



Monthly SPED Webinar

Special Education Programs
May 16th, 2023

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Staff Updates

Angel Corrales – Data Manager

Angel's last day will be June 2. We wish him well on his next adventure. Thank you for sharing your time and talent with SD. This position is currently accepting applications.



Karlie Cameron – Intern

Karlie started on May 9 and will be working as an intern through the summer. She is majoring in Early Childhood Education.

Program Specialist – Transition

New staff member will start on June 1. Introductions will occur with region over the summer and we will introduce formally on the first Sped Webinar in the fall.

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Best Buddies in South Dakota

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3



Introduction

Brianna Wolfe, MS, MBA, CHES
Lead, Program Manager

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Who We Are

Best Buddies International is the world's largest organization dedicated to ending the social, physical and economic isolation of the 200 million people with intellectual and developmental disabilities (IDD).

Mission

Best Buddies is dedicated to establishing a global volunteer movement that creates opportunities for one-to-one friendships, integrated employment, leadership development and inclusive living for people with IDD.

Who We Serve

The IDD community that Best Buddies serves includes, but is not limited to, people with Down syndrome, autism, fragile X syndrome, Williams syndrome, cerebral palsy, traumatic brain injury and other undiagnosed disabilities.



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WHY BEST BUDDIES?

What does Best Buddies do differently that sets our programs apart from other disability organizations?

INCLUSIVE OPPORTUNITIES

Best Buddies provides equitable leadership roles and sets equal expectations for participants with and without disabilities in all programs - to serve, to pay for outings, to report, etc.

VOLUNTEER-CENTRIC

Best Buddies is a global volunteer movement, committed to empowering volunteers to create new opportunities for their communities to engage and provide inclusive experiences

LIFE-CYCLE

Participation in the Best Buddies movement engages volunteers as soon as they enter school through adulthood with programs at all school levels in addition to community and employment opportunities

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School Program Goals

Embrace

To build friendships and connections among chapter members, while raising awareness about Best Buddies mission of inclusion.

Engage

To create an inclusive school community which provides opportunities for students with and without disabilities to develop meaningful friendships.

Empower

To foster leadership skills in participants and help them become advocates for themselves & others.

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Our Impact in South Dakota



456
Student
Participants



79
Inclusive
Events



13
School
Chapters



40
One to one
Friendships



13
Student
Leaders

9

9



10

10



Chapter Guidelines



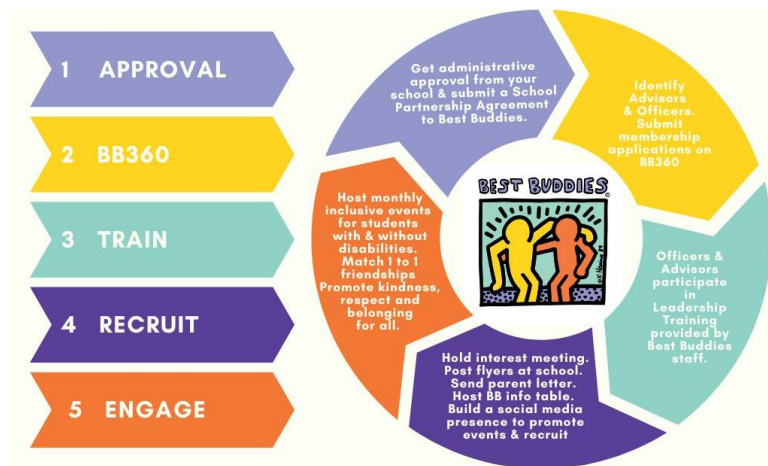
- Chapter is a registered and approved student club on campus
- Leaders participate in Best Buddies Leadership Conference, Leadership Training Days, and "Back to Best Buddies" Trainings throughout the year
- Participants submit a Membership Application in our volunteer management database
- Leaders provide members with overview of chapter expectations & commitments
- Host monthly virtual or in-person inclusive events and meetings to keep members engaged
- Create one-to-one friendship matches between members with and without disabilities
- Complete Member Updates to provide feedback about the Best Buddies experience
- Log events, activities, and meetings in the volunteer management database
- Complete and submit End Year Report to track chapter progress

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Steps to Start A Chapter



12

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12

Chapter Advisors

Faculty Advisor

A member of the school staff who serves as the liaison between school administrators and students. This advisor provides insight on matching students in friendships and supports member engagement.

Special Education Advisor

A staff or support faculty that works with the special education program on campus and is familiar with the students who receive services. This advisor provides support when matching students in friendships and shares information and training when necessary to new matches.

Host Site Coordinator

For chapters with a host site, this advisor serves as the connection between the participants at the site and the on-campus members. This advisor supports the communication, transportation, updates, and other necessary planning resources and information for participants of the host site. This advisor also provides any needed training on the disability awareness and safety of participants.

Parent Advisor

A parent of chapter members who can support any transportation or event planning needs and communicate plans and goals with other members' parents. While not required, this position can be a great asset to a chapter's success.

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Student Leaders

Leads officer team and works closely with Best Buddies Staff and Advisor(s) to provide oversight of chapter. Collaborates with other officers to coordinate recruitment efforts, matching process and event planning.

Buddy Director

Works in partnership with CP and steps in when needed. Helps plan and execute meetings and events to ensure quality friendships are made. Good role for future CP.

Secretary

Manages the chapter's financials. Oversees and plans fundraisers. Ensures chapter is on track with fundraising goals. Tracks & reports revenue & expenses.

