Finalizing End of the Year Data in Infinite Campus

Spring 2022
Verification of Educational Structure

At the beginning of March, the Educational Structure was finalized for the 2022-2023 school year.

Changes reported:

- New Schools
- Closed Schools
- School Name Changes
- Grade Span Changes
Creating a Calendar for a New School

• Request for a new school - DOE will submit a ticket to Campus.
• Campus will create the new school. You will be notified once this has been done.
• District will need to create a new calendar for that new school before the school will show up in the school dropdown list.
  • Pathway: System Administration>Calendar>Calendar Wizard
  • Make sure that you select the new school under “select school”.
• Closed schools - Please pay close attention so you do not select a closed school to roll forward.
Educational Structure and Infinite Campus **MUST** match!

The Educational Structure grade span **MUST** match the grades that students are enrolled in, in Infinite Campus!

- When they do not match, it causes issues with:
  - SD ELA, Math, Science, and Science Alt Assessments – students will not show up correctly in the TIDE system
  - SD ELA and Math Alternate Assessments (MSAA)
  - ACCESS and ACCESS Alt – this is the only test that Pre-ID files are pulled.
  - Enrollments/Membership Counts
  - State Aid
  - Special Education
  - Federal Reporting
Verification of Educational Directory

Each district will be contacted in July to update their directory information for the 2021-2022 school year. The information that is entered here is displayed on our website and is also used to communicate with the administrators in your district.

- School Board Contacts
- School Website
- Mailing/Physical addresses for Districts/Schools
- Contact information for school personnel
If the correct contacts are not provided to the DOE, you may miss out on important communications!

Please make sure the people who are actually doing the work are the people who are listed on our website.

http://www.doe.sd.gov/ofm/edudir.aspx
Please check each one of your schools to see if the NCES numbers have been entered. If the School Org Type number is not populated, you will need to contact DOE and we will have that number inserted.
Summer Schools

Summer School 2021-22

DUE 4-29-22

• **Summer School Definition** – Programs that provide academic learning or enrichment opportunities for any length of time between the conclusion of this school and the beginning of the next school year. Summer school programs help students meet state and local content standards in core academic subjects, such as language arts, math, science, etc.; offer student a broad array of enrichment activities that can supplement grade-level academic programs; and offer other educational services such as social emotional learning supports.

• **Summer School** -- This is a school (#69) and not a calendar under your existing schools.

• **Grade Levels** -- Will included all grade levels that you are serving.

• **Attendance** – attendance must be taken on all students attending summer school.

• **Percent Enrolled** -- All enrollment will be at 100% and the Service Type will be P: Primary.

• **Dual Credit** -- courses taken over the summer ARE NOT to be considered Summer School and you will not enter them into Campus.
Creating the School

1. Add the start/end dates for summer school.
2. Select Summer School
3. You will then click on Run Wizard.

Create a new blank calendar
School Set Up

You will now proceed with setting up your calendar.

1. The system will tell you when it is complete.

2. You will now log off and log back on. You should now see Summer School in the school drop-down box.
ESY (Extended School Year)

- **Summer School**
  - **Purpose:** to collect data on summer school being provided to meet ESSER federal reporting requirements

- **Summer School Program Definition** -
  - Programs that provide academic learning or enrichment opportunities for any length of time between the conclusion of a school year and the beginning of the next sequential school year serving students. Summer school programs help students meet state and local content standards in core academic subjects, such as English language arts, math, science, etc.; offer students a broad array of enrichment activities that can supplement grade-level academic programs; and offer other educational services such as social emotional learning supports.

- **ESY (Extended School Year)**
  - **ESY Services:**
    - An individual entitlement for students with an IEP who have experienced a documented regression of skills during a break from instruction, who are in critical state of learning, or who, due to the nature or severity of their disability, require services beyond the normal school year.
    - ESY services are provided outside the course of the normal school year and are designed for an individual student to maintain a skill in one or more goal areas of concern at no cost to the family.

See Extended School Year – [https://doe.sd.gov/sped/IEP.aspx](https://doe.sd.gov/sped/IEP.aspx)
MAY THE STUDENT’S ESY SERVICES BE PROVIDED IN A SCHOOL’S OPTIONAL SUMMER SCHOOL PROGRAM?

• The summer school setting could offer unique and appropriate opportunities for a student to enhance generalization of skills in a setting very similar to that of the regular school year, as well as provide frequent practice for maintenance of skills. –

• However, ESY services must be tailored to the unique needs of the student and cannot be based solely on availability of services during the summer.
Reporting Requirements

**Summer School**

- For the purposes of federal reporting for ESSER all students receiving summer school services meeting the definition provided on Feb. 11 should be enrolled in the district Summer School and entered in the Summer School Calendar.

