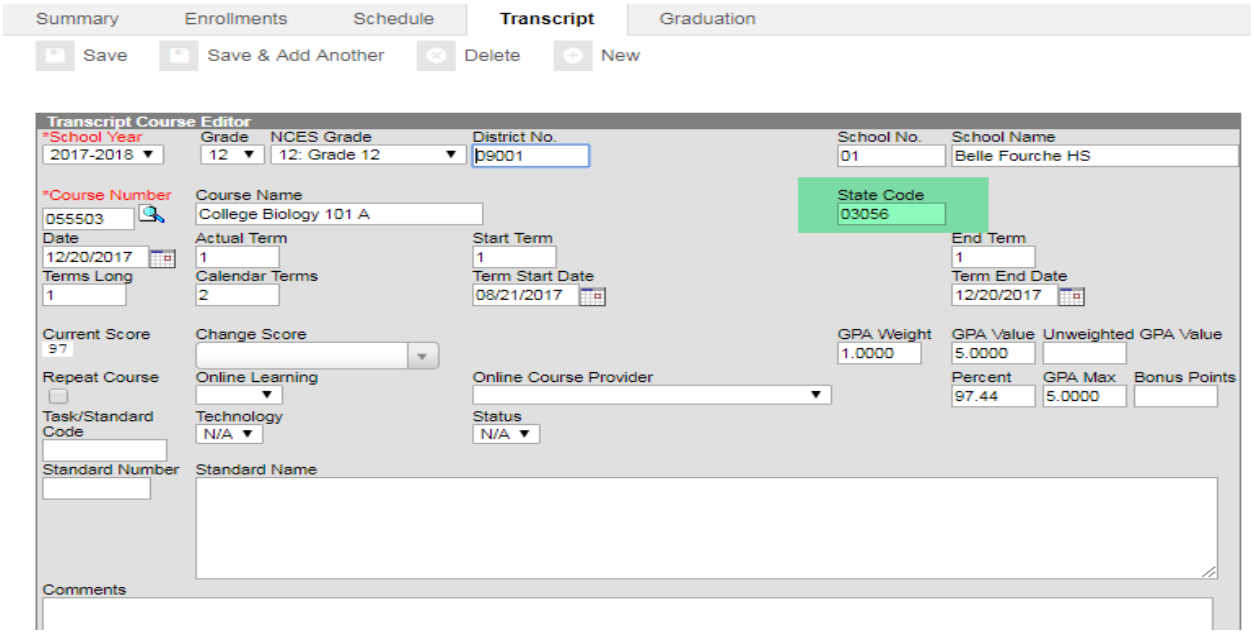
Districts technically have 2 options to choose from to get the dual credit courses to appear on the student's BOR Transcript as shown below.

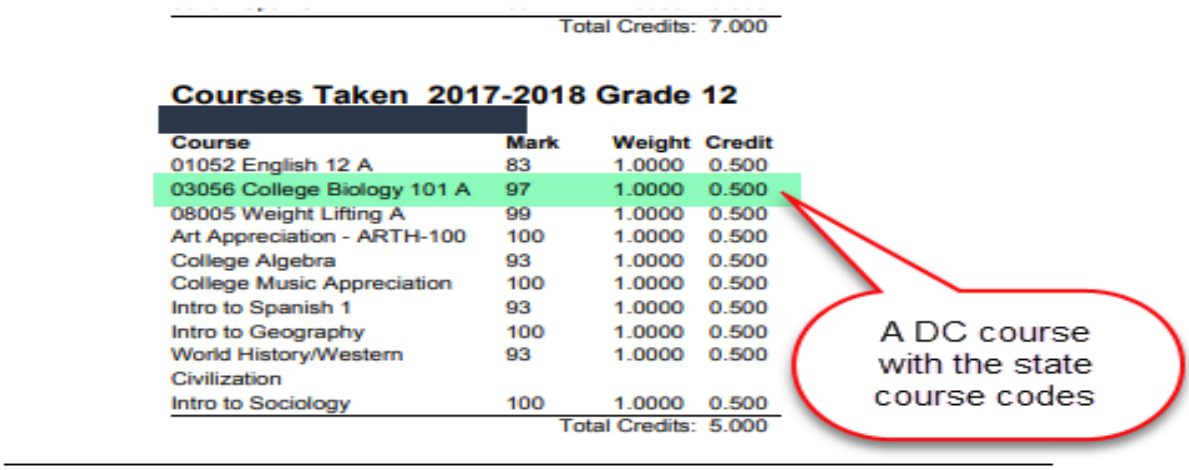
Option #1

- Use the course code editor within Infinite Campus to add each Dual Credit Course into your school's offerings. (like other state course codes)
- Enroll students like other courses.

Screen Prints showing how the State Course Code flows through the Infinite Campus System when the courses are set up within the Course Code Editor:







Option #2

- Use the transcript tab in Infinite Campus and add the course after the student has completed the course.

We know Option #1 is a lot of work and can become cumbersome when dual-credit courses change from year to year therefore, if districts decide to go with Option 2, that is perfectly ok but you need to realize this requires a 2 - step process to get the State Course Code on the BOR transcript.

Screen Prints showing the extra step that districts must complete in order to transcribe the course directly to the BOR transcript. (when the dual credit course IS NOT set up within the Course Code Editor):

Summary | Enrollments | Schedule | **Transcript** | Graduation

New | Batch Add | Choose a Transcript Format... | Preview SD BOR Release | Release to SD BOR... | Documents

Courses Taken 2017-2018 Grade 12

	Course	Standard	Repeat Course	Mark	GPA Value weighted	GPA Value unweighted	Bonus	GPA Wt.	Credit/Category.	Term	Comments
Edit	HIST-257 (DC), Early Amer Indian Hist/Culture (DC)			A	4.0000			1.0000	0.500 Social Studies		Dual Credit
Edit	MATH-102, College Algebra (DC)			A	4.0000			1.0000	0.500 Math		Dual Credit
Edit	POLS-141, Governments of the World (DC)			B	3.0000			1.0000	0.500 Social Studies		Dual Credit
Edit	043060, Government			A	4.0000			1.0000	0.500 Social Studies	1-2	
Edit	061041, German IV			A	4.0000			1.0000	0.500 World Languages	1-2	
Edit	125000, Homeroom				4.0000			0.0000	0.000 Non-Academic	1-4	
Edit	170031, CTE Building Trades				1.0000			2.0000	1.000 Elective	1-2	

Courses Taken Grade 11

	Course	Standard	Repeat Course	Mark	GPA Value weighted	GPA Value unweighted	Bonus	GPA Wt.	Credit/Category.	Term	Comments

This example shows a district who has decided not to enter the dual credit courses in to their master course list. They have chosen to manually enter the dual credit courses. In doing this, you will need to complete one more step in order for the state course code to appear on the BOR transcript.

Transcript Course Editor

*School Year: 2017-2018 | Grade: 12 | NCES Grade: | District No.: D2002 | School No.: 01 | School Name: High School

*Course Number: HIST-257 | Course Name: Early Amer Indian Hist/Culture (DC) | State Code:

Date: | Actual Term: | Start Term: | End Term:

Terms Long: | Calendar Terms: | Term Start Date: | Term

Current Score: | Change Score:

Repeat Course: | Online Learning: | Online Course Provider:

Task/Standard Code: | Technology: N/A | Status: N/A

Standard Number: | Standard Name:

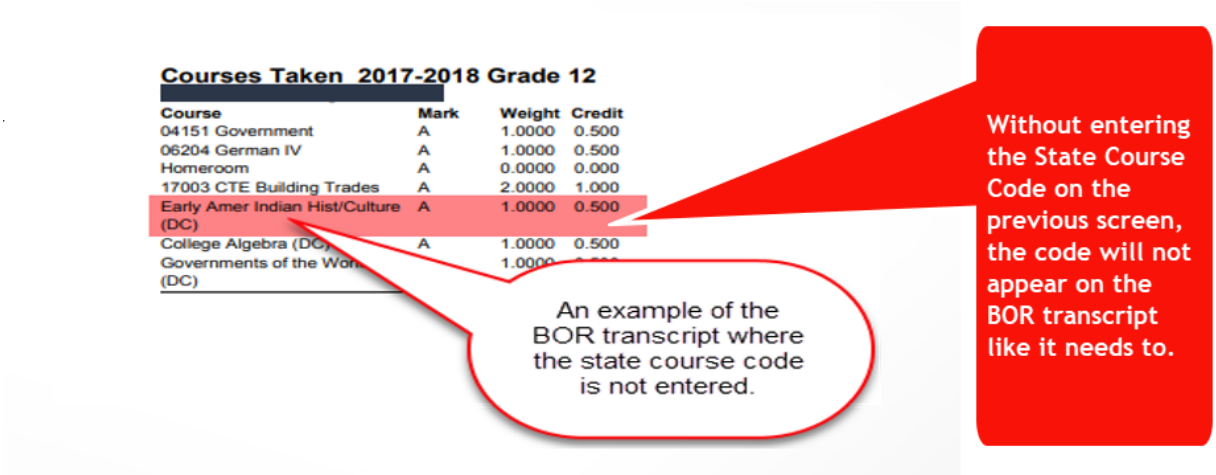
Comments: Dual Credit

You will need to enter the state course code of HIST-257 for it to appear on the BOR transcript.

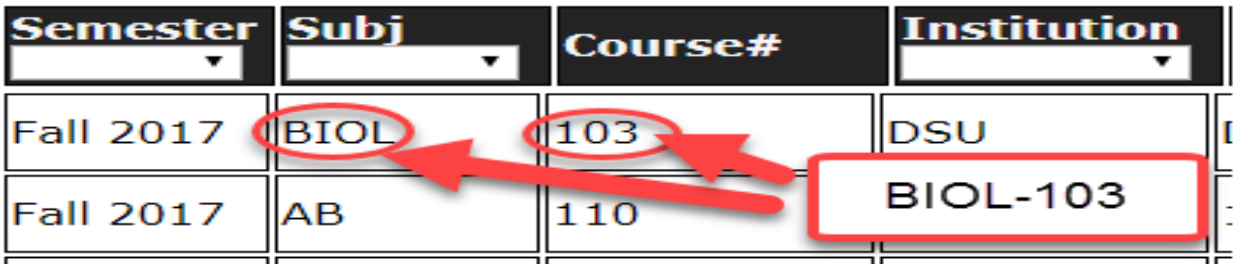
Transcript Credit

Earned	Attempted	Credit Name	Credit Rollup Overflow Override
0.5	0.5	-Social Studies	

Add TranscriptCredit



When transcribing dual credit courses, it is essential that you use the right coding and the codes be entered exactly! For all South Dakota BOR/Technical Institutes Dual Credit Courses, the State Code is a "alpha code" such as BIOL-103 and WLD-114. **(letters-dash-numbers) – NO SPACES**. Names can be abbreviated. Codes are found at http://sdmylife.com/educators/advanced-education-opportunities.



Industry-Recognized Credentials

To meet the requirements of the South Dakota High School Graduation Advanced Career Endorsement a student must earn at least one industry-recognized credential. If the student is meeting the requirements of the endorsement through coursework in an approved CTE program (either in part or in full), the credential must be from the same cluster as the student's coursework.

How should districts record industry-recognized credentials on the transcripts?

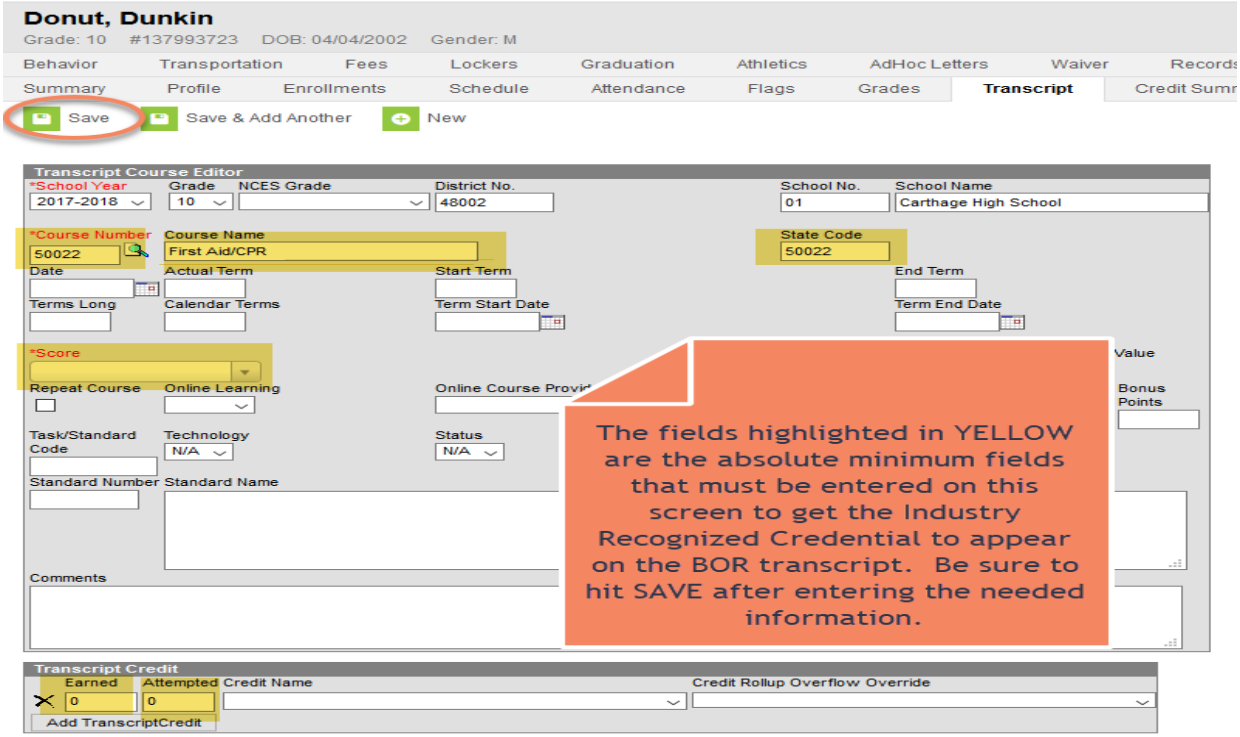
- Districts must note students' industry-recognized credentials on transcripts of students earn the Advanced Career Endorsement. Industry-recognized credentials should be recorded only after students have earned credentials.
- We do encouraged districts to note industry-recognized credentials for all students on a transcript.