Chapter President

Works closely with the officer team to ensure fun and inclusive events are planned and that the mission is at the forefront of all initiatives.

Vice President

Supports the officer team with administrative tasks such as meeting minutes, communicating with chapter members, creating flyers, posters, newsletters, etc. Can also assist in ensuring compliance on BB360.

Treasurer

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Fostering Friendships

Chapter leaders play a crucial role in helping members form new connections. Keep these things in mind:



Make matches based on common interests, schedules and location. Look for authentic connections and create new ones by hosting a mixer.



Buddy pairs should communicate weekly through phone calls, text messages, emails or social media. Encourage them to discuss their availability to connect and set appropriate boundaries.



Buddy pairs should get together in person for a minimum of 4 hours per month in addition to their attendance at chapter events.



Keep an open dialogue with buddy pairs and encourage them to communicate about any concerns or challenges. Remind them to submit their member update to share feedback about their experience.



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Chapter Events

Events are a great way to engage your entire chapter and beyond. They also provide an opportunity for your officer team to collaborate and be creative. Here are a few different types of events to consider when planning for the year ahead.



Arts & Crafts



Awareness Building



Holiday Theme



Chapter Fundraisers



Mission Movers



Service Projects



Match Parties & Mixers



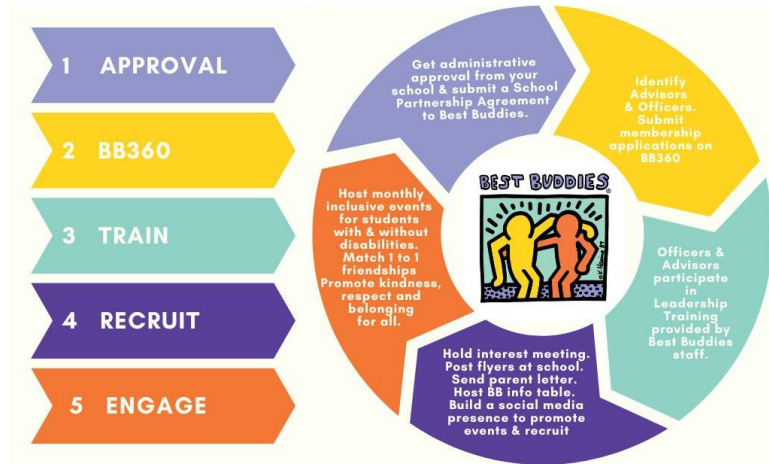
School Events

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Steps to Start A Chapter



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BEST BUDDIES

To join or start a chapter at your school, contact:

briannawolfle@bestbuddies.org
(302)824-3662

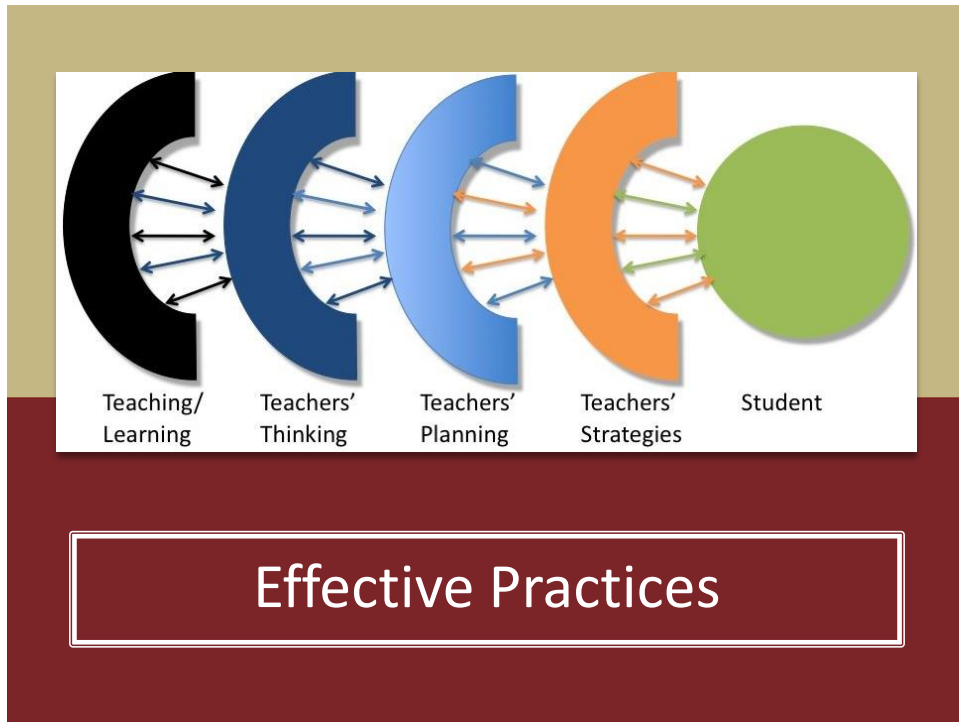
    @bestbuddiessouthdakota

MAKE A FRIEND | DONATE | VOLUNTEER
BESTBUDDIES.ORG/SOUTHDAKOTA

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SPEDCONNECTION TOP HIGHLIGHTS

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

- **TIP OF THE WEEK: Plan inclusive end-of-year events for students with disabilities**
As you plan end-of-the-year events, consider these tips to keep ceremonies and field days inclusive for students with disabilities.
- **NEWSWORTHY: Legislators reintroduce bill to remove outdated terms from federal laws**
A bill in Congress would replace the phrase "mentally retarded" with "intellectual disability" in all federal laws.
- **SmartStart: IEPs -- Disputes and Remedies**
Review common IEP disputes and possible resolutions for IDEA violations.
- **Take proactive approach to IEP implementation errors during staff shortages**
Don't panic if you discover errors in the implementation of a student's IEP. Be upfront with parents.
- **Don't wait too long to provide PWN after IEP meeting**
Know when to give parents prior written notice after an IEP meeting.
- **Dig deeper for information when students with disabilities are overly absent**
Find out how teams should respond when they become aware that a student with a disability has missed a significant number of school days.
- **SAMPLE TOOL: Extended school year cover sheet**
Consider this sample form designed for keeping track of students' performance on skills and goals prior to and after ESY programming.