**ESY**

- There is no state or federal reporting requirement for ESY.
- If the district wants to keep a roster of students receiving ESY services in Campus, an ESY calendar should be added in the Summer School.

For more information check out the February 2022 Special Education Director’s Call Recording found at There is no state or federal reporting requirement for ESY [https://doe.sd.gov/sped/directors.aspx](https://doe.sd.gov/sped/directors.aspx) - in the February section.
2022-2023 Calendars

Create a calendar for EVERY attendance center in your district, including:

- Preschool
- Private Schools
- SPED/Out of District Placement
- Early Childhood – 3-5 year old's that are not receiving a curriculum.
- After School
- Summer School
2022-2023 Calendar Requirements

All Calendars are due in Infinite Campus by the last Friday in August, according to 24:17:03:08 (except the Summer School Calendar).

- Start date of school year
- End date of school year
- Instructional minutes

Select the calendar type. Enter the instructional minutes that was calculated on your period tab. Check this box if you are a Title II school.

If your district is a 4-day school week, please check the box.
2022-2023 Calendar Requirements
Grade Levels

21-22 Alpena Elem.

Grade Levels

- Use the State Grade Level Names
- Make sure that your grade levels are in sequence order.
- The name field should match a State Grade Level Code. Pay attention to your Jr. KG naming, it should be named K1, not Jr.KG.
2022-2023 Calendar Requirements
Quarters/Semesters/Trimesters

Enter the terms/quarters.
These are your calculated instructional minutes per day. Enter this number on your calendar tab.
A Day Reset must be done on all calendars!

If a “Day Reset” is not done, your numbered calendar days will not start over for the new school year.
Deleting a Calendar

Select the calendar that you want deleted.
System Administration>Calendar>Calendar

As you can see, I have two elementary calendars in for 21-22.

You will need to mark the calendar that was made in error by clicking the "Mark for Deletion" tool.

Mark Calendar for Deletion

Mark Calendar for Deletion?

Reason for Deletion

- Created in Error

Comments:

Mark Calendar Cancel
Deleting a Calendar

• System Administration>Calendar> Delete Calendars

Select the calendar that you want to delete
Deleting a Calendar

21-22 Alpena Elementary is ready for deletion. You can delete the calendar now or schedule a date and time for deletion using the selector below.

This process may significantly impact system performance. It is recommended that calendars be deleted during off-peak hours (Saturdays, etc.).

It is recommended that you print a copy of this preview for your records.

21-22 Alpena Elementary includes:

- 1 Schedule Structure
- 1 Term Schedule
- 4 Terms
- 8 Periods

Schedule Calendar Delete

You can schedule the deletion for a specific date and time. The current date and time is 03/02/2021 @ 08:22 AM.

Delete
Deleting a Calendar

21-22 Alpena Elementary is ready for deletion. You can delete the calendar now or schedule a date and time for deletion using the selector below.

This process may significantly impact system performance; it is recommended that calendars be deleted during off-peak hours (Saturdays, etc.).

It is recommended that you print a copy of your calendar before deleting it.

Confirm Delete Calendar

Warning: You are about to delete this calendar. This action cannot be undone. Once the deletion process is started, it cannot be stopped. Courses, enrollments and other data will be affected by this action. Do you wish to proceed?

Cancel    Delete
Finalizing 2021-2022 Data
Calendars

- Check all school calendars for accuracy.
- Check that all snow days have been entered. SDCL 13-26-2 Make sure that you have met the required instructional minutes for the 2021-22 school year.
- Make sure that the school days, instructional days and attendance boxes are checked appropriately.
- If calendars are not accurate, it will impact your school’s attendance rate.
- It can also impact your funding for State/County Apportionment.
Enrollments

All student must have an end date. This includes PK and EC students.

Full Academic Year (FAY): October 1st – May 1st

- The end date for graduating seniors should be the last day of school, not the day they graduate.
- A student can only have one primary enrollment, unless they are dually enrolled in one of the 12 facilities.
End Status

Select the correct Drop-out and Graduate Codes.
A Foreign Exchange student is not a graduate – they should be coded as an Out of State Transfer.
All graduates who have received a regular HS diploma should have an end status of 04: Student graduated.

8th grade students/Home School/Foreign Exchange students are not considered graduates. **PLEASE**, do not mark them as graduates.
Date First Entered 9th Grade

Creating an Enrollment History

• The date is populated with the student’s first point of entry into the 9th grade.

• If a student started 9th grade outside of your district but was enrolled in a South Dakota district that has records-transfer capability, the date should populate when the records transfer process is complete.

• If a student started 9th grade outside of the state, in a BIE school, in a private school, or in Brandon Valley or Rapid City, you need to create a 9th grade Enrollment History.