State Approved Industry-Recognized Credentials

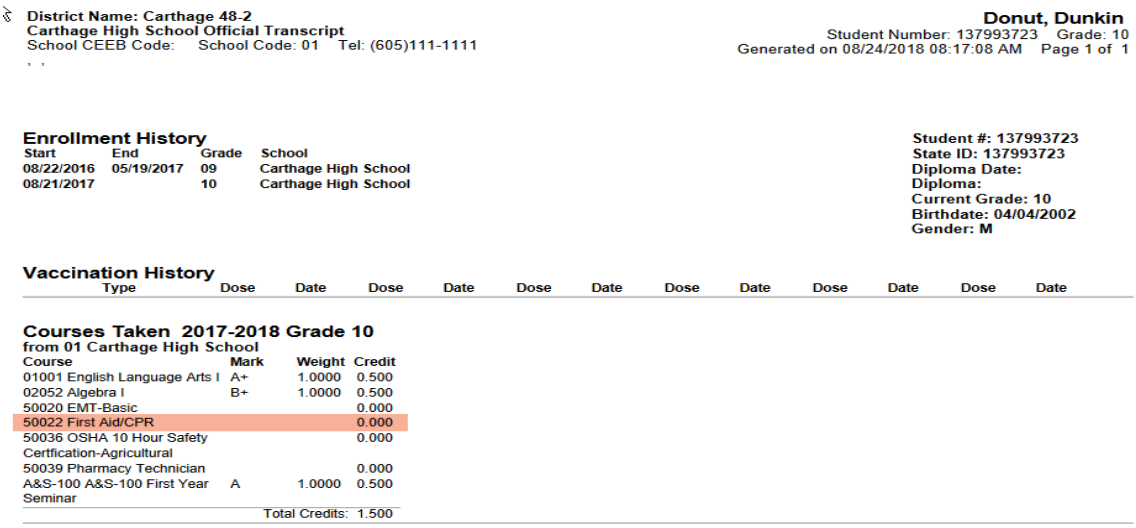
https://doe.sd.gov/cte/industry.aspxCommon Course Numbers for Industry Recognized Credentials
https://doe.sd.gov/contentstandards/commoncourse.aspx

Districts will first need to set up a score in their High School Score Group in Infinite Campus. The pathway to do this is: Grading & Standards>Score Groups & Rubrics. How you set up your Scoring for Industrial-Recognized Credentials is a District decision.

Absolute Minimum Fields Required to SAVE an Industry-Recognized Credential



BOR Transcript



District Name: Carthage 48-2
Carthage High School Official Transcript
School CEEB Code: School Code: 01 Tel: (605)111-1111

Donut, Dunkin
Student Number: 137993723 Grade: 10
Generated on 08/24/2018 08:17:08 AM Page 1 of 1

Enrollment History

Start	End	Grade	School
08/22/2016	05/19/2017	09	Carthage High School
08/21/2017		10	Carthage High School

Student #: 137993723
State ID: 137993723
Diploma Date:
Diploma:
Current Grade: 10
Birthdate: 04/04/2002
Gender: M

Vaccination History

Type	Dose	Date	Dose	Date	Dose	Date	Dose	Date	Dose	Date	Dose	Date

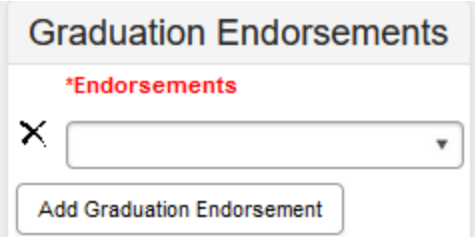
Courses Taken 2017-2018 Grade 10
from 01 Carthage High School

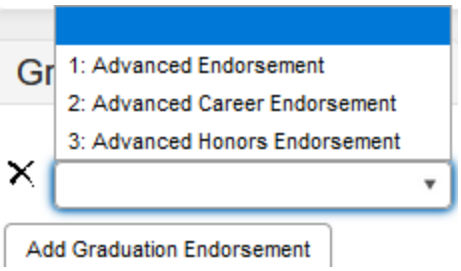
Course	Mark	Weight	Credit
01001 English Language Arts I	A+	1.0000	0.500
02052 Algebra I	B+	1.0000	0.500
50020 EMT-Basic			0.000
50022 First Aid/CPR			0.000
50036 OSHA 10 Hour Safety Certfication-Agricultural			0.000
50039 Pharmacy Technician			0.000
A&S-100 A&S-100 First Year Seminar	A	1.0000	0.500
		Total Credits:	1.500

Graduation Requirements/Endorsements

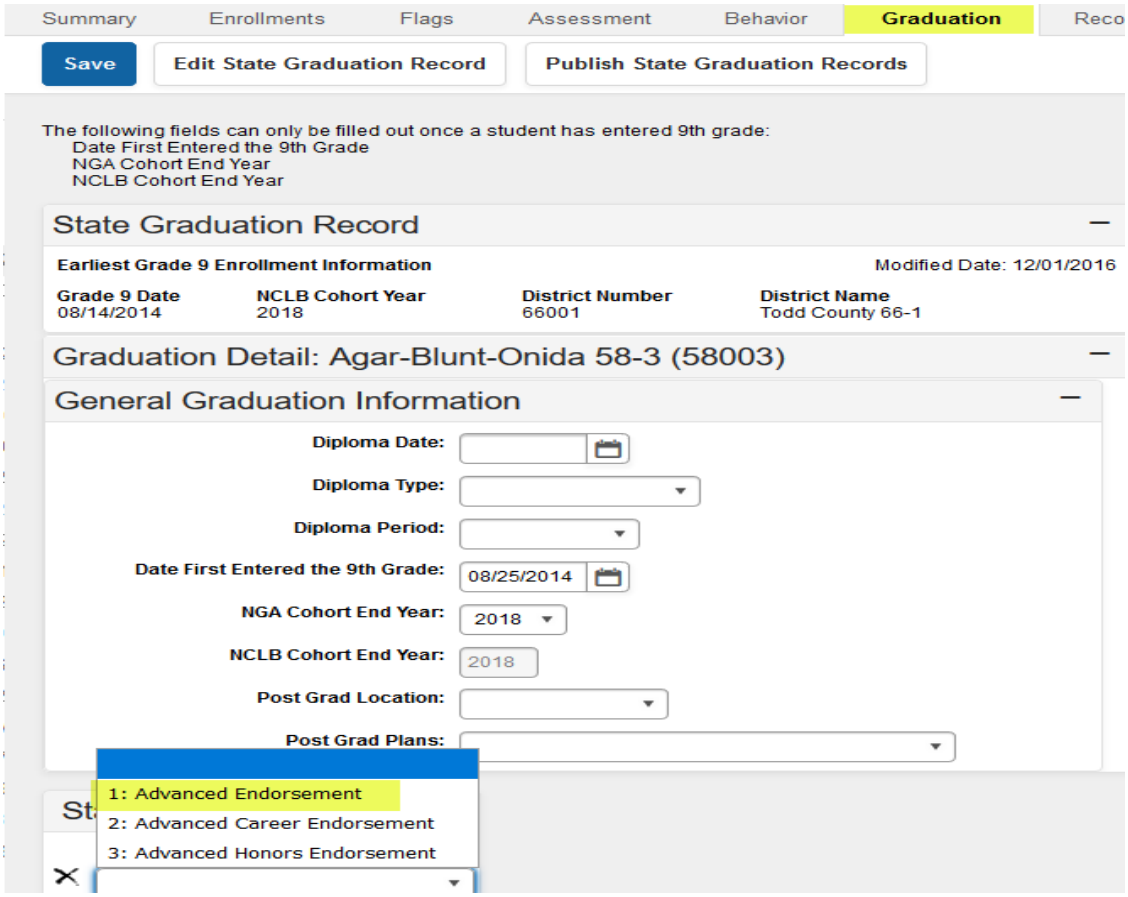
South Dakota's current requirements for graduation were passed by the Board of Education Standards on July 16, 2018. Those requirements are outlined in South Dakota Administrative Rule 24:43:11. The requirements include a base of required coursework and the ability for students to earn advanced endorsements on top of that base. The requirements are designed to provide flexibility for students to meet their postsecondary and career aspirations within a framework of general requirements.

Starting with the 2020/2021 school year, districts MUST indicate on the student's GRAD Tab in Infinite Campus if a student has earned one or more of the three Graduation Endorsements.



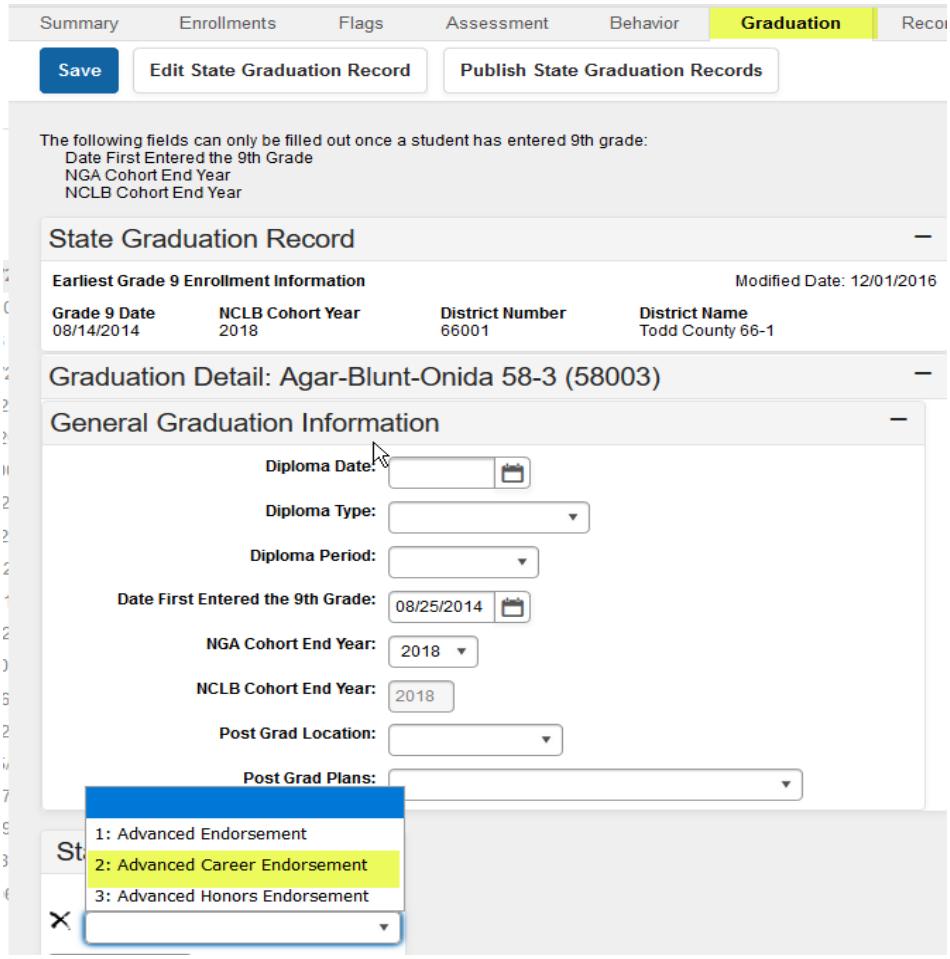


ADVANCED ENDORSEMENT



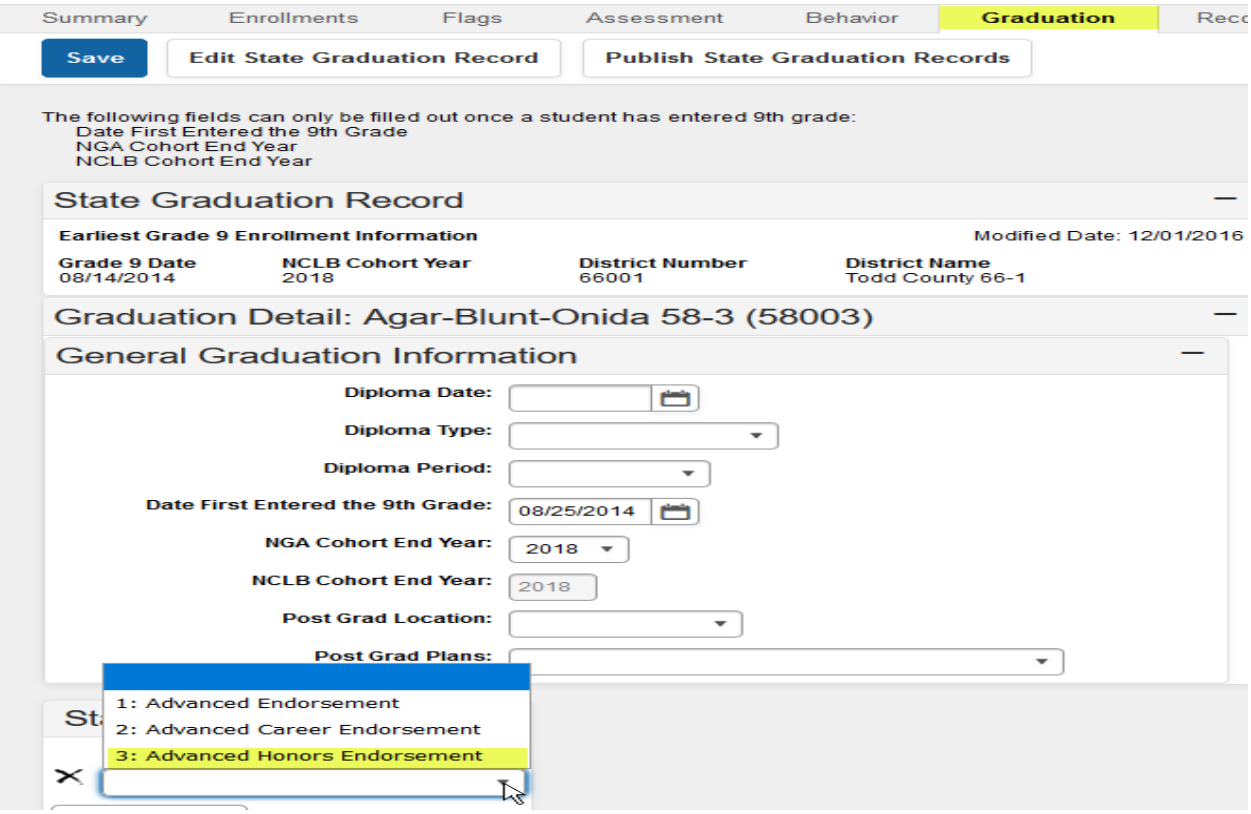
ADVANCED ENDORSEMENT REQUIREMENTS *Indicates a student has pursued coursework consistent with entrance requirements for postsecondary education at a university.*	
4 UNITS OF LANGUAGE ARTS must include: • Writing: 1 unit • Speech or Debate: .5 unit • Literature: 1 unit (must include .5 unit American Literature) • Language Arts electives: 1.5 units	**1 UNIT OF FINE ARTS**
3 UNITS OF MATHEMATICS must include: • Algebra I: 1 unit • Geometry: 1 unit • Algebra II: 1 unit	**½ UNIT OF PERSONAL FINANCE or ECONOMICS**
3 UNITS OF SCIENCE must include: • Biology: 1 unit • Other Lab Sciences: 2 units	**½ UNIT OF PHYSICAL EDUCATION**
3 UNITS OF SOCIAL STUDIES must include: • U.S. History: 1 unit • U.S. Government: .5 unit • Social Studies electives: 1.5 units	**½ UNIT OF HEALTH or HEALTH INTEGRATION**
1 UNIT OF ANY COMBINATION of the following: • Approved Career & Technical Education • Capstone Experience • World Language	**5 ½ UNITS OF ELECTIVES**