Contact your public school district special education director for login access. If you have any questions about your subscription access, please contact Wendy.Trujillo@state.sd.us.

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Parental Rights Handbook

- SEP has updated the SD Parental Rights Procedural Safeguards Handbook
 - It is available at <https://doe.sd.gov/sped/parentalrights.aspx>
 - Additional languages, including Spanish, will be available by the end of the month at the same location
- Coming soon...
 - SEP has developed booklet called "Parent Guide to the SPED Process" that will:
 - Compliment the parent rights handbook
 - Assist parents in understanding the IEP process

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Summer Training for Administrators

More than Evaluators: Enhancing the Instructional Leader

- 2 day training (May 30-31, 9a-4p each day) in Pierre SD
- Training Focus:
 - Designing a coaching plan based on principal's instructional goal.
 - Use observation data to provide differentiated, actionable feedback to staff.
- Graduate credit, CEU available
- Register on [Go Sign Me Up](#)



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MTSS Data Workbook Training

- Ideal for building leadership teams not currently participating in SD MTSS RTI Initiative.
- **Training Focus:**
 - Review student benchmark data.
 - Develop action plan for 23-24 school year.
- **2 Locations**
 - May 24, Mitchell SD (9am-3pm)
 - June 1, Elk Point SD (9am-3pm)
- CEU available
- Register on [Go Sign Me Up](#)



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Interim Assessments on TIDE

- SPED teachers who work with **students with disabilities who participate in the regular assessment** are encouraged to utilize the [TIDE system](#) Interim Assessments as a great:
 - Instructional resource
 - Data collection tool
- "Summative Assessment Data & Interim Assessment Webinar"
 - How to use data and assist students to work towards grade-level skills.
 - Register for the webinar at GoSignMeUp:
 - [Wednesday, June 21 | 10-11 am CT \(9-10 am MT\)](#)
 - [Thursday, June 22 | 11 am – 12 pm CT \(10-11 am MT\)](#)
 - Invite your district Test Coordinator and Principal
- Contact DOEassessment@state.sd.us with questions about Interim Assessments.

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Core Content Connectors (CCCs)

- "Overview of Core Content Connectors" webinar was held earlier this month. It explained how to use [Core Content Connectors](#) for students with significant cognitive disabilities who participate in the alternate assessment, specifically in:
 - Instructional Planning
 - IEP Goal Writing
- **Special education and general education teachers** who work with students taking the alternate assessment are encouraged to:
 - Contact stacy.holzbauer@state.sd.us for the recording link to share with staff.
 - View the webinar power point:
<https://doe.sd.gov/assessment/documents/cccWebinar-0523.pdf>

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IEP Quality Project (IEPQ)



- The IEPQ company is dissolving, therefore the SD IEPQ [Website](#) is permanently closing on **May 31, 2023**.
- IEPQ users are encouraged to download and save their frequently used forms and documents prior to the website closure.

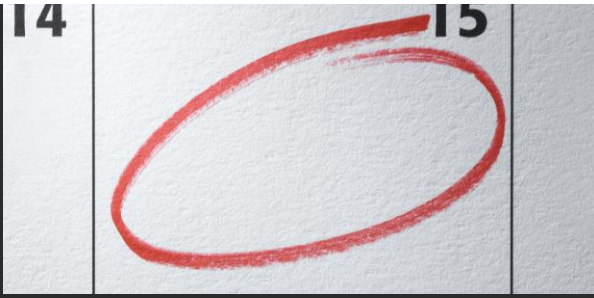
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Accountability

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Internal Review



- All Public Districts Required
- Internally each special education case manager must complete a file review.
- Completed by June 1 annually
- District Sped Director submit areas identified to state by June 1 annually
 - <https://forms.office.com/g/9fXysUUuP3>
- Information on Accountability Website
 - Under Section "Results Driven Accountability"
 - Contact Melissa.Flor@state.sd.us or 605-773-6119 for more information.
- Note: As of May 12, 2023: 59 districts reporting

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Advance IEP Workshop

Registration on Go Sign Me Up

until July 25

Date	Location
August 1	Virtual
August 7	Virtual: Scenarios with behavior challenges
August 16	Pierre
September 14	Aberdeen
September 14	Aberdeen
September 20	Rapid City
September 20	Rapid City
September 21	Sioux Falls
September 21	Sioux Falls
October 5	Virtual: Scenarios with significant learning challenges

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IEP Process:
Growing Your
Knowledge and
Experience

Session will be over entire
process

Registration through Go Sign
Me Up until July 25.