Please take the time to create the enrollment history!
Graduation Data

- Verify that all high school graduates have the Diploma Date, Diploma Type and Diploma Period updated on the GRADUATION tab in Infinite Campus. You can use the actual diploma date on this screen, or you can use the last day of school.
- Verify that the NCLB Cohort End Year for all high school students has been checked to ensure that it is accurately reflecting the correct graduation cohort year on the GRADUATION tab in Infinite Campus.

These 3 fields must be populated for a student who received a regular HS diploma.
8th Graders taking a HS Course

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

****No 9th grade enrollment exist.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Type</th>
<th>Calendar</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>08</td>
<td>P</td>
<td>Fillmore Middle School 10-11</td>
<td>07/07/2010</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Start Status: 00 Last year, public school, same district</td>
<td></td>
<td>End Status:</td>
</tr>
<tr>
<td>07</td>
<td>P</td>
<td>09-10 Fillmore Middle School</td>
<td>08/12/2009</td>
<td>06/04/2010</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Start Status: 00 Last year, public school, same district</td>
<td></td>
<td>End Status:</td>
</tr>
<tr>
<td>06</td>
<td>P</td>
<td>08-09 Fillmore Middle School</td>
<td>09/02/2008</td>
<td>06/01/2009</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Start Status: 00 Last year, public school, same district</td>
<td></td>
<td>End Status:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>End Status: 01 Change in grade level</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8th Graders

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

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

If a HS teacher is teaching the course at the middle school/jr. high.

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 the student/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 (If the HS credit group is not currently available for selection in the middle school, it can be made available by checking the box in Grading and Standards>School Standards>Credit Groups)
If a MS/JH teacher is teaching the course at the middle school/jr. high.

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 middle school teacher as the primary teacher (teacher of record)
   a. Middle school teacher will need a district assignment at the middle school (make sure the teacher box is checked for this assignment)
   b. Middle school teacher will need to choose the middle school from the toolbar to grade the student/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 (If the HS credit group is not currently available for selection in the middle school, it can be made available by checking the box in Grading and Standards>School Standards>Credit Groups)
Entering the Grade Level

You will need to add the grade level of 8 to your HS calendar, but you **WILL NOT** add an enrollment in the HS. When adding the grade level to the HS calendar, you will also need to check the two boxes in the screen shot below.

You must check the two boxes to exclude from state reporting and exclude the enrollments.
**When the student enters high school, the school’s name in the upper left-hand corner will update to the high school when the transcript report is run for the high school calendar and an 8th grade level exists in the Calendar with the “Exclude from State Reporting” and “Exclude from Enrollment” boxes selected (see screenshot above). 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.**
Advanced Endorsement

Effective for the 2020-21 School Year
ARSD 24:43:11:01
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.

<table>
<thead>
<tr>
<th>4 UNITS OF LANGUAGE ARTS</th>
<th>1 UNIT OF FINE ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing: 1 unit</td>
<td></td>
</tr>
<tr>
<td>Speech or Debate: .5 unit</td>
<td></td>
</tr>
<tr>
<td>Literature: 1 unit (must include .5 unit American Literature)</td>
<td></td>
</tr>
<tr>
<td>Language Arts electives: 1.5 units</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 UNITS OF MATHEMATICS</th>
<th>1/2 UNIT OF PERSONAL FINANCE or ECONOMICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I: 1 unit</td>
<td></td>
</tr>
<tr>
<td>Mathematics electives: 2 units</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 UNITS OF SCIENCE</th>
<th>1/2 UNIT OF PHYSICAL EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology: 1 unit</td>
<td></td>
</tr>
<tr>
<td>Science electives: 2 units (a state-approved computer science course may be used as 1 unit elective)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 UNITS OF SOCIAL STUDIES</th>
<th>1/2 UNIT OF HEALTH or HEALTH INTEGRATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. History: 1 unit</td>
<td></td>
</tr>
<tr>
<td>U.S. Government: .5 unit</td>
<td></td>
</tr>
<tr>
<td>Social Studies electives: 1.5 units</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2+ UNITS OF ANY COMBINATION</th>
<th>4 1/2 UNITS OF ELECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved Career &amp; Technical Education units from the same career cluster OR Capstone Experience</td>
<td></td>
</tr>
</tbody>
</table>

AND

Attainment of an industry-recognized credential or National Career Readiness Certificate of Silver or higher
Advanced Honors Endorsement
## Advanced Honors Endorsement