ADVANCED CAREER ENDORSEMENT



ADVANCED CAREER ENDORSEMENT REQUIREMENTS *Indicates a student has career experience in a concentrated area, based on academic and/or workplace experience and a related credential.*	
4 UNITS OF LANGUAGE ARTS must include: • Writing: 1 unit • Speech or Debate: .5 unit • Literature: 1 unit (must include .5 unit American Literature) • Language Arts electives: 1.5 units	**1 UNIT OF FINE ARTS**
3 UNITS OF MATHEMATICS must include: • Algebra I: 1 unit • Mathematics electives: 2 units	**½ UNIT OF PERSONAL FINANCE or ECONOMICS**
3 UNITS OF SCIENCE must include: • Biology: 1 unit • Science electives: 2 units (a state-approved computer science course may be used as 1 unit elective)	**½ UNIT OF PHYSICAL EDUCATION**
3 UNITS OF SOCIAL STUDIES must include: • U.S. History: 1 unit • U.S. Government: .5 unit • Social Studies electives: 1.5 units	**½ UNIT OF HEALTH or HEALTH INTEGRATION**
2+ UNITS OF ANY COMBINATION of the following: • Approved Career & Technical Education units from the same career cluster OR • Capstone Experience AND Attainment of an industry-recognized credential or National Career Readiness Certificate of Silver or higher	**4 ½ UNITS OF ELECTIVES**

ADVANCED HONORS ENDORSEMENT

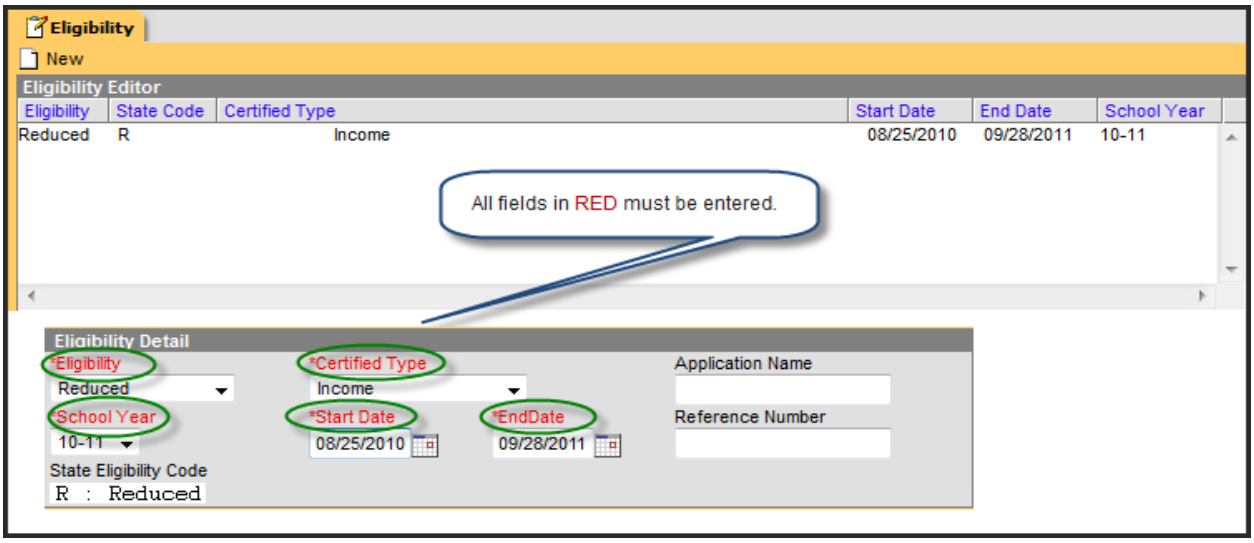


ADVANCED HONORS ENDORSEMENT REQUIREMENTS *Indicates a student has pursued advanced rigorous, academic coursework consistent with §13-55-3.1 (High school course requirements for opportunity scholarship eligibility).*			
All high school coursework completed with a "C" or higher			
4 UNITS OF LANGUAGE ARTS must include: • Writing: 1.5 units • Speech or Debate: .5 unit • Literature: 1.5 unit (must include .5 unit American Literature) • Language Arts electives: .5 unit	**1 UNIT OF FINE ARTS**	**3 UNITS OF SOCIAL STUDIES** must include: • U.S. History: 1 unit • U.S. Government: .5 unit • World History: .5 unit • Geography: .5 unit • Social Studies electives: .5 unit	**½ UNIT OF HEALTH or HEALTH INTEGRATION**
4 UNITS OF MATHEMATICS must include: • Algebra I: 1 unit • Geometry: 1 unit • Algebra II: 1 unit • Advanced Mathematics: 1 unit (details at sdos.sdbor.edu/require/require.html)	**½ UNIT OF PERSONAL FINANCE or ECONOMICS**	**2 UNITS OF ANY COMBINATION** of the following: • Approved Career & Technical Education OR • Modern or Classical Language (including American Sign Language); must be in the same language	**2 ½ UNITS OF ELECTIVES**
4 UNITS OF SCIENCE must include: • Biology: 1 unit • Any Physical Science: 1 unit • Chemistry or Physics: 1 unit • Science elective: 1 unit	**½ UNIT OF PHYSICAL EDUCATION**		

FRAM (Free and Reduced Priced Lunch)

The Eligibility tool under FRAM (Index>FRAM>Eligibility) shows a student's eligibility for receiving free or reduced-price meal services. Eligibility records are updated when a household applies for benefits, generally at the start of a school year or during the school year. When a household is approved for free or reduced meal benefits, the student is eligible for the current school year, plus an additional 30 days into the next school year.

Schools are responsible for updating each students FRAM tab with their lunch eligibility status by October 31st of each year. Pathway is: Student>FRAM>Eligibility.



Eligibility for Free/Reduced Priced Lunch are entered through one of the following methods:

- **Manually Entered Eligibilities** – New eligibility records can be created manually on the Eligibility tool. This method is most often used when a district does not use the FRAM (Application Wizard)
- **Updated/Imported Eligibilities** – Existing student eligibilities can be imported to the Eligibility tool through use of the Eligibility Import Wizard. The Eligibility Import Wizard may have been used to upload direct certification information received through the iMATCH process.
- **Auto-Populated Eligibilities** – When a FRAM application is processed through the (Application Wizard), the resulting eligibility will be directly populated from the wizard to the Eligibility tool. These records will display as read-only information and cannot be modified or deleted.

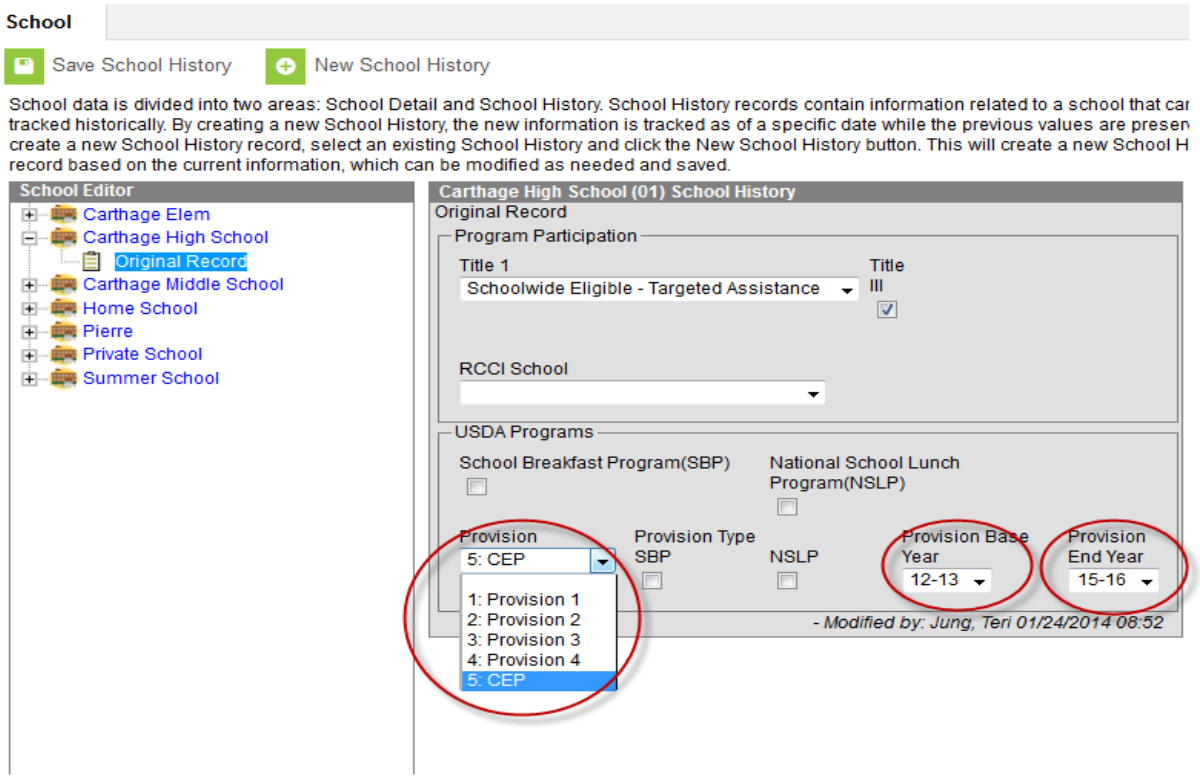
Additional information on how to enter your Free/Reduced Price information into Infinite Campus can be found on the Campus Community at https://community.infinitecampus.com/knowledge-base/?tool=pos.fram&version=Campus.1825.

Community Eligibility Provision in Infinite Campus

The Community Eligibility Provision (CEP) provides an alternative approach for offering school meals to districts and schools in low income areas, instead of collecting individual applications for free and reduced price meals.

The CEP allows schools that predominantly serve low-income children to offer free, nutritious school meals to ALL students attending that school through the National School Lunch and School Breakfast Programs. The CEP uses

information from other programs, including the Supplemental Nutrition Assistance Program (SNAP) and the Temporary Assistance Program for Needy Families (TANF) instead of traditional paper applications. If your district is participating in CEP or any other Provisional food program, you will need to update each school's USDA Programs information in Infinite Campus. The pathway to do so is: System Administration>Resources>School.



Schools need to update the USDA Programs area of Infinite Campus with the appropriate information. Schools must select the correct Provisional program or CEP to populate the Provision box along with updating their correct Provision Base Year and Provision End Year.

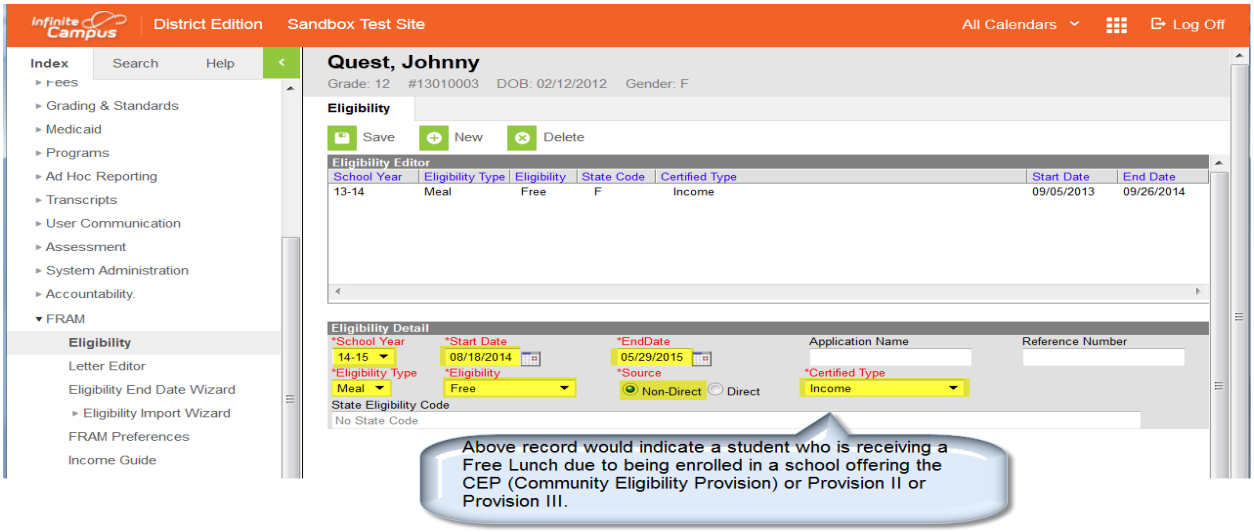
<u>There are 3 ways a student can be receiving a FREE lunch. They are:</u>

1. The student is eligible for a free lunch because they are attending a school who is participating in a Provisional program or CEP. In this case, ALL students in the school receive a free lunch regardless of their household's income. (See **<u>Screen Print #1</u>** below on how the student's record should appear in Infinite Campus).
2. The student is eligible for a free lunch because they are automatically eligible due to receiving TANF and/or SNAP (food stamps) from the Department of Social Services through the Direct Certification process. This information comes through the iMatch system which includes a data match between DSS and DOE. Students in Foster Care, students who are Homeless and students who are Migrant also fall in the Direct Certification category. (See **<u>Screen Print #2</u>** below on how the student's record should appear in Infinite Campus).