Dates	Locations
August 2	Virtual
August 15	Pierre
September 13	Aberdeen
September 19	Rapid City
September 20	Sioux Falls
October 12	Virtual

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Special Education Exiters

- Students, who will graduate with a regular diploma
 - Complete a PPWN documenting services end with regular diploma on _____.
 - Summary of Performance complete
- Students, who age out without a regular diploma
 - Summary of Performance is completed
- By _____, review the SD STARS Sped Exiter Report. Ensure the general enrollment exit code and special education exit code align according to crosswalk.
 - [Student Data Desk Guide](#)
 - Review the [exiting data webinar](#) on webinar website.

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Data

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Suspension/Expulsion Data Collection

- If you are submitting Suspension/Expulsion data, please join us after the main call for information on how and when to submit.

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General Ed and Sped Exit Codes – Due June 16

-
- Graduation and Dropout data is collected through Infinite Campus and due by June 16, 2023. Please review the [Exit Coding webinar and handouts](#) on our webinars page and [Student Data Collections Desk Guide](#) for information on correct exit codes and verify the data. The exit codes used for Indicator 1 and 2 will be the special education exit codes. Many instances, the exit code for general ed code does not align with special education code. Please contact your regional representative if questions on exit codes.
 - SEP intern will be contacting districts

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Focus on Exit Codes

Student Name:	
Effective Date:	
IEP Program Exit Reason (Make sure this matches the exit code on the general enrollment record if it ends the entire enrollment)	
<input type="checkbox"/>	1. Not Receiving Sped Services
<input type="checkbox"/>	2. Graduated with Regular High School Diploma
<input type="checkbox"/>	3. Continues – Completed IEP Team Modified Course Requirements
<input type="checkbox"/>	4. Reached Maximum Age
<input type="checkbox"/>	5. Died
<input type="checkbox"/>	6. Moved Known to be Continuing
<input type="checkbox"/>	7. Moved Not Known to be Continuing
<input type="checkbox"/>	8. Dropped Out
<input type="checkbox"/>	9. Refused Services
<input type="checkbox"/>	10. ISFP Done Prior to Max Age for Part C
<input type="checkbox"/>	11. Change in IEP
<input type="checkbox"/>	12. Student Continues
<input type="checkbox"/>	13. Discontinued Education – Completed IEP team Modified
<input type="checkbox"/>	14. Aged Out - Completed IEP team Modified
<input type="checkbox"/>	15. Revocation of Consent - Completed IEP team Modified

Review exit codes with staff: <https://doe.sd.gov/ofm/documents/DataGuide-22a.pdf>

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Exit Codes Review

Code from Special Ed	Date from Enrollment	Exit Code from Enrollment	Grade Level	Age	Birthdate	Primary Disal
13 -			01	7		Speech/Language
Continued/Completed						
13 -			06	11		Speech/Language
Continued/Completed						
13 -			02	8		Specific Learning Dis
Continued/Completed						
13 -			04	9		Speech/Language
Continued/Completed						
13 -			03	9		Speech/Language
Continued/Completed						
13 -			07	12		Specific Learning Dis
Continued/Completed						
13 -			03	8		Specific Learning Dis
Continued/Completed						
13 -			03	10		Specific Learning Dis
Continued/Completed						
13 -			03	9		Speech/Language
Continued/Completed						
13 -			KG	5		Speech/Language
Continued/Completed						
13 -			03	9		Speech/Language
Continued/Completed						
13 -			05	10		Speech/Language
Continued/Completed						
13 -			06	12		Specific Learning Dis
Continued/Completed						
13 -			04	9		Speech/Language
Continued/Completed						

- SD STARS Special Ed Exiter Report
- District can see sped Exit codes and general Exit Code From Enrollment
- Noticed Exit Code -
 - 13 Continued/Completed is high school code.
 - In the report you can see that kids:
 - Age 12 and below
 - Grade 6 and below
 - Disability category is speech/language or Specific Learning Disability
- Probably not the correct special education exit code.
 - If dismissed, use #1 exit code: Not receiving Sped services

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Indicator 7 – Preschool Outcomes BDI-2 and BDI-3



Entering Locations – May 31, 2023

Dashboard Organization Management ▾

LOCATIONS

Hierarchy **Organization**

2. Directs to Location page

1. Under Organization Management click on **Locations**

ROOT LEVEL
State Birth to Three Program

SUB LEVEL 1
District/Program

SUB LEVEL 2
School/Building

3. Toggled on

ON

ON

Dashboard Organization Management ▾

LOCATIONS

Hierarchy **Organization**

4. Click on organization

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Indicator 7 – Preschool Outcomes BDI-2 and BDI-3 - Continued



Hierarchy **Organization**

Clicking on Organization directs to this page

Instructions

Use the Organization tab to assign the labels for the specific locations within your organization. You can add new locations and edit record forms can be linked to these locations.

Manage Organization Locations

Click each location name to expand the hierarchy list and view the levels. To add a new location to your organization, select the parent location, navigate to the desired location name in the hierarchy list, then click the **Delete** icon in the Actions

5. Select Parent Location - name of district

6. Copy and paste schools from Ed Structure sent via email

7. Click on Add Location

PARENT LOCATION* State Birth to Three Program

NAME* Minnie Mouse Elementary - 02

Add Location

Name ⓘ	This is what the hierarchy should look like when finished.	Hierarchy Level	Actions
<input type="checkbox"/> State Birth to Three Program		Root	
<input type="checkbox"/> Minnie Mouse Elementary - 02		District/Program	

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Indicator 7 – Preschool Outcomes

BDI-2 and BDI-3 - Continued

- Entering Locations – May 31, 2023
- Students in system need to be assigned to the school they are attending or would attend if they were enrolled in school based within district boundaries.