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 UNITS OF LANGUAGE ARTS must include:</td>
<td>Writing: 1.5 units</td>
</tr>
<tr>
<td></td>
<td>Speech or Debate: .5 unit</td>
</tr>
<tr>
<td></td>
<td>Literature: 1.5 unit (must include .5 unit</td>
</tr>
<tr>
<td></td>
<td>American Literature)</td>
</tr>
<tr>
<td></td>
<td>Language Arts electives: .5 unit</td>
</tr>
<tr>
<td>1 UNIT OF FINE ARTS</td>
<td></td>
</tr>
<tr>
<td>3 UNITS OF SOCIAL STUDIES must include:</td>
<td>U.S. History: 1 unit</td>
</tr>
<tr>
<td></td>
<td>U.S. Government: .5 unit</td>
</tr>
<tr>
<td></td>
<td>World History: .5 unit</td>
</tr>
<tr>
<td></td>
<td>Geography: .5 unit</td>
</tr>
<tr>
<td></td>
<td>Social Studies electives: .5 unit</td>
</tr>
<tr>
<td>1/2 UNIT OF HEALTH or HEALTH INTEGRATION</td>
<td></td>
</tr>
<tr>
<td>4 UNITS OF MATHEMATICS must include:</td>
<td>Algebra I: 1 unit</td>
</tr>
<tr>
<td></td>
<td>Geometry: 1 unit</td>
</tr>
<tr>
<td></td>
<td>Algebra II: 1 unit</td>
</tr>
<tr>
<td></td>
<td>Advanced Mathematics: 1 unit</td>
</tr>
<tr>
<td></td>
<td>(details at sdos.sdor.edu/require/require.html)</td>
</tr>
<tr>
<td>1/2 UNIT OF PERSONAL FINANCE or ECONOMICS</td>
<td></td>
</tr>
<tr>
<td>2 UNITS OF ANY COMBINATION of the following:</td>
<td>Approved Career &amp; Technical Education OR</td>
</tr>
<tr>
<td></td>
<td>Modern or Classical Language (including American Sign Language); must be in the same language</td>
</tr>
<tr>
<td>4 UNITS OF SCIENCE must include:</td>
<td>Biology: 1 unit</td>
</tr>
<tr>
<td></td>
<td>Any Physical Science: 1 unit</td>
</tr>
<tr>
<td></td>
<td>Chemistry or Physics: 1 unit</td>
</tr>
<tr>
<td></td>
<td>Science elective: 1 unit</td>
</tr>
<tr>
<td>1/2 UNIT OF PHYSICAL EDUCATION</td>
<td></td>
</tr>
</tbody>
</table>

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 doe.sd.gov
### ACT Scores

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT Composite</td>
<td>20</td>
<td>07/18/2020</td>
</tr>
<tr>
<td>ACT English</td>
<td>17</td>
<td>07/18/2020</td>
</tr>
<tr>
<td>ACT Math</td>
<td>20</td>
<td>07/18/2020</td>
</tr>
<tr>
<td>ACT Reading</td>
<td>19</td>
<td>07/18/2020</td>
</tr>
<tr>
<td>ACT Science</td>
<td>23</td>
<td>07/18/2020</td>
</tr>
<tr>
<td>ACT Composite</td>
<td>22</td>
<td>10/17/2020</td>
</tr>
<tr>
<td>ACT English</td>
<td>17</td>
<td>10/17/2020</td>
</tr>
<tr>
<td>ACT Math</td>
<td>28</td>
<td>10/17/2020</td>
</tr>
<tr>
<td>ACT Reading</td>
<td>21</td>
<td>10/17/2020</td>
</tr>
<tr>
<td>ACT Science</td>
<td>23</td>
<td>10/17/2020</td>
</tr>
</tbody>
</table>

### Graduation Endorsements

- Advanced Endorsement
- Advanced Career Endorsement
- Advanced Honors Endorsement

Endorsement will appear at the bottom of the page.
Discontinued Education/Dropout

A dropout is defined as a student that:

- Was enrolled in a school at some point during the school year
- Was not enrolled on the last day of school
- Has not graduated from high school or completed a state approved program
- Does not meet any of the following conditions:
  - Transfers to another accredited school
  - Has a temporary absence due to suspension or illness
  - Is excused from a public attendance center (Home School)
  - Death

**REMINDER:**
If a student left to pursue their GED, they are considered a dropout until it has been completed.
Verify that the Citizenship field is properly coded for your foreign exchange students and immigrants. Foreign Exchange students are not required to test, and they are not included in the graduation/completer rate.
Children of active-duty military who are transferring, or pending transfer, to a military institution in SD meets the residency requirement for free school privileges in the district where the military parent/guardian resides or will reside. Students of active-duty military can be enrolled prior to being served in the district. With this enrollment, the student will be enrolled at 0% until they are present in the district. You will then create a new enrollment at the correct percentage.