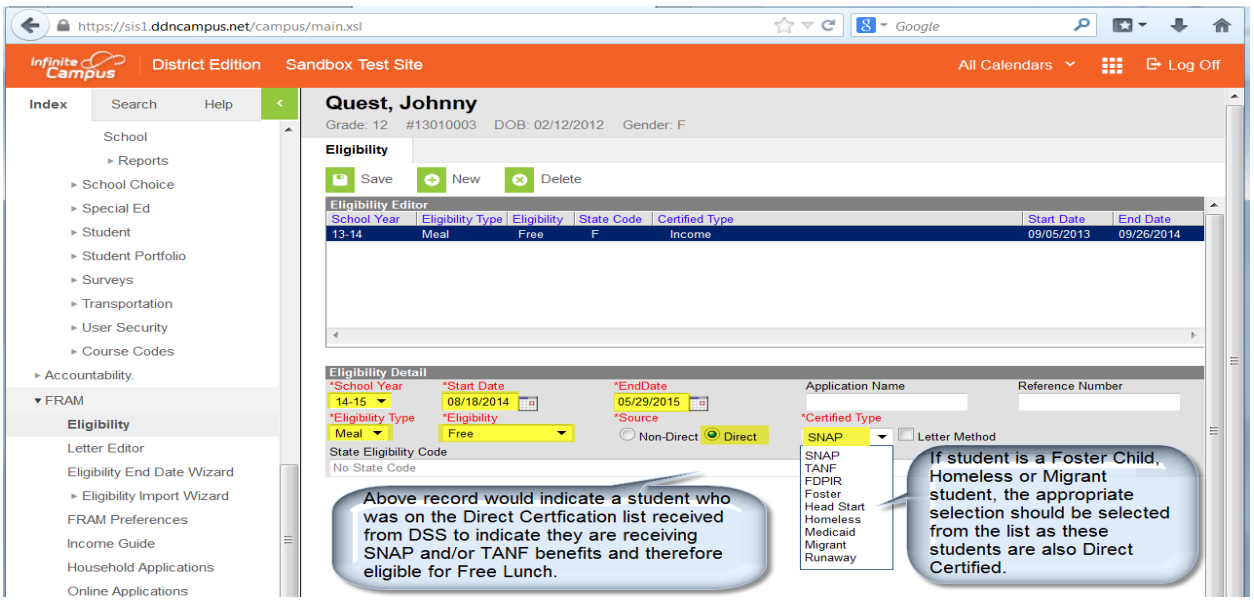
3. The student is eligible for a free lunch through the normal application process. (See **Screen Print #3** below on how the student's record should appear in Infinite Campus).

Students may also be eligible for REDUCED PRICED lunch through the normal application process. (See **Screen Print #4** below on how the student's record should appear in Infinite Campus).

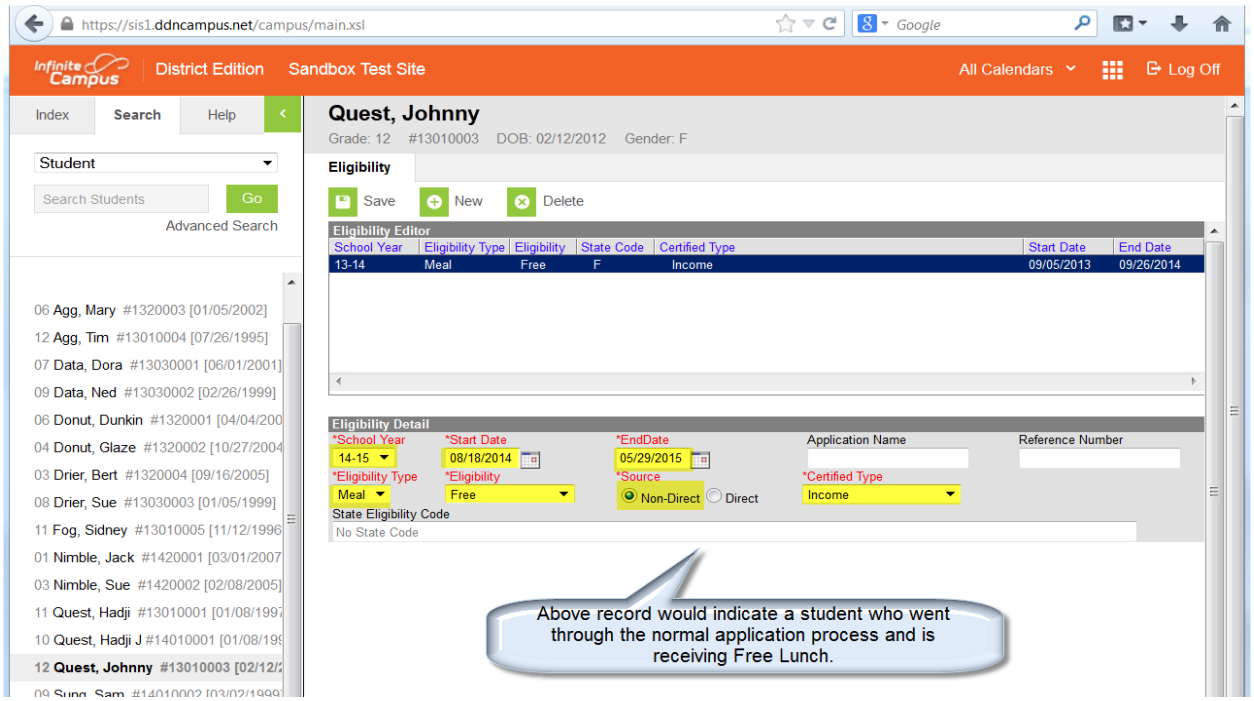
Screen Print #1 - Free/Non-Direct/Income = Community Eligibility Provision or Provision II or Provision III



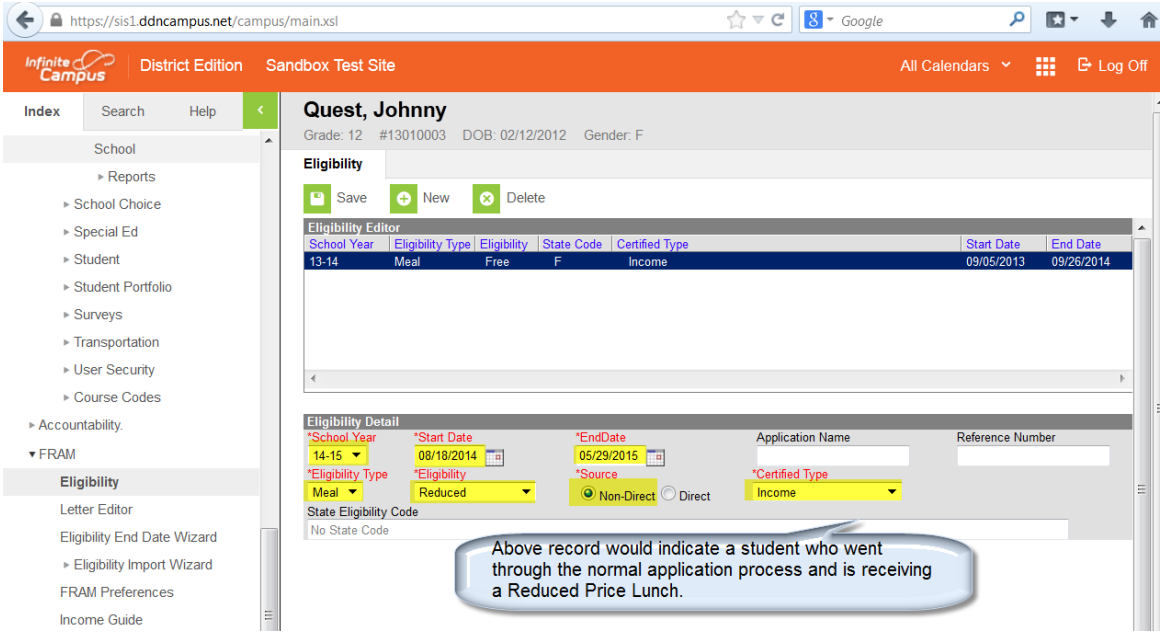
Screen Print #2 - Free/Direct/SNAP (or TANF, Foster Child, Homeless, Migrant) = Direct Certification Process



Screen Print #3 - Free/Non-Direct/Income = Normal application process



Screen Print #4 - Reduced/Non-Direct/Income = Normal application process



Required Data Elements for Upload School Districts

Calendars

Prior to uploading a file, a calendar for each attendance center including Home School AND Sped Out of District Placement for the current year and all required grade levels for that calendar must be setup within the SD State Edition user interface. If this is not done, an error message will be displayed when an upload is attempted.

Student Enrollments

Upload districts must utilize the most current File Interface Specifications when uploading their Fall Enrollment data into the State Edition. Please contact the Data Management Office at 605-773-3426 for the most recent file specifications. Please see the previous guidance provided regarding unique enrollment situations.

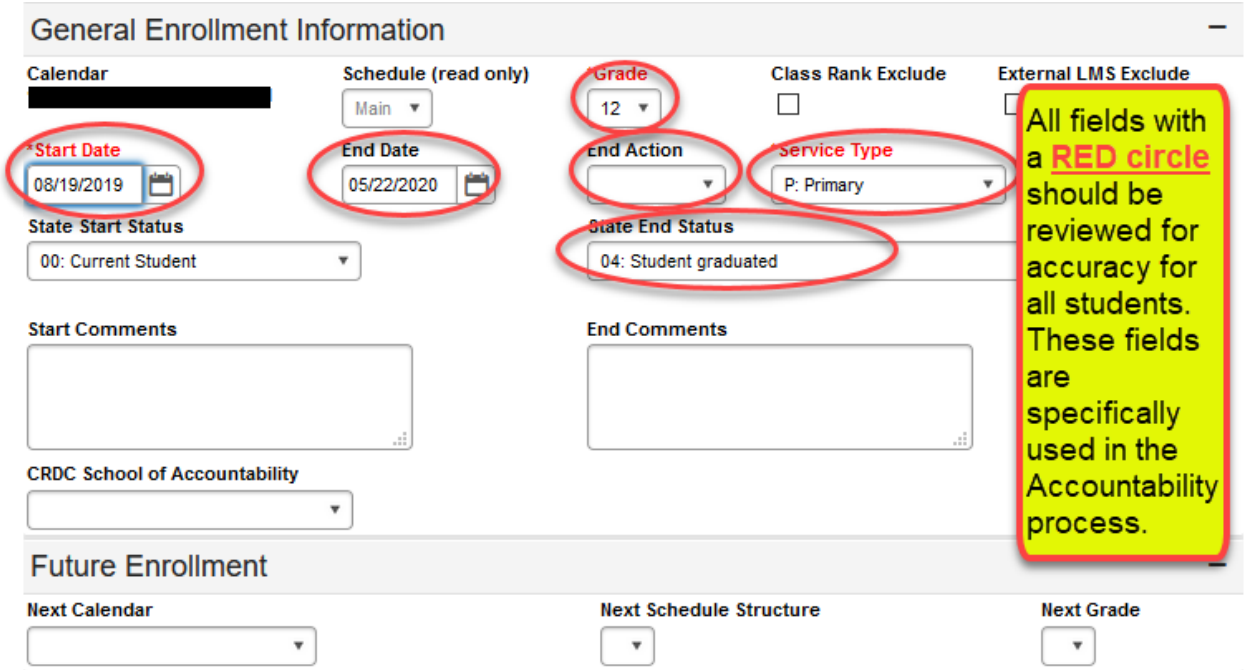
Section II – Accountability – Year End Data