8. Return to Dashboard click on Child Administration.

9. Choose Search/Edit Child

Child Administration ▾

10. Choose the district

LOCATION 1 selected

☐ Search deleted child




CHILD ID Enter child ID

11. Click on Search

Search

Students' names are shown here

12. Click on pencil to change student's location

Student	Actions
nt	  

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Indicator 7 – Preschool Outcomes

BDI-2 and BDI-3 - Continued

- Questions?
Debra.Willert@state.sd.us

- All data is collected through BDI-2 and BDI-3 systems
- State pulls the report after July 1
- Districts do not submit a report
- Districts ensure:
 - Students' names are spelled correctly
 - Birthdates are correct
 - SIMs numbers are entered
 - All subdomains are completed
 - Program Notes and Program Labels are entered

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Indicator 11 and Indicator 12 EdPlan Student Data Infinite Campus

Entering data manually into system

- Student Data page
 - Click on: Students – Active Students – View Students

or
Excel spreadsheet

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Indicator 11 and Indicator 12 EdPlan Student Data

Entering data manually into system

- Students will appear
- Select the student to enter needed information for Indicator 11 and Indicator 12

CP	Last Elig	Last IEP	School	Grade	Name	Student ID	Age	Dis	Case Manager	Placement
✓	04/11/2023	04/11/2023	PS	03	Cinderella Castle	123456789	6 Years	570		ID
✓	04/11/2023	04/11/2023	TUIN	03	Prince Castle	001234567	3 Years	570		ID
✓	05/12/2023				Donald Duck	234567891	2 Years	570		ID

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Indicator 11 and Indicator 12 EdPlan Entry Errors

Entering data - Student Data Page

- When an error has been made:
 - Event ID/#
 - Student SIMs #s
 - Event type: Parent Consent Date incorrect
- Where to find the student data?
 - Student History Page

PERSONAL INFO CASELOAD STUDENT DATA PAGE STUDENT HISTORY DOCUMENTS							
Training Site 12 HOME / DASHBOARD / STUDENT HISTORY Cinderella							
Event ID	Event Date*	Event Type	Begin Date	End Date	User	Document	Date Created
222	02/08/2023	Non-Eligibility Determination			Deb Willert		03/15/2023 11:20 (57 days) DETAILS
223	03/01/2023	Parent Consent			Deb Willert		03/21/2023 14:16 (51 days) DETAILS
235	03/01/2023	Parent Consent			Deb Willert		04/13/2023 11:49 (28 days) DETAILS
237	03/06/2023	Parent Consent			Deb Willert		04/13/2023 11:50 (28 days) DETAILS
238	03/24/2023	Parent Consent			Deb Willert		04/13/2023 11:54 (28 days) DETAILS
224	04/01/2023	Evaluation			Deb Willert		04/13/2023 11:14 (28 days) DETAILS
236	04/04/2023	Non-Eligibility Determination			Deb Willert		04/13/2023 11:50 (28 days) DETAILS
241	05/11/2023	Parent Consent			Deb Willert		05/11/2023 15:30 (0 days) DETAILS

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Indicator 11 and Indicator 12 EdPlan Entry Errors

When a student data entry error has been made:

- Contact:
 - SDEdplanSupport@pcgus.com
 - Debra.Willert@state.sd.us
- Remember: Be very specific with the information to be cleared.

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Indicator 11 and Indicator 12 Reports

Filtered through:

- Evaluation Type
 - Initial – Indicator 11
 - Transition from C to B - Indicator 12

Evaluation

Date Last Evaluation was Completed
05/05/2023

Evaluation Type
Initial

SAVE EVALUATION

Evaluation

Date Last Evaluation was Completed
05/05/2023

Evaluation Type
Transition from C to B

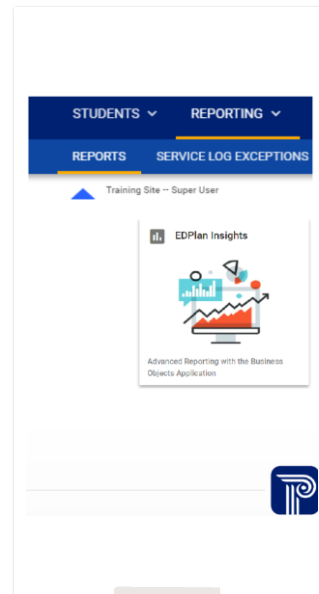
SAVE EVALUATION

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Indicator 11 and Indicator 12 Reports Confirmation

Confirmation Report

- If you want to confirm the students who have been entered for Indicator 11 and 12 you can click on Reporting, then click on EdPlan Insights
- Once there, Click on _SD Reports, then your district name
- Soon, there will be two reports; one for Indicator 11 and one for Indicator 12.
- You can click on them to pull all the data from students who have been entered into the system and meet the Indicator 11 and Indicator 12 criteria.
- These reports will be available before June 1



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Indicator 11 and Indicator 12 Sign-Off

- Sign-off:

- Indicator 11 due August 1

AUGUST 2023						
Su	Mo	Tu	We	Th	Fr	Sa
30	31	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	1	2
3	4	5	6	7	8	9

- Indicator 12 due September 1

SEPTEMBER 2023						
Su	Mo	Tu	We	Th	Fr	Sa
27	28	29	30	31	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
1	2	3	4	5	6	7

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Indicator 11 and Indicator 12 Sign-Off