Any new Military student that will be moving to the state, will be allowed to enroll in the SD Virtual School until they arrive in the state.
If you are a Target Assist School, you must code all students that are receiving Title I services. This includes PK students. Infinite Campus will be flagging all school wide programs and any new Migrant students later this spring.
School districts have the responsibility to provide English language development services to all identified English learner students. You will now be required to enter what services are being provided on the EL Services tab.

If there is a change in an EL Service, you will end date the first service type and add in the new service. Also, you are allowed to have more than one service type.

If you select “Other,” please indicate in the comments section of type of EL services that are being provided.
Re-sync State Data

Index>System Administration>Data Utilities>Resync State Data

<table>
<thead>
<tr>
<th>Batch Resync</th>
<th>Selective Sync</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>DI3 Objects</th>
<th>Last Resync</th>
<th>Results</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>01/15/2020 01:27:31</td>
<td>Processed: 1 Errors: 0</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>01/15/2020 01:27:32</td>
<td>Processed: 7 Errors: 0</td>
<td></td>
</tr>
<tr>
<td>Calendar</td>
<td>01/15/2020 01:27:34</td>
<td>Processed: 11 Errors: 0</td>
<td></td>
</tr>
<tr>
<td>CourseSection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ScheduleStructure</td>
<td>01/15/2020 01:27:34</td>
<td>Processed: 11 Errors: 0</td>
<td></td>
</tr>
<tr>
<td>TermSchedule</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PeriodSchedule</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>StructureGrade,Level</td>
<td>01/15/2020 01:27:35</td>
<td>Processed: 11 Errors: 0</td>
<td></td>
</tr>
<tr>
<td>PersonIdentity</td>
<td>01/15/2020 01:27:37</td>
<td>Processed: 651 Errors: 1</td>
<td></td>
</tr>
<tr>
<td>Behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BehaviorResolutionType</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BehaviorResolutionType</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BehaviorType</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CensusContactSummary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ContactLog</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EarlyContact</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EarlyLearning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EmploymentAssignment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EmploymentBackground</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EmploymentCredential</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners (EL)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA Accommodation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EL Service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>01/15/2020 01:27:39</td>
<td>Processed: 471 Errors: 0</td>
<td></td>
</tr>
<tr>
<td>AttendanceSDMTime</td>
<td>01/14/2020 20:37:27</td>
<td>Processed: 471 Errors: 0</td>
<td></td>
</tr>
<tr>
<td>CustomStudent</td>
<td>01/15/2020 01:27:40</td>
<td>Processed: 471 Errors: 0</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This report lists graduation & cohort records that are not complete or do not match enrollment records.

User can choose which validation types to include on the report. Examples: Inconsistent Enrollment/Graduation Dates, Inconsistent Enrollment/Graduation Cohorts, Incomplete Cohort Data.
This summary tool provides information on data that has inconsistencies:

- Enrollment Records
- Graduation Records
- EL Records

If you are noticing several enrollments missing at the state level, please generate a re-sync of your data.
## Verification Results for 06001 Aberdeen 06-1

<table>
<thead>
<tr>
<th>Object</th>
<th>Accuracy</th>
<th>Timestamp</th>
<th>Total Records</th>
<th>Total Errors</th>
<th>Missing</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Legend</td>
<td></td>
<td>Distinct</td>
<td>At District</td>
<td>At State</td>
<td>At State</td>
</tr>
<tr>
<td>Enrollment</td>
<td>100.00%</td>
<td>01/13/2016 02:40:37</td>
<td>5107</td>
<td>5107</td>
<td>5107</td>
<td>0</td>
</tr>
<tr>
<td>Graduation</td>
<td>99.02%</td>
<td>01/12/2016 08:07:48</td>
<td>1430</td>
<td>1429</td>
<td>1430</td>
<td>14</td>
</tr>
<tr>
<td>LEP</td>
<td>100.00%</td>
<td>01/12/2016 08:07:58</td>
<td>189</td>
<td>189</td>
<td>189</td>
<td>0</td>
</tr>
</tbody>
</table>

You can click on any of the Timestamps and see what your errors are.
Ad Hoc Reports

The State has designed several Ad Hoc reports to verify data.