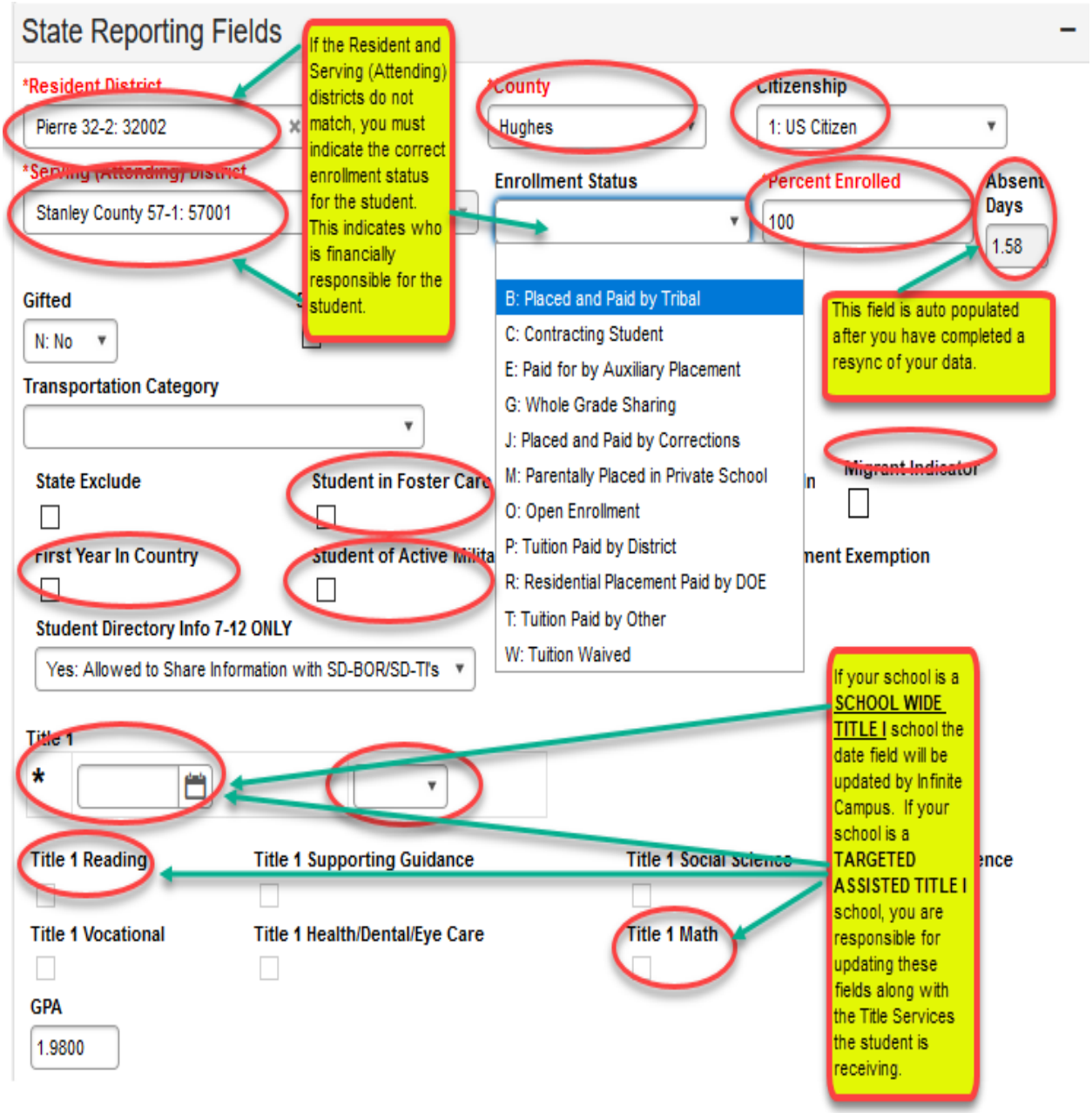
Timeline

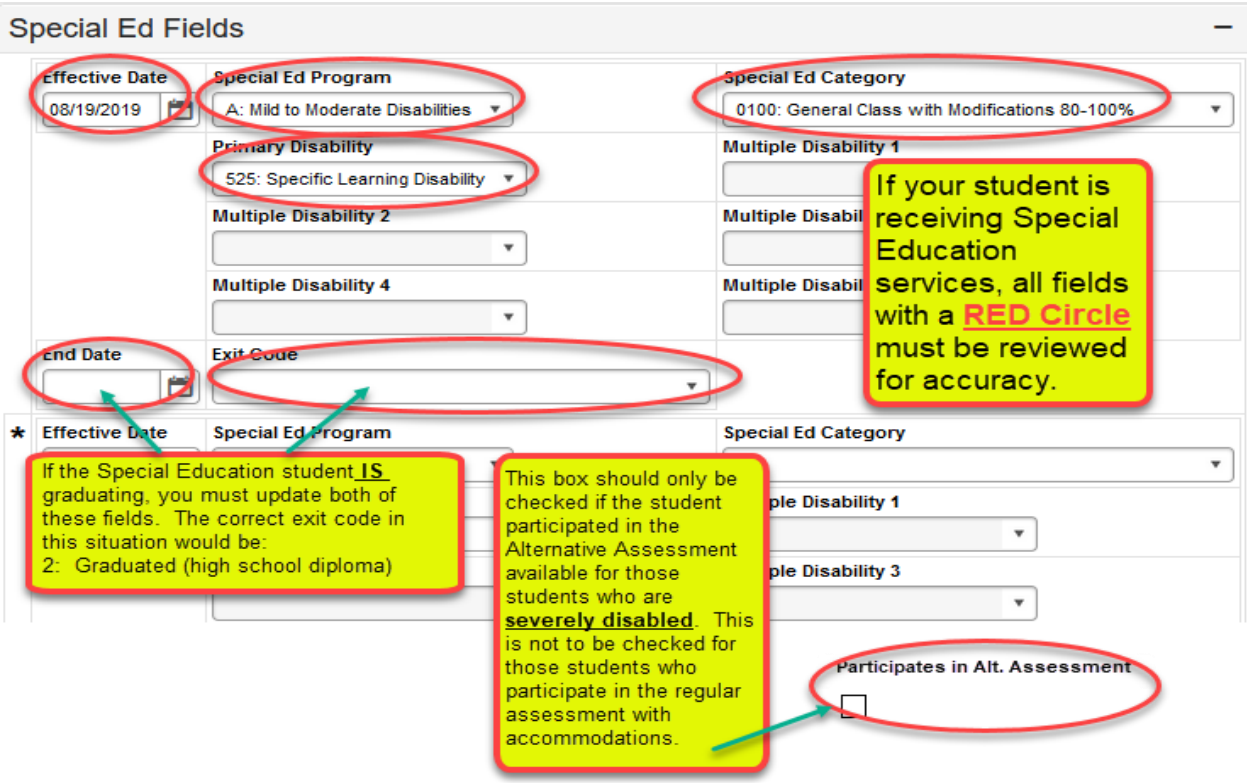
Accountability - Year End Data: Final student data must be reported by the second Friday in June.

If you have been diligent about keeping your student data current throughout the school year, the end of the year data collection will not be overwhelming for your school district. To review the proper coding of important data fields within each student's enrollment record, be sure to review the Fall Enrollment and Child Count sections of this Desk Guide. Important end of the year items that must be reviewed and updated are highlighted on the following screen prints.

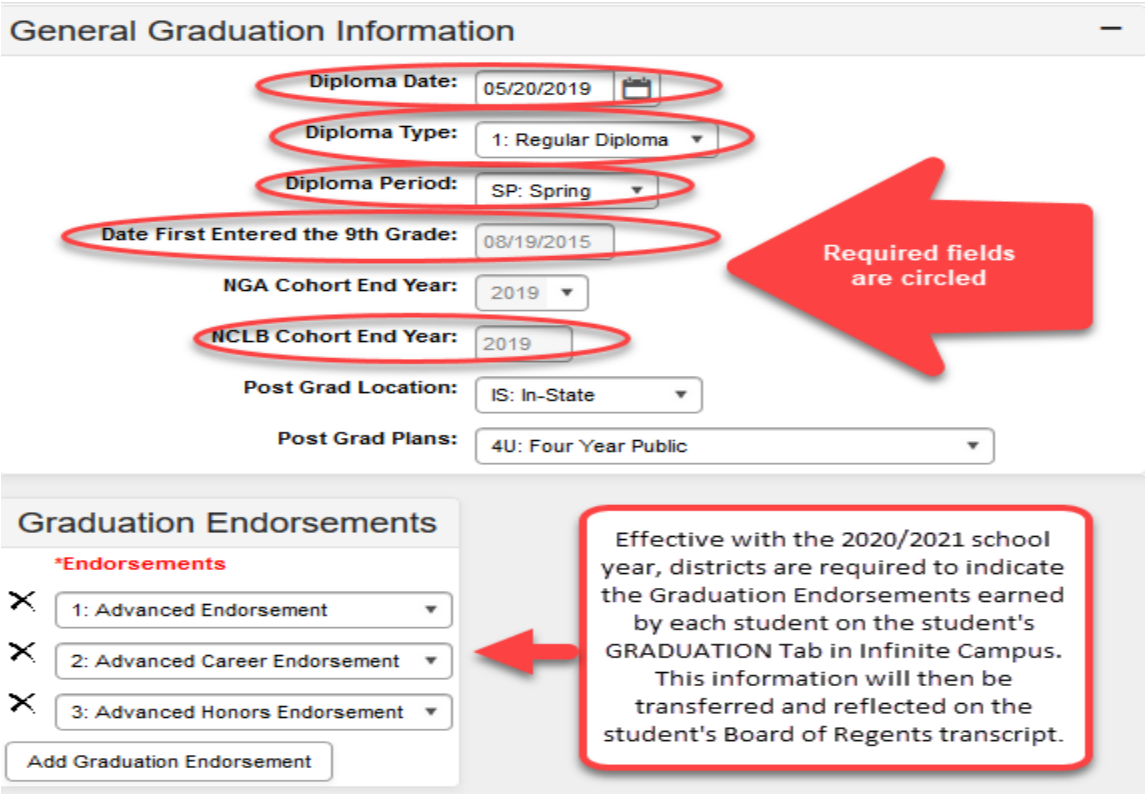
Student Enrollments




State Reporting Fields
*Resident District
Pierre 32-2: 32002
*Serving (Attending) District
Stanley County 57-1: 57001
If the Resident and Serving (Attending) districts do not match, you must indicate the correct enrollment status for the student. This indicates who is financially responsible for the student.
*County
Hughes
Citizenship
1: US Citizen
Enrollment Status
*Percent Enrolled
100
Absent Days
1.58
B: Placed and Paid by Tribal
C: Contracting Student
E: Paid for by Auxiliary Placement
G: Whole Grade Sharing
J: Placed and Paid by Corrections
M: Parentally Placed in Private School
O: Open Enrollment
P: Tuition Paid by District
R: Residential Placement Paid by DOE
T: Tuition Paid by Other
W: Tuition Waived
This field is auto populated after you have completed a resync of your data.
Gifted
N: No
Transportation Category
State Exclude
Student in Foster Care
Migrant Indicator
First Year In Country
Student of Active Militar
ment Exemption
Student Directory Info 7-12 ONLY
Yes: Allowed to Share Information with SD-BOR/SD-TI's
Title 1
*
If your school is a SCHOOL WIDE TITLE I school the date field will be updated by Infinite Campus. If your school is a TARGETED ASSISTED TITLE I school, you are responsible for updating these fields along with the Title Services the student is receiving.
Title 1 Reading
Title 1 Supporting Guidance
Title 1 Social Science
Title 1 Vocational
Title 1 Health/Dental/Eye Care
Title 1 Math
GPA
1.9800


Special Ed Fields
Effective Date
08/19/2019
Special Ed Program
A: Mild to Moderate Disabilities
Special Ed Category
0100: General Class with Modifications 80-100%
Primary Disability
525: Specific Learning Disability
Multiple Disability 1
Multiple Disability 2
Multiple Disability 4
End Date
Exit Code
If your student is receiving Special Education services, all fields with a RED Circle must be reviewed for accuracy.
If the Special Education student IS graduating, you must update both of these fields. The correct exit code in this situation would be:
2: Graduated (high school diploma)
This box should only be checked if the student participated in the Alternative Assessment available for those students who are severely disabled. This is not to be checked for those students who participate in the regular assessment with accommodations.
Participates in Alt. Assessment

STUDENTS WHO ARE GRADUATING



ADDITIONAL ACCOUNTABILITY RELATED DATA ELEMENTS TO CHECK INCLUDE:

Run the Student Enrollment Extract report. Index>SD State Reporting>Student Enrollment Extract. This report can be used to quickly identify if you have end dated all your students, entered attendance information for All Students, and verified your subgroup data including English Learners (EL), Special Education (SPED), 504, military, etc.
Run state published Ad-Hocs reports and resolve all identified errors. Index>Ad Hoc Reporting>Filter Designer>State Published. The following Ad-Hoc reports are related to Accountability: Military, Foster Care, Migrant, Homeless, Unaccompanied Youth, Citizenship, FRAM, EL (English Learners), Race/Ethnicity, Title I, First Year in Country, Students End Date/End Status and Graduation Cohorts.
For **Rapid City and Brandon Valley ONLY** - All Accountability Ad Hoc reports built for your districts have been run and all errors have been resolved. These Ad-Hoc reports are found at: Index>Ad Hoc Reporting>Filter Designer>District Level AYP Accountability Queries.
Every Calendar that your district has in Infinite Campus has the correct calendar "Type" selected and they have all been adjusted to account for snow days, Christmas vacation, in-service days, parent/teacher conferences, etc. If calendars are not

set up correctly, your instructional minutes will not calculate correctly. **Remember per SDCL 13-26-1 the required minimum hours for Kindergarten is 437.5 hrs/school year. Grades 1 - 5 is 875 hrs/school year. Grades 6 – 12 is 962.5 hrs/school year.**
All Students who attended your school district including EC students, PK students and K-12 students (even for a short time) have an Enrollment record in Infinite Campus.
All foreign exchange students have been identified by updating the Citizenship field on their ENROLLMENT tab.
All Student Enrollments have an End Date and the appropriate End Status for the 2019-2020 school year on each student's ENROLLMENT tab. This includes **ALL STUDENTS enrolled in all your school calendars including your EC students, PK students, Home School students, Private School students, etc.**
Attendance is entered for every student (PK-12) **and a resync of the data has been completed.** The Absent Days box on each student's ENROLLMENT tab is correctly reflecting the number of days the student was absent during the 2019-2020 school year. System Administration>Data Utilities>Resync State Data.
All High School Graduates for the school year have their **End Date** and **End Status** fields updated on their ENROLLMENT tab. **Remember**: Enter the last day of your school year, NOT the date of the graduation ceremony in the End Date field. The **End Status should be updated to a 04 - Student Graduated**. **If the student is a Special Education student and is graduating you must also update the SPED fields with an End Date and End Status. **Remember the SPED codes are different**. The correct SPED Exit code is: 2 – Graduated (high school diploma). If you code a SPED student as a graduate, the student is no longer eligible to receive services in the next school year. For Special Education students that the IEP team modified requirements, the student is eligible to continue and 03 – Continues/Completed IEP team modified reqs should be used on the special education enrollment and the end status of 11 – student continues on the general enrollment because the student is not ending their education program. ****DO NOT** mark 8th Graders as Graduates.
All High School Graduates for the school year have their Diploma Date, Diploma Type and Diploma Period updated on their GRADUATION tab. South Dakota only recognizes a "regular diploma". Special Education students with (03 – Continues/Completed IEP team modified reqs) should not have information on the graduation tab.
All High School Graduates NCLB Cohort End Year have been checked to ensure that it is accurately reflecting the correct graduation cohort year on the GRADUATION tab.
All High School Graduates have all Endorsements earned properly reflected on the GRADUATION tab.
EL (English Learners) students have been identified and their data entered into Infinite Campus on the EL tab. Student Information>General>Program Participation>English Learners (EL).
First Year in Country students have been identified by placing a check in the checkbox on the Enrollment Tab and their Date Entered US and Date Entered US School has been entered into Infinite Campus on the DEMOGRAPHICS tab. Census>People>Demographics.
All Students with Disabilities (SPED) have been properly identified and their data entered into Infinite Campus in the SPED section of the ENROLLMENT tab. Infinite Campus will roll forward all SPED Enrollments at some point during the summer. The school district **SHOULD NOT Roll Forward** the SPED Enrollments into the next school year.
All Homeless students have been properly identified and the Homeless fields have been updated on the Homeless tab. Student Information>General>Program Participation>Homeless.