- Click Student Info bring up the Student's Data Page
- Add necessary information for Sign-off then click SAVE

Indicator 11 and 12 Sign Off

Indicator 11 Sign Off

By entering my name here, I attest that all data for the above listed Indicator is complete for school year

Year (Required)

Name (Required) Position Date Completed mm/dd/yyyy (Required)

SAVE


Indicator 12 Sign Off

By entering my name here, I attest that all data for the above listed Indicator is complete for school year

Year (Required)

Name (Required) Position Date Completed mm/dd/yyyy (Required)

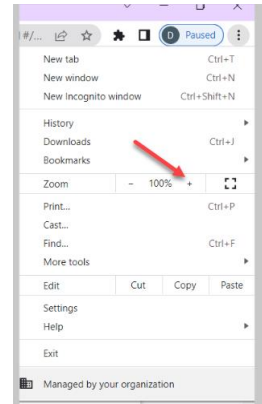
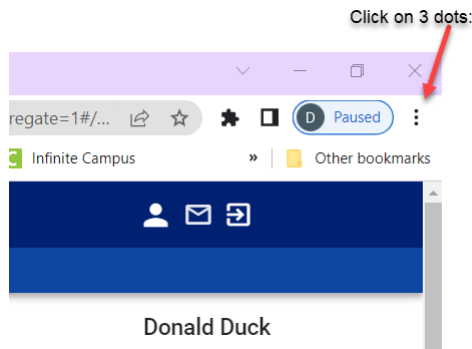
SAVE



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Browser Issues EdPlan

- Drop downs might not work...
- OR
- Arrow doesn't change to finger pointing...
- Doesn't matter which browser is being used



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Indicator 8: Parent Involvement

- "Improving Parent Involvement in the IEP Process" Webinar was held early this month. The webinar gave examples of how to use the SD Parent Survey to improve parent involvement.
- **SPED Directors, SPED Teachers, and Speech/Language Pathologists** in your district who distribute the Parent Survey are encouraged to:
 - Contact stacy.holzbauer@state.sd.us for the recording link to share with staff.
 - View the webinar power point: <https://doe.sd.gov/sped/documents/Improving-PI-23.pdf>

Indicator 8: Parent Involvement

- **2022-2023 School Year**
 - On-line parent survey link in English & Spanish is still open through May 31:
 - <https://survey.alchemer.com/s3/5697751/SDi8>
 - All paper and on-line surveys are **due May 31, 2023**.
 - Per federal requirements, SEP will review the **demographic representativeness** of district respondents by demographics of race/ethnicity and disability. Districts should make every effort to encourage survey participation across all student demographic groups.
- **2023-2024 School Year**
 - Survey process remains the same. Paper surveys will be distributed to districts in June/July. Please contact stacy.holzbauer@state.sd.us if someone from your district/coop will be in Pierre in June.

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Indicator 8: Parent Involvement



- SEP is seeking input from district stakeholders (SPED Directors, SPED Teachers, Speech/Language Pathologists, School Psychologists) on how to improve the Indicator 8 parent survey process for future school years.
- Please give your input in the below survey **by May 26, 2023**:
<https://forms.gle/X4t3tLymbBTgMhsm6>

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Indicator 14: Appendix A

Enter data in LaunchPad - <https://apps.sd.gov/DP42LaunchPad/Logon.aspx>

- Document with the information needed - <https://doe.sd.gov/sped/documents/Ind14-AppndA.doc>
- How-to document <https://doe.sd.gov/sped/documents/Ind14-How-to.pdf>

Two Options

- May - June:
 - Districts **may** enter student data (need to enter everything)
- August - September:
 - Check demographic information
 - District will only need to enter Part 2 data and Family Contact Info
 - Does not override what districts have already put in
- Final validation completed by Oct 1

Different login than: Indicator 11-12; Child Count; Suspension/Expulsion; Personnel Record Form; and other LaunchPad programs

- Forgot password? Contact Beth.Schiltz@state.sd.us

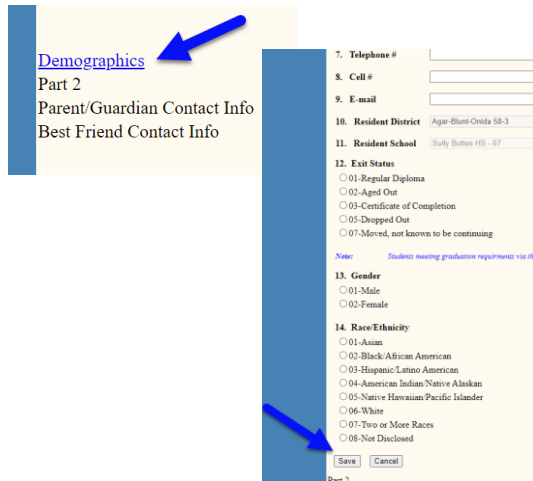
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Indicator 14: Appendix A

1. Select Action
2. Select Post School Status Indicator 14
3. Select Appendix A
4. Make sure the school year is 2023
5. Notice No Students to Encode so...
6. Click add new student to add those not yet in the system

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Indicator 14: Appendix A



[Demographics](#)

Part 2

Parent/Guardian Contact Info

Best Friend Contact Info

7. Telephone # _____

8. Cell # _____

9. E-mail _____

10. Resident District *Agar Blunt-Ortiz 58-3*

11. Resident School *Sully Batten HS - 87*

12. Exit Status

- ☐ 01-Regular Diploma
- ☐ 02-Aged Out
- ☐ 03-Certificate of Completion
- ☐ 05-Dropped Out
- ☐ 07-Moved, not known to be continuing