Reports include:

- EL Students
- Citizenship
- FRAM
- Military
- Title I Target Assist
- Homeless
- 504
- Race/Ethnicity
- Grad Tab Blank Co-hort
- Grad Data w/differences/state/dist.
- Graduation Endorsements
- Unaccompanied Youth

https://kb.infinitecampus.com/help/student-filter-fields-for-ad-hoc-reporting
Special Education
Requirements for School 97

School “97” was designed when a district pays for an out of district placement for special ed

• Must have a calendar for school 97
• Must have grade levels entered
• Must have a term set up. This term can be a year long term
• Must have a period scheduled enter. This period can be set up as one period.
• Must do a “Days Reset”, but you do not have to edit the days.
Sped Out of District

**sample2, student**

<table>
<thead>
<tr>
<th>#083458231</th>
<th>DOB: 02/23/2001</th>
<th>Gender: M</th>
</tr>
</thead>
</table>

### Summary

- **Save**
- **Delete**
- **Print Enrollment History**
- **New**

#### General Enrollment Information

<table>
<thead>
<tr>
<th>Calendar</th>
<th>Schedule (read only)</th>
<th>Grade</th>
<th>Class Rank Exclude</th>
<th>External LMS Exclude</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.18 Sped Out of District Plan</td>
<td>Main</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Start Date**: 09/23/2017
- **No Show**
- **End Date**
- **End Action**
- **End Status**

- **Service Type**: N: Special Ed Services

#### Future Enrollment

- **Next Calendar**
- **Next Schedule Structure**
- **Next Grade**

#### State Reporting Fields

- **Resident District**: Alpena 35-1: 36001
- **Serving (Attending) District**: Lifescape 49317

- **Resident District**
- **Citizenship**
- **Enrollment Status**
- **Absent Days**

- **District where the student resides**
- **District where the student is being served.**
- **If your district is paying the tuition for the student's placement.**
Sped out of District Placement

Student placed in:
• SD Human Services
• School for the Blind

Should be treated as any other out of district placement student with regard to Campus reporting.
Special Ed Programs

Instruction Program Type (This is tied to funding so work with sped director and/or business manager)

A. Mild to Moderate Disabilities
B. Severe Disabilities
C. Speech Only
D. Early Childhood (ages 3-5 except 5-year olds in Junior Kindergarten and Kindergarten)
E. Day Program
F. Residential Program
G. Homebound Program
Special Education Placement Category

School Age 6-21 and 5-year olds enrolled in Junior Kindergarten and Kindergarten
- **0100** – General Classroom w/Modifications 80-100%
- **0110** – Resource Room 40-79%
- **0120** – Self Contained Classroom 0-39%
- **0130** – Separate Day School
- **0140** – Residential Facility
- **0150** – Home/Hospital Program

Preschool Age 3-5 (Except 5-year olds in Junior Kindergarten and Kindergarten—use 0100 Codes)
- **0310** – EC 10 hours +, services in Reg EC
- **0315** – EC 10 hours +, services in other location
- **0325** – EC less than 10 hours, services in Reg EC
- **0330** – EC less than 10 hours, services in other location
- **0335** – Special Education Class
- **0345** – Separate School
- **0355** – Residential Facility
- **0365** – Home
- **0375** – Service Provider Location
Autism Disability

<table>
<thead>
<tr>
<th>Effective Date</th>
<th>Special Ed Program</th>
<th>Special Ed Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/19/2019</td>
<td>B: Severe Disabilities</td>
<td>0120: Self-Contained Classroom 0-39%</td>
</tr>
<tr>
<td></td>
<td>530: Multiple Disabilities</td>
<td>560: Autism Spectrum Disorder</td>
</tr>
<tr>
<td></td>
<td>505: Emotional Disturbance</td>
<td></td>
</tr>
</tbody>
</table>

If a student's disability is Autism, you must enter the severity level.

**ASD Severity Behaviors Level**
- 2: Requiring substantial support
- 1: Requiring support
- 2: Requiring substantial support
- 3: Requiring very substantial support

**ASD Severity Communication Level**
- 1: Requiring support
- 2: Requiring substantial support
- 3: Requiring very substantial support

**Psychological Therapy Hours**

**Orientation Mobility Hours**
Related Services

• ASD (Autism Spectrum Disability) Severity Behavior/Communication Levels
  – If student has Autism as a disability these must be marked

• Therapy Hours
  – Weekly hours

• Transportation/Assistive Technology
  – If in IEP, must be recorded here as yes otherwise can be left blank
Special Ed Fields

- Effective date
- End Date
- Creating new record
- Do not change 1st record if change has been made mid-year
High School IEP Program Exit Coding

• Make sure to work with special ed director when determining
  – If student has received a regular high school diploma or
  – Will be returning to receive more special ed service and
  – What code should be used
• Several codes available to record what is happening with student
Students on IEP

Can a student on an IEP who has graduated with a signed regular diploma continue to receive special education services?

No. Graduating with a signed regular HS diploma ends the student’s eligibility for Special Education.

Can a student who has completed modified coursework according to an IEP and received a signed district approved diploma/certificate continue to receive special education services?

Yes. A district approved diploma/certificate based on modified coursework is not considered to be a regular SD diploma, as they did not meet the same requirements as their peers.