The district has verified that all Military Connected students have been properly identified and flagged within the Infinite Campus system. Index>Ad Hoc Reporting>Filter Designer>State Published>Military
The district has verified that all Foster Care students have been properly coded and flagged within the Infinite Campus system. DOE receives a list of Foster Care students from the SD Department of Social Services. This list is provided to Infinite Campus to flag the students who have been identified as Foster Care students.
Students receiving Free or Reduced Priced Lunch have been identified and have had their lunch eligibility entered on the FRAM tab. **This includes All Students in Provisional and CEP schools.**
If you are operating a Targeted Assistance Title I Program in any of your schools, All Students receiving Title I are properly updated in Infinite Campus on the student's ENROLLMENT tab. If you are a Title I School Wide Program, All Students will be flagged by Infinite Campus.
If you are operating a Title III program in any of your schools the **Title III Program Participation Check Box in Infinite Campus must be checked**. System Administration>Resources>District Information. Title III district means you receive your own Title III grant or you are part of a Title III consortium.
The district has verified that all Migrant students have been properly coded and flagged within the Infinite Campus system. The DOE Migrant office provides a list of migrant students to Infinite Campus to flag the students who have been identified as Migrants.
All Resident District, Serving (Attending) District, County of Residence and Membership days have been properly identified and entered on the ENROLLMENT tab for each student. This data is forwarded to each county within the State and to the Office of School and Public Lands for funding purposes for your school district.
All Student Enrollment overlaps have been resolved between your district and any private and/or BIE schools.

Required Data Elements for Upload School Districts

Student Enrollments

Upload districts must utilize the most current File Interface Specifications when uploading their end of the year student data into the State Edition. Please contact the Data Management Office at 605-773-3426 for the most recent file specifications.

Please see the previous guidance provided regarding important end of the year data reporting responsibilities. Upload districts are also required to utilize all the Accountability Ad-Hoc Queries built for your use and available within the State Edition of Infinite Campus. All errors must be resolved.

Section III – Students with Disabilities December Child Count

Requirements for Special Education Reporting and Child Count Submission

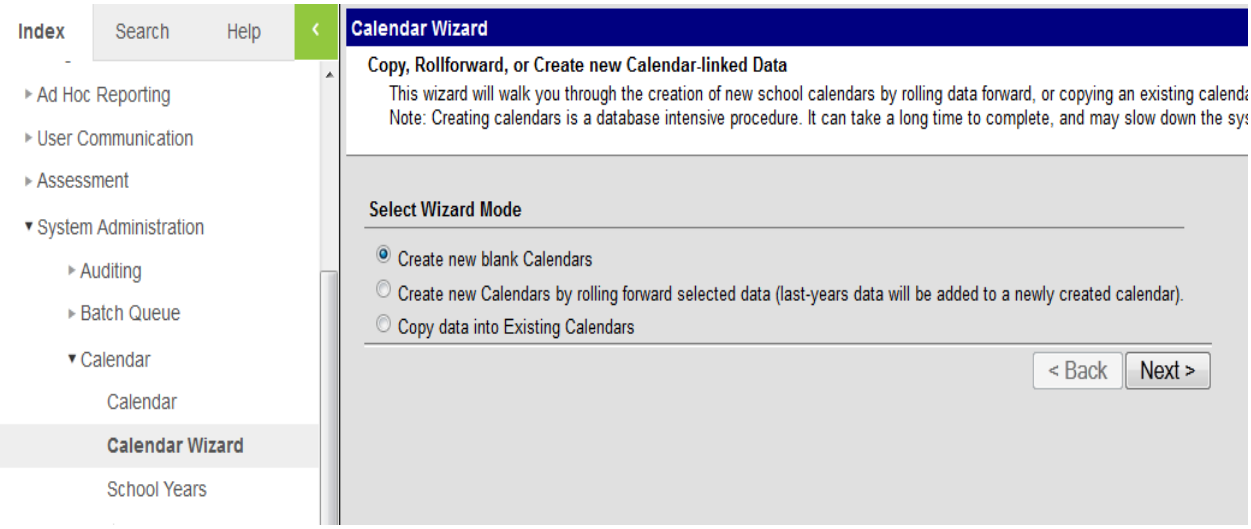
Starting in December 2014, DOE implemented a new process for the collection of Child Count data. Districts now upload a data file – extracted from their district edition of Infinite Campus – to a DOE database.

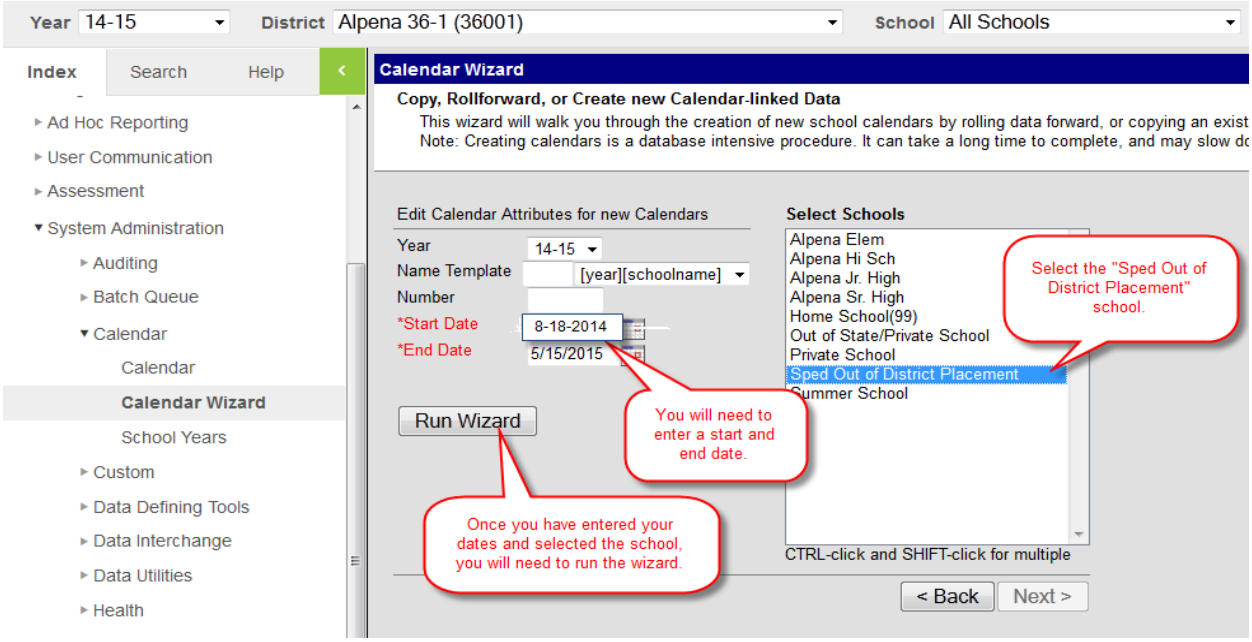
For more information on how to extract, upload and submit a Child Count data file to DOE, see the below website or you may contact Susan Woodmansey at (605) 773-4748 or susan.woodmansey@state.sd.us

https://doe.sd.gov/ofm/data-childcount.aspx

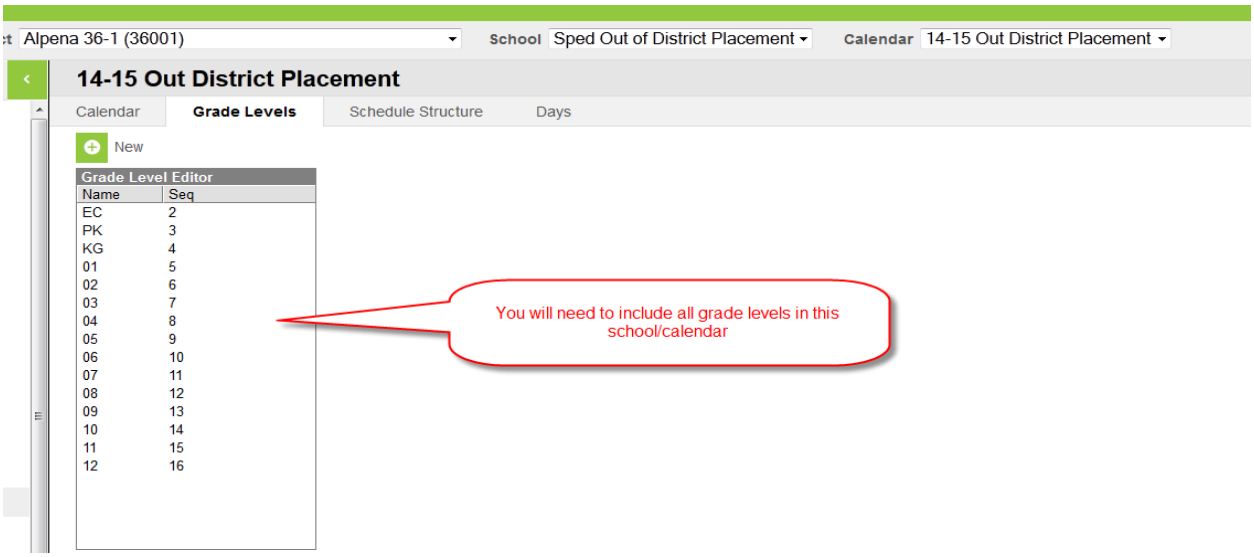
Public school districts are responsible to report special education data for ALL students – both those served in the district and those placed out of district. In order to report students placed out of district, each district should have a school #97 – Sped Out of District as the school in which to document enrollment.

Creating your new Calendar





Once the wizard is done running, go to Calendar tab. Verify that your dates are correct.
The next step is to enter grade levels. You will need to enter EC-12.



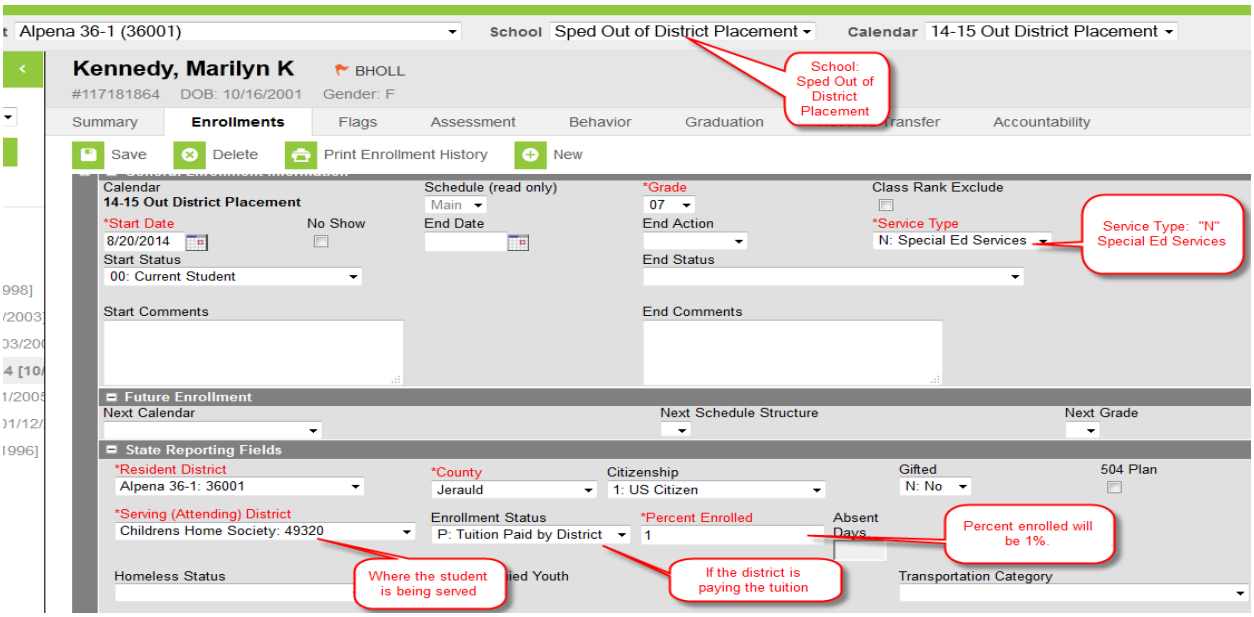
All students enrolled in this new school, must be identified as a special education students and be placed out of district. If the public school district is responsible to ensure the student is provided FAPE (Free and Appropriate Education) and they are assigned out of district, the student should be reported in this new school. The student will be enrolled in the Sped Out of District Placement school as follows:

Key Data Reporting Fields for Students in School #97

Key Data Fields for this school are as follows:

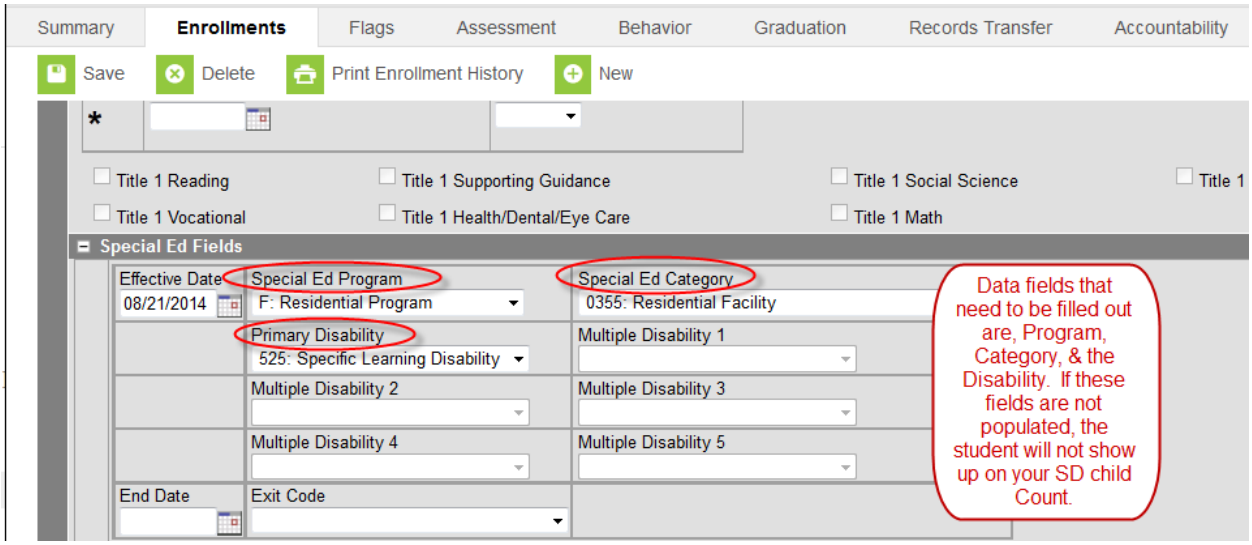
- Percent Enrolled = 1% (a student must have at least an enrollment of 1% to be included in Child Count)
- Service Type of "N"
- Serving (attending) District = identify the school in which the student is placed and,
- Enrollment Status = "P – tuition paid by district"

The Out of District Placement facility will continue to enter a general enrollment record as they have previously and the student will be reported as enrolled 100%. This will cause an overlap, but DOE will allow when created based on students also reported in the Sped Out of District school.