Note: Students meeting graduation requirements via the

13. Gender

- ☐ 01-Male
- ☐ 02-Female

14. Race/Ethnicity

- ☐ 01-Asian
- ☐ 02-Black/African American
- ☐ 03-Hispanic/Latino American
- ☐ 04-American Indian/Native Alaskan
- ☐ 05-Native Hawaiian/Pacific Islander
- ☐ 06-White
- ☐ 07-Two or More Races
- ☐ 08-Not Disclosed

Part 2

- Click on Demographics and fill in all the information – hit save
- Click on Part 2 – complete all the questions – hit save
- Click Parent/Guardian Contact info – must be completed – hit save
- Best Friend Contact Info – this is optional

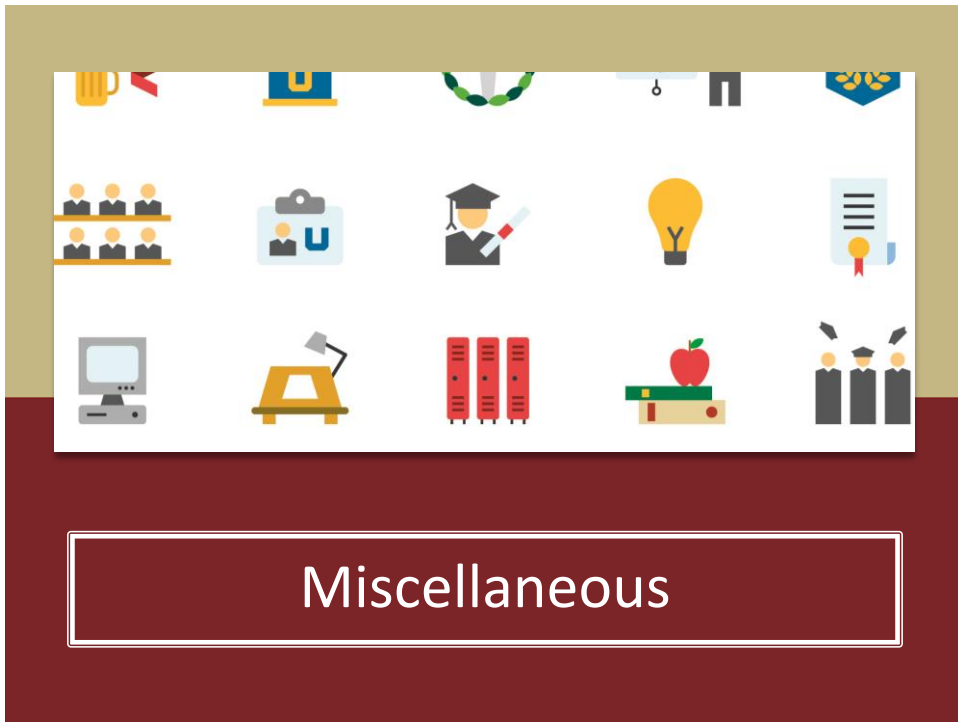
55



Indicator 14: Appendix B

- Survey data collected by BHSU
 - District can volunteer to help collect this data
 - Students that left HS last year will begin getting calls soon
 - Data must be collected by Oct 1st

56



57

IDEA Flowthrough Application Release

- Important Dates
 - ***Due July 3rd, 2023***
 - The IDEA Part B Allocations have been listed on the following website:
<https://doe.sd.gov/ofm/grantallocations.aspx>
- Important Reminders
 - Comprehensive Plans must be updated annually and current at time application is submitted
 - Updated Private School Consultation Form
 - Equipment purchases over \$5000 – prior approval form
 - Updated Allowable Cost Document
 - Documents can be found at:
<https://doe.sd.gov/sped/idea.aspx>
- Contacts
 - General application questions contact your [regional representative](#)
 - For assistance filling out the IDEA Application sections contact Mark Gageby at Mark.Gageby@state.sd.us / (605)773.3727 OR Robyn Seibel at Robyn.Seibel@state.sd.us / 605-773-8061

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Retirements

- Dave Halverson, TSLP Western Region
- Barb Lindquist, Bon Homme
- Deb Wilburn- Meade
- Kim Wadsworth, SDSD
- Teresa Moeller, White Lake

Thank you for your service to your district and students!!

***We try to be as complete and accurate as possible, but often we hear by retirements through word of mouth. If we missed someone or have an error we apologize.*

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Next Monthly SPED Webinar

Have a Great Summer!
See you August 15th, 2023

Monthly SPED webinars are no longer posted online
Monthly handouts can be found at
<https://doe.sd.gov/sped/directors.aspx>

60

Suspension and Expulsion Data Collection for Indicator 4

May 2023

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Login Information



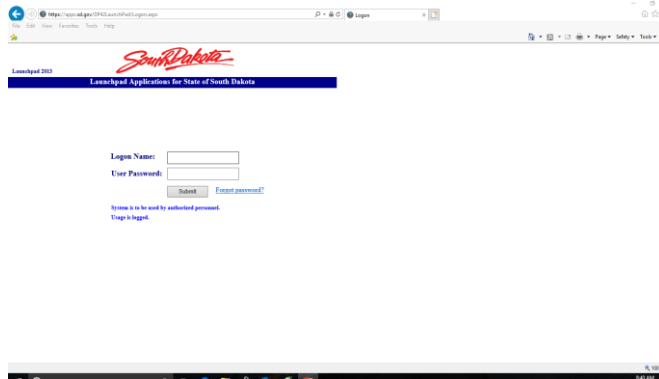
- Go to: <https://apps.sd.gov/DP42LaunchPad/Logon.aspx>
- Username and passwords are the same as last year
 - If you need your password reset, please email Angel.corrales@state.sd.us
 - When you log in again you will need to reset your password.