Can a student who has earned enough HS credits to meet the LEA graduation requirements still receive special education services until age 21?

Yes. A student is eligible to receive special education services until the age of 21, if the student has not taken the coursework necessary to earn a regular diploma or if coursework for a regular diploma was completed but the IEP team determines there are still transition needs the student can continue until the signed regular HS diploma is issued.

When using the end batch tool with seniors, make sure that you ARE NOT coding students that will continue to receive special education services with an end status of: “student graduated”.

Ending Enrollments for Special Education

1st. Determine if the student is a graduate with a regular high school diploma and will end school eligibility.

- Graduate with a regular high school diploma
  - Met the same state course and content requirements
  - With or without provided accommodations using general education curriculum

<table>
<thead>
<tr>
<th>Graduation Exit Coding (met the regular diploma requirements)</th>
<th>General Enrollment Exit Codes</th>
<th>Special Ed Fields Exit Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>04: Graduated</td>
<td>2: Graduated (high school diploma)</td>
<td></td>
</tr>
</tbody>
</table>

Seniors who are Special Education students, and who ARE graduating with a regular diploma need to have their enrollment record updated in two different places. In the General Enrollment Information area of Infinite Campus, you will update the End Status to **04: Student graduated**. You need also to update the Exit Code under the Special Education area of the enrollment tab. Here you will use **exit code of 2: Graduated (high school diploma)**. **Please note that the exit codes differ between the General Education portion of the enrollment record and the Special Ed portion of the enrollment record and that both areas MUST BE updated appropriately.**

If a student received a **signed regular diploma**, the student is no longer eligible to receive services and the school district is not eligible to receive State Aid for the student in the coming year.
Special Education Graduates

- Work with Special Ed Director when ending students on IEPs
- Graduated are those that have completed the same course work as their peers and have received a regular signed diploma
2nd. Student met IEP team modified requirements
   – Did not meet the same requirements as peers
   – IEP team made course modification to state graduation requirements (documented in IEP) ARSD 24:05:27:11
   – Courses were aligned to Core Content Connectors
   – Modified curriculum/content standards

<table>
<thead>
<tr>
<th>Exit Coding (did not meet the regular diploma requirements but did meet IEP modified requirements)</th>
<th>General Enrollment Exit Codes</th>
<th>Special Ed Fields Exit Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>19: Continues – Completed IEP team modified course requirements</td>
<td>03: Continues – Completed IEP team modified course requirements</td>
<td></td>
</tr>
</tbody>
</table>

The reason for this is; if a student met IEP modified requirements, that student can still receive services until they are 21 years old, because the IEP modified requirements are not considered a regular diploma. You will also need to update the Exit Code under the Special Education area of the enrollment tab. (See chart above)

Seniors who are Special Education students and have not met modified IEP requirements or received a regular signed diploma will continue to receive special education services until the age of 21. They should be coded as **11: Student continues** in their regular enrollment record and Special Education code should be blank.

<table>
<thead>
<tr>
<th>Student continues Code</th>
<th>General Enrollment Exit Codes</th>
<th>Special Ed Fields Exit Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11: Student Continues</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Special Education Exit Codes

**Primary Disability**
- 530: Multiple Disabilities
- 505: Emotional Disturbance

**Multiple Disability 1**
- 560: Autism Spectrum Disorder

**Multiple Disability 2**

**Multiple Disability 3**

**Multiple Disability 4**

<table>
<thead>
<tr>
<th>Effective Date</th>
<th>Exit Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/15/2020</td>
<td>2</td>
</tr>
</tbody>
</table>

2: is used when a student meets the state course and content requirements.

3: is used when they do not meet the same requirements as their peers.

**End Date**
- 01/15/2020

**ASD Severity Behavior**
- 13: Discontinued/Completed IEP team mod/course reqs
- 14: Aged Out/Completed IEP team mod/course reqs

**Physical Therapy Hours**
- 15: Revocation of consent

**Audiological Services Hours**
3<sup>rd</sup>. Students who turn 21 during the fiscal year that did not receive a regular diploma would use one of the following codes depending if they met IEP requirements or not.

<table>
<thead>
<tr>
<th>Age Out Exit Code</th>
<th>General Enrollment Exit Codes</th>
<th>Special Ed Fields Exit Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>07: Reached maximum age for special education (21)</td>
<td>4: Reached the Maximum Age (did not meet IEP modified requirements)</td>
<td></td>
</tr>
<tr>
<td>21: Aged Out – Completed IEP team modified course requirements</td>
<td>14: Aged Out: Completed IEP Team Mod/Course Requirements</td>
<td></td>
</tr>
</tbody>
</table>

4<sup>th</sup>. At the beginning of the following year, if the student does not return, the enrollment needs to be amended to reflect discontinued or dropout.