IMPORTANT NOTE: Students served at either; the School for the Blind & Visually Impaired (06302) or SD Human Services Center (63304) should also be reported by the resident district in School #97 – Sped Out of District and the enrollment status should be reported as "P-tuition paid by the district". This does not obligate the resident district to pay any tuition but does allow the student to be included in the child count. The district does have some financial responsibility on behalf of these placements for transportation and to monitor the IEP – therefore it is appropriate for this record to reflect an enrollment status of P.

The special education information should also be completed to report and reflect ALL the services that are on the IEP for accurate reporting for child count.

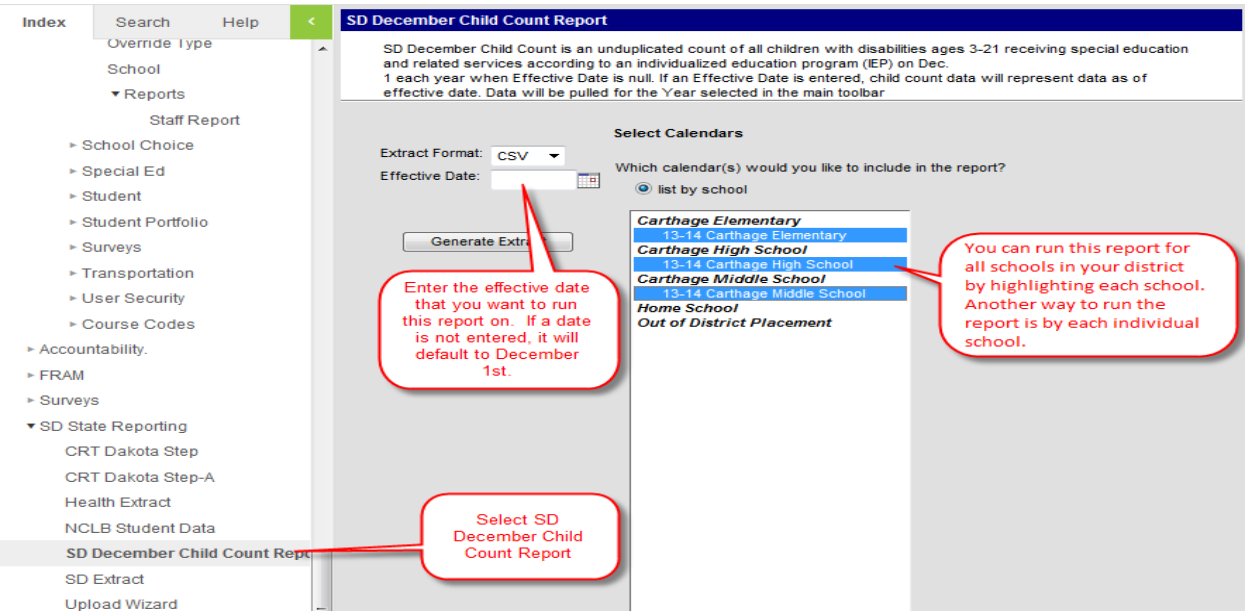


How to make a change in the Special Ed Fields within the enrollment record

- When a student has a change in their IEP, the correct way to make the change on the enrollment record is, by ending the Special Ed Fields with an exit date and an exit code: 11: change in IEP
- You will then create a new Special Ed record within the enrollment record with the new information.
- When ending and starting a record, please do not use the same end/start date.

A District can run the SD Child Count Report at any time during the year and we encourage you to run this report monthly to verify that all students have been correctly identified.

You must have the rights to run the report. If you do not, please see your Campus Administrator. The path to this report is: SD State Reporting>SD December Child Count Report



Child Count is an unduplicated count of all children with disabilities ages 3 – 21 receiving special education and related services according to an individualized education program (IEP) on December 1st of each year.

Timeline

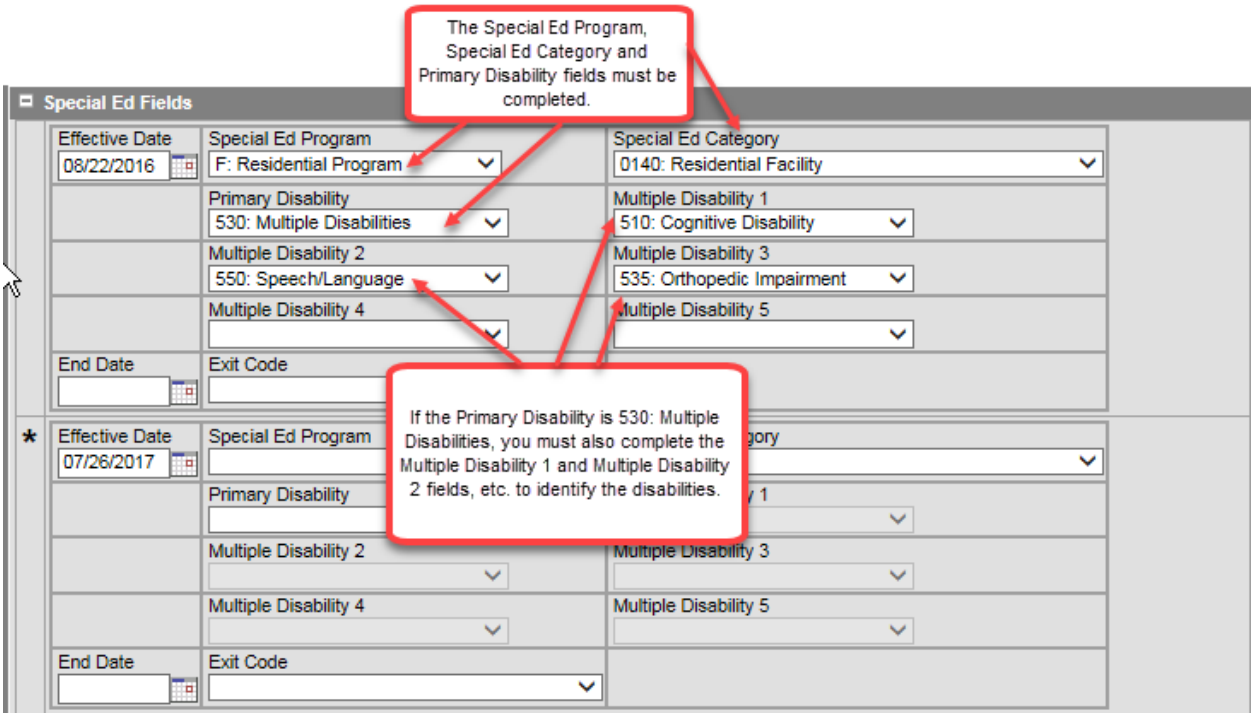
In accordance with 24:17:03:02 – Students with Disabilities Child Count student data must be reported in the Statewide Information Management System according to the below timeline:

December Child Count Data: 10 business days following December 1st.

Enrollments for Students with Disabilities

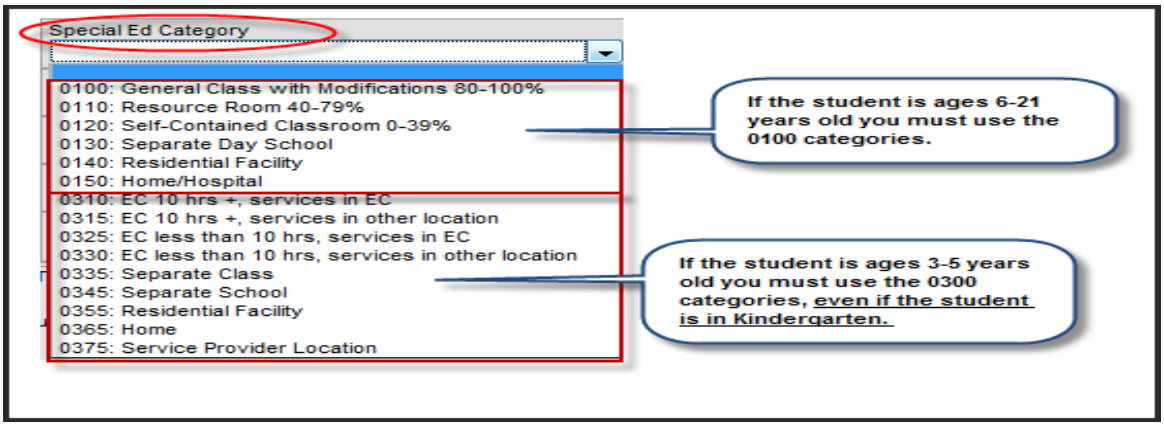
In addition to the previous data elements listed above in Section I, there are additional data elements which must be reported for Students with Disabilities in order for the Department of Education to accurately and timely compute your district's Special Education State Aid allocation and to complete other required state and federal reporting.

On the following screen shots, you will find the Special Ed Fields area of the Enrollment Tab with the fields that must be completed.



Effective Date - Used to document:

- Date student first becomes eligible to receive special education services
- Date a transfer student begins receiving special education services
- Date a change in category or disability takes effect
- First day of school for a continuing student upon creating a new calendar year



Special Ed. Program/Instructional Program Type

This data field will be used to correlate a type of instructional program identified for each special education student to expenditures reported on the annual financial report. The instructional program type should not be assigned by a student's primary disability. For example, costs associated with an instructional financial report. Below are examples and guiding principles to determine instructional type; however it is up to each district to allocate their costs and identify a student's special education instructional program in a way that best suits their district's programs and staffing patterns.

- Programs for Mild to Moderate Disabilities (A) – typically this will include students who spend the majority of the day in the general class settings and/or provided special education services for less than 50% of the regular day (for example, a district operating a 6 hour school day, a student provided special education services for less than 15 hours a week). Generally, these students will fall into the category of 100: General Class or 110: Resource Room.
- Programs for Severe Disabilities (B) – student receiving special education for more than 50% of the day. This should not include students placed in day or residential programs. Generally these students will fall into the category of 120: Self Contained or 110: Resource Room.
- Speech Only (C) - Primary disability of 550: Speech, only receiving speech/language.
- Early Childhood (ages 3-5) (D) – special education programs for preschool children ages 3-5.
- Day Program (E) - programs for students assigned to day programs offered by the district or assigned out of district. This may include students placed in community-based service centers, cooperative day programs, etc.
- Residential Program (F) – programs for students served in a 24-hour residential school, such as Lifescape.
- Homebound Program (G) – special education services provided in the student's home, i.e., programs for severely ill students unable to attend school for a period time.

Special Education Category

Ages 6-12 and 5 year olds attending Junior Kindergarten and Kindergarten - The categories are as follows:

- **General Classroom with Modifications (0100):** Inside the general class 80% or more of the day. (These are children who received special education and related services outside the general classroom for less than 21% of the school day). This may include children with disabilities placed in:
  - General class with special education/related services provided within regular classes;
  - General class with special education/related services provided outside regular classes;

    - General class with special education services provided in resource rooms
    - Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.
- **Resources Room (0110):** Inside general class no more than 79% of the day and no less than 40% percent of the day. (These are children who received special education and related services outside the general classroom for at least 21% but no more than 60% of the school day). Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This may include children placed in:
    - General rooms with special education/related services provided within the general room;
    - General rooms with part-time instruction in a regular class
    - Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the general classroom.
- **Self-contained Classroom (0120):** Inside the general class less than 40% of the day. (These are children who received special education and related services outside the general classroom for more than 60% of the school day). Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This category may include children placed in:
    - Self-contained special classrooms with part-time instruction in a general class; or
    - Self-contained special classrooms with full-time special education instruction on a general school campus
    - Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.
- **Separate Day School (0130):** Includes students who received education programs in public or private separate day school facilities made up solely of students with disabilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate schools. This may include children placed in:
    - Public and private day schools for students with disabilities:
    - Public and private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in general school buildings for the remainder of the school day; or
    - Public and private residential facilities if the student does not live at the facility.
- **Residential Facility (0140):** Includes students who received education programs and lived in public or private residential facilities made up solely of students with disabilities during the school week. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private residential facilities. This may include children placed in:
    - Public and private residential schools for students with disabilities; or
    - Public and private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or general school buildings for the remainder of the school day.
    - Do not include students who received education programs at the facility, but do not live there.
- **Home/Hospital Program (0150):** A student is in this category if he/she is homebound/hospitalized and is receiving special education/related services as specified on an IEP.

- **Ages 3 through 5 in Preschool –** (Until a student turns 6 or is 5 years old and enrolls in Junior Kindergarten or Kindergarten, they must use the 3 through 5 year old codes. Upon turning 6 or 5 years of age if enrolled in Junior Kindergarten or Kindergarten the appropriate age 6-21 code needs to be used). Use the following decision rules to determine the appropriate educational environment category for reporting each 3 through 5 year old. Please note that the order of the categories as listed does not reflect a continuum from least to most restrictive.
    - **Regular Early Childhood Program:** A Regular Early Childhood Program is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEP's). This category may include, but is not limited to:
        - Head Start;
        - Preschool classes offered to an eligible pre-kindergarten population by the public school systems;
        - Private preschools; and
        - Group child development center or child care.