The screenshot shows the 'Launchpad Change Password' form. It includes a 'New Password' field, a 'Confirm New Password' field, and 'Save' and 'Cancel' buttons. Below the fields, there is a small red text warning: 'Please create a password that is at least 8 characters long, contains at least one uppercase letter, one lowercase letter, one number, and one special character. Passwords cannot contain spaces or the following characters: !, @, #, \$, %, ^, &, *, ~, `.' Below this, there is another line of small red text: 'Your new password is being saved to the system. Please do not close this window until you are prompted to log out.'

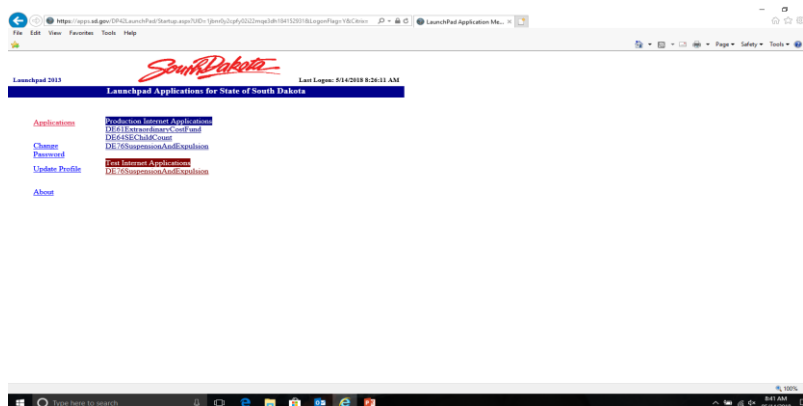
62

Launchpad Login

63

Select Suspension and Expulsion

64

Select 2022-2023 School Year



Welcome

Thank you for entering your suspension and expulsion data for special education students. If you have any questions while entering your data, please call Becky Cain at 280-3568.

Call Angel Corrales at 773-3783

Select the school year you'd like to see options for:

65



Welcome

Thank you for entering your suspension and expulsion data for special education students. If you have any questions while entering your data, please call Becky Cain at 280-3568.

Select the school year you'd like to see options for:

2021-2022

Suspension and Expulsion Data Entry

Start Entering Data

Enter your district's data for the selected school year.

OR

No Suspensions Or Expulsions

Confirm that your district has no suspensions or expulsions to report for the selected school year.

Suspension and Expulsion Data Review

View Submitted Data

View data submitted and/or confirmed for the selected school year.

66

When You Finish One Tab, Click on the Next



Tab 2 Tab 4

2022-2023

Tab 1 Tab 3 Tab 5

No "save" button

67

Information Boxes



2022-2023

Information Boxes

68

When You Finish Click Review and Confirm



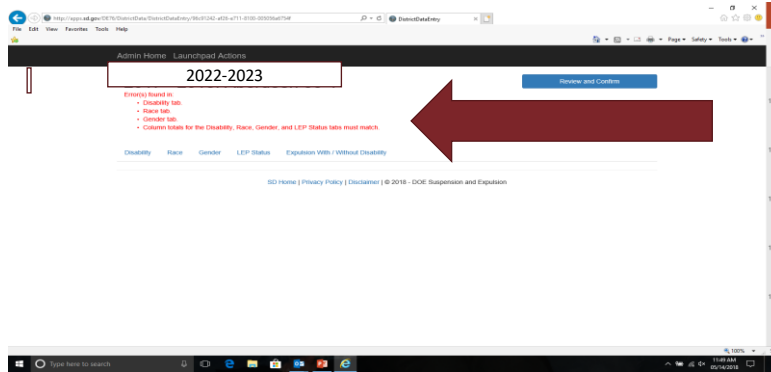
69

If all your data is correct you will get this page



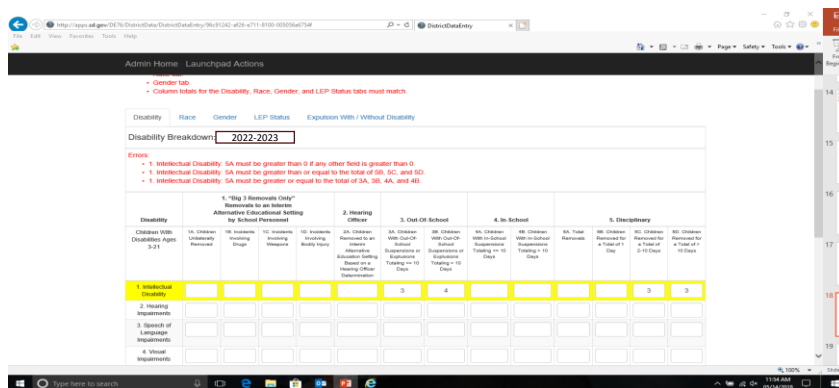
70

If Your Data is Not Correct You Will Get Red Error Messages



71

Each Tab Will Have Instructions on What Needs to be Fixed and Highlighted Columns