<table>
<thead>
<tr>
<th>Exit Code (did not return in fall)</th>
<th>General Enrollment Exit Codes</th>
<th>Special Ed Fields Exit Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>20: Discontinued education – Completed IEP team modified course requirements</td>
<td>13: Discontinued education – Completed IEP team modified course requirements</td>
<td></td>
</tr>
<tr>
<td>02: Discontinued education – dropout</td>
<td>8: Dropped out or 7: Moved not known to be continuing</td>
<td></td>
</tr>
</tbody>
</table>

These codes will be used in the fall if the student does not return.
Discontinued Education/Dropout

- A dropout is defined as a student that:
- Was enrolled in a school at some point during the school year
- Was not enrolled on the last day of school
- Has not graduated from high school or completed a state approved program
- Does not meet any of the following conditions:
  - Transfers to another accredited school
  - Has a temporary absence due to suspension or illness
  - Is excused from a public attendance center (Home School)
  - Death

REMINDER:
If a student left to pursue their GED, they are considered a dropout until it has been completed.
Special Ed Code for Discontinued Education/Dropout

<table>
<thead>
<tr>
<th>Multiple Disability 2</th>
<th>Multiple Disability 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision Loss</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Disability 4</td>
<td>Multiple Disability 5</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**End Date**

<table>
<thead>
<tr>
<th>Exit Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Not receiving SE services</td>
</tr>
<tr>
<td>2: Graduated (high school diploma)</td>
</tr>
<tr>
<td>3: Continues/Completed IEP team mod/course reqs</td>
</tr>
<tr>
<td>4: Reached the maximum age</td>
</tr>
<tr>
<td>5: Died</td>
</tr>
<tr>
<td>6: Moved, known to be</td>
</tr>
<tr>
<td>7: Moved, not known to be continuing</td>
</tr>
<tr>
<td>8: Dropped out</td>
</tr>
<tr>
<td>9: Refused services</td>
</tr>
<tr>
<td>10: ISFP done before max age/Pt C</td>
</tr>
<tr>
<td>11: Change in IEP</td>
</tr>
<tr>
<td>12: Student Continues</td>
</tr>
<tr>
<td>13: Discontinued/Completed IEP team mod/course reqs</td>
</tr>
<tr>
<td>14: Aged Out/Completed IEP team mod/course reqs</td>
</tr>
<tr>
<td>15: Revocation of consent</td>
</tr>
</tbody>
</table>

**Effective Date**

03/07/2022

**Special Ed Category**

8: is used when student has left school

13: Discontinued/Completed IEP team modified course requirements and is not coming back to school
Aged Out (Work with Special Ed Director)

**General Enrollment**

- **07**: is used when student has aged out at age 21
- **18**: compulsory age is 18 so is not age out when used with special
- **21**: is used when student has completed IEP coursework, did not receive a regular diploma but reached

**Special Ed Fields**

- **4**: is used when student has reached 21 and not completed IEP course requirements
- **14**: is used when student has reached 21 and has completed IEP modified course requirements
IEP Program Exit Coding

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 the reporting purposes and are still eligible to receive services.

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 their education during the next school 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 completed IEP team modified course requirements through the end of the fiscal year in which they turned 21.

15 – Revocation of consent – These students would 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 not longer considered a student with a disability.

If you have questions, please contact your Sped regional rep.
## Exit Coding in Campus/Crosswalk

<table>
<thead>
<tr>
<th>General Enrollments to Special Ed Enrollment Crosswalk of Exit Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>04: Graduated, must receive a regular high school diploma (Not GED or certificate of completion)</td>
</tr>
<tr>
<td>07: Reached maximum age for special education (21)</td>
</tr>
<tr>
<td>17: Discontinued Education – completed GED</td>
</tr>
<tr>
<td>18: Discontinued Education – exceed compulsory age (18)</td>
</tr>
<tr>
<td>19: Continues – Completed IEP team modified course requirements for high school</td>
</tr>
<tr>
<td>20: Discontinued Education – Completed IEP team modified course requirements for high school</td>
</tr>
<tr>
<td>21: Aged Out – Completed IEP team modified course requirements for high school</td>
</tr>
</tbody>
</table>

Crosswalk can be found starting on page 107 of Desk Guide
Resources

• DOE website
  https://doe.sd.gov

• Student Data Desk Guide

Student Data Newsletters
  https://doe.sd.gov/ofm/documents

School Directory
  https://doe.sd.gov/ofm/edudir.aspx

• Common Course Numbering System
  https://doe.sd.gov/contentstandards/commoncourse.aspx

• Campus Community
  https://community.infinitecampus.com/news/
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