If the child is attending a Regular Early Childhood Program, he/she is to be reported within codes 310, 315, 325, or 330 as directed below. If the child does not attend a Regular Early Childhood Program at all, skip to the next section.

- **EC 10 Hours+, services in EC (0310):** Children attending a regular early childhood program 10 hours or more per week and receiving the majority of hours of special education and related services in the regular early childhood program.
- **EC 10 hours+, services in other location (0315):** Children attending a regular early childhood program 10 hours or more per week and receiving the majority of hours of special education and related services in some other location.
- **EC less than 10 hours, services in EC (0325):** Children attending a regular early childhood program less than 10 hours and receiving the majority of hours of special education and related services in the regular early childhood program.
- **EC less than 10 hours, services in other location (0330):** Children attending a regular early childhood program less than 10 hours and receiving the majority of hours of special education and related services in some other location.

If the child is NOT attending a Regular Early Childhood Program as defined above, the child is to be reported within codes 335, 345, 355, 365, or 375. Such children would be either 'Attending a Special Education Program' OR 'Attending neither a Regular Early Childhood Education Program or a Special Education Program' of any kind.

If the child attends a Special Education Program, as defined below, report the child in category 335, 345, or 355.

- **Special Education Program:** A Special Education Program includes less than 50 percent nondisabled children (i.e., children not on IEP's). Special education programs include, but are not limited to:
    - Special Education Classrooms (335) in

    - Regular school buildings
    - Trailers or portables outside regular school buildings
    - Child care facilities
    - Hospital facilities on an outpatient basis
    - Other community-based settings
- Separate schools (345)
- Residential facilities (355)

DISABILITY

In most cases, students will have been identified as eligible under one disability category (even if other categories may have been considered). This should be coded in the primary disability.

Multiple Disabilities – This should be coded if a student is identified by the IEP team as having Multiple Disabilities during the eligibility determination meeting. All disability categories identified should be coded. However, do not include speech as one of the disability categories if it is only a related service.

Autism – If a student is identified with a disability of Autism, the fields for **ASD Severity Behaviors Level** and **ASB Severity Communication Level** are also required to be completed. This information can be changed over time but will most likely be entered at the time of initial eligibility and at the three-year reevaluation. If a student is no longer identified as having Autism during the school year, the severity levels should not be removed for the remainder of the fiscal year.

STATE SPECIAL ED AID FUNDING

Level for disability funding calculation	**Disability**
Level 1	Specific Learning Disabled, Speech/Language Impairment, Other Health Impaired, and Developmentally Delayed
Level 2	Emotional Disturbance, and Cognitive Disability
Level 3	Deaf/Blind, Hearing Impairments, Orthopedic Impairments, Visually Impaired, Deafness, and Traumatic Brain Injury
Level 4	Autism
Level 5	Multiple Disabilities (must include 2 or more level 2, 3 or 4 disabilities, not including Deaf/Blind)

http://sdlegislature.gov/Statutes/Codified_Laws/DisplayStatute.aspx?Type=Statute&Statute=13-37-35.1

Note: Residential (140) and Day School (130) Special Ed Categories can only be used if the facility only serves students with disabilities. The Special Ed Program can be Residential or Day School to reflect the funding expended.

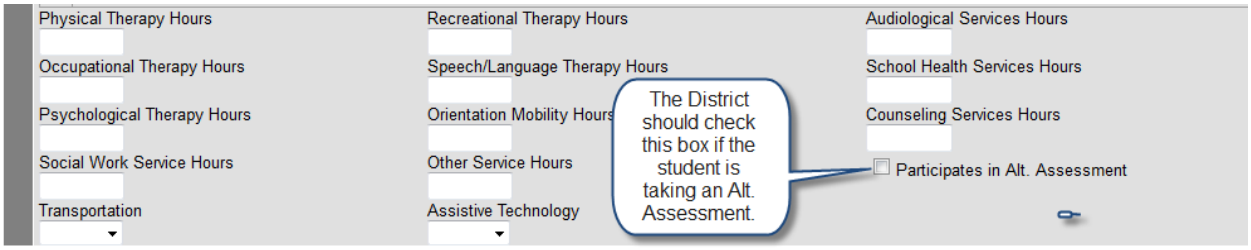
Note: Multiple Disabilities - This should be coded if a student is identified by the IEP team as having Multiple Disabilities during the eligibility determination meeting. Do not include speech if it is only a related service.

Special Education Services: Therapy Hours

The cells in this portion of the special education enrollment field are static fields and not tied to the effective date and end date for the category and disability codes. If changes in these fields are made, the special education enrollment does not need to be ended, simply correct the information and save.

If the student's IEP includes therapy services, report the number of hours per week for each service. (If services are provided on a monthly basis, it is necessary for Campus reporting purposes only, divide by 4 to calculate hours per week.) You should **always** code speech hours regardless of whether Speech is the primary disability or a related service. Assistive Technology and Transportation do not require the number of hours but are simply check boxes. (There may be more than one.)

Students taking An Alternative Assessment



IEP Program Exit Reason

1 - Not receiving SE Services: Use this code when the IEP team determines that the student no longer is eligible to receive Special Education services.

2- Graduated (high school diploma): Students with disabilities who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These students met the same standards for graduation as those students without disabilities. Participation in graduation ceremonies to receive a certificate does not qualify the student as a graduate.

03-Continues – Completed IEP team modified course requirements. Students with disabilities whose requirements differed to those required for all students. These students may participate in graduation ceremonies, but the students are not considered graduates for reporting purposes and are still eligible to receive services.

4 - Reached maximum age: Students are eligible to receive services to the end of the fiscal year (July 1 to June 30) in which they turn 21.

5 – Died

6 - Moved known to be continuing: Students with disabilities that moved out of the catchment area or otherwise transferred to another district and are known to be continuing in an educational program. There need not be evidence that the student is continuing in special education, only that he/she is continuing in an education program. This definition includes students with disabilities in residential drug/alcohol rehabilitation centers, correctional facilities, or charter schools if those facilities operate as separate districts, excluding normal matriculation.

7 - Moved not known to be continuing: This is used when the student says they are transferring but it is not known if they will be attending a new education program/school.

8 - Dropped out: This includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

9 - Refused services: Use this code to document students who are home schooled, or a Colony student completed > grade 8 with a religious exemption. These students would still be eligible for services if they re-enrolled in public school.

10 - Completed IFSP prior to reaching maximum age (3) for Part C

11 – Change in IEP: When a student has a change in their IEP, the correct way to make the change on the enrollment record is, by ending the Special Ed Fields with an exit date and an exit coded : 11: change in IEP. You will then create a new Special Ed record within the enrollment record with the new information. When ending and starting a record, please do not use the same end/start date. A change in category or disability requires an enrollment record to be ended and a new record created. Changes in services do not require a new record.

12 – Student continues: Do not use this code on records at the end of the year, the Special Ed roll over wizard will only roll forward records that do not have an end date and exit reason.

13 – Discontinued education - Completed IEP team modified course requirements. These students would be coded *03-Continues – Completed IEP team modified course requirements* at the end of a school year but then dropped out and didn't continue education during the next year without completing the regular graduation requirements. This code should be used to end the record that rolled forward.

14 – Aged Out – Completed IEP team modified course requirements. These students will have been previously coded as *03-Continues – Completed IEP team modified course requirements* until the end of the fiscal year in which they turned 21 when this code is used to end their record.

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.

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)*
05 Student died	**5**- Died
06 Committed to Institution	**6** - Moved known to be continuing
07 Reached maximum age for special education (21)	**4** - Reached maximum age
08 Out-of-state school transfer	**6** - Moved known to be continuing
09 Colony student completed > grade 8 – religious exemption	**9** - Refused services
10 Student retained	**Do not end the special ed record or it will not roll forward.**

11 Student continues	**12** – Student continues *(Do not use this code on all records in the special ed enrollment at the end of the year. The Special Ed roll over wizard will only roll forward records that do not have an end date and exit reason in the special ed enrollment field).*
12 Persistently Dangerous Transfer	**6** - Moved known to be continuing ***or*** **11** - Change to IEP (if the transfer was due to an IEP team decision)
13 School Improvement Transfer	**6** - Moved known to be continuing
14 Home School Transfer	**9** - Refused services *(Use this code if student is still eligible but not currently attending public school).* ***or*** **12-** Student continues *(Use this code if the school will still be providing special education services).*
15 Suspended (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.
16 Home school completer	**9** - Refused services *(Use this code if student is still eligible but not currently attending public school).* ***or***

	12- Student continues *(Use this code if the school will still be providing special education services).*
17 Discontinued Education – completed GED	**9** – Refused services. *(Use this code if student is still eligible but not currently attending public school).*
18 Discontinued Education – exceeds compulsory age	**9** – Refused services. *(Use this code if student is still eligible but not currently attending public school).*
19 Continues – Completed IEP team modified course requirements	**03** – Continues – Completed IEP team modified course requirements
20 Discontinued Education – Completed IEP team modified course requirements	**13** – Discontinued education – Completed IEP team modified course requirements
21 Aged Out – Completed IEP team modified course requirements	**14** – Aged Out – Completed IEP team modified course requirements
Does not necessarily require exit code on Enrollment field	**1** - Not receiving Special Ed Services *(Use this code if the IEP team determines the student is no longer eligible for special education).*
Does not necessarily require exit code on Enrollment field	**11** – Change in IEP (*Use this code to end the current special ed record in order to enter a new special ed record any time special education information changes).*
Does not necessarily require exit code on Enrollment field	**15** – Revocation of consent (*Use this code to end the special education record if the parent or adult student signs off to no longer be considered eligible for special ed).*

Required Data Elements for Upload School Districts

Student Enrollments

Upload districts must utilize the most current File Interface Specifications when uploading their Students with Disabilities December Child Count data into the State Edition. Please contact the Data Management Office at 605-773-3426 for the most recent file specifications.

Please see the previous guidance provided regarding Out of District Placements for Students with Disabilities.

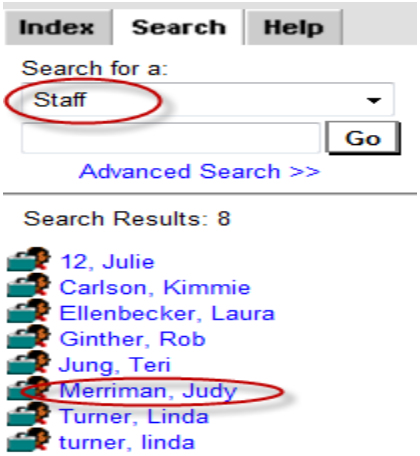
Section IV – Certified Staff

Staff Members within Infinite Campus

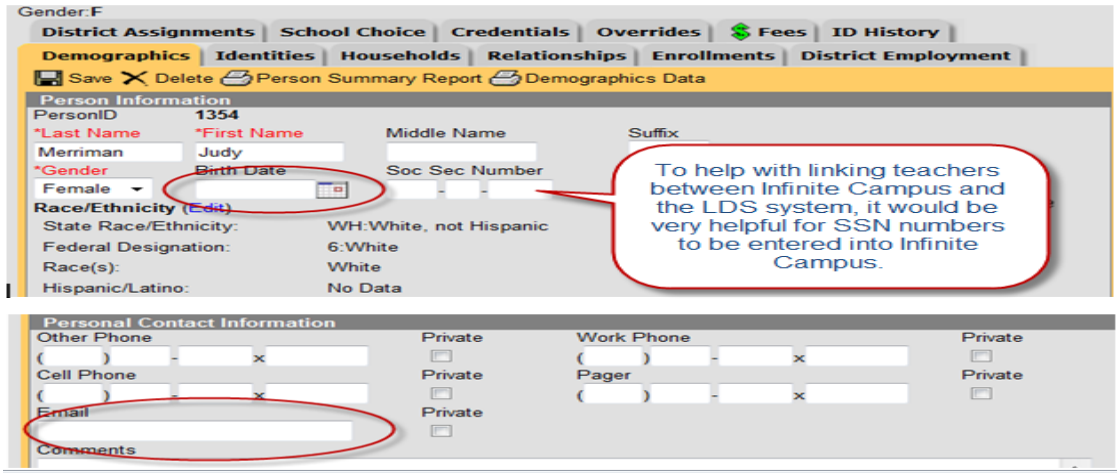
As the South Dakota Department of Education continues to enhance our Statewide Longitudinal Data System (SD-STARS), it is important to make links for certified staff between different systems. In order to maintain FERPA compliance the SDDOE is requesting that all public school districts populate the "email" field and birthdates for all certified staff member in Infinite Campus. To clarify, the SDDOE would like to have the highest possible match rate to ensure that a) we are identifying the right teacher for the right school and b) teachers are seeing the children they serve in the classroom.

The SDDOE has submitted an enhancement to have the birthdate field become a requirement for all staff members. We do not know at this time when the enhancement will be made available in Infinite Campus. At this time we are asking you to enter or correct the birthdates for the staff members that are currently in your system.

Searching for a Staff Member



When the profile appears, open the Demographics tab and you will enter the birthdate and the e-mail address. Please enter the appropriate (school) e-mail address.



Former Students Who Are Now Staff Members or Parents

- Find the students State ID number and copy and paste that into the Comments Section on the Demographics tab. This way you will have it for your records.
- Go to their census page and take out the Local Student Number and save. If the Local Student Number is grayed out, you will need to submit a ticket to Support so they can update it on the backend.
- Go to their enrollment record to see when their end date was for graduation and make that the end date as a member to their parent's household.
- Go to the relationships tab and uncheck all parent/guardian information to the former student and their guardians.
- Delete any doctor or emergency contact relationships from when the former parent was a student and no longer needed.
- You can keep the history of the parent household and the relationship history of parents/grandparents/siblings.
- If the former student has a new name go to the Identities Tab and click on New and type in the new name and comment as to why.
- Make a new household for this former student and their new child and setup like any other household.

SECTION V – DDN LISTSERV

LISTSERV

If you are not a member of the DDN Listserv, you can subscribe at: **http://k12.sd.us/MailingList/** Scroll down and click on **DDNCampus** from the Mailing List menu. Follow the directions given on how to subscribe to the DDNCampus listserv.

This Listserv is a great resource in putting you in touch with your co-workers across the state who are also responsible for the student data within Infinite Campus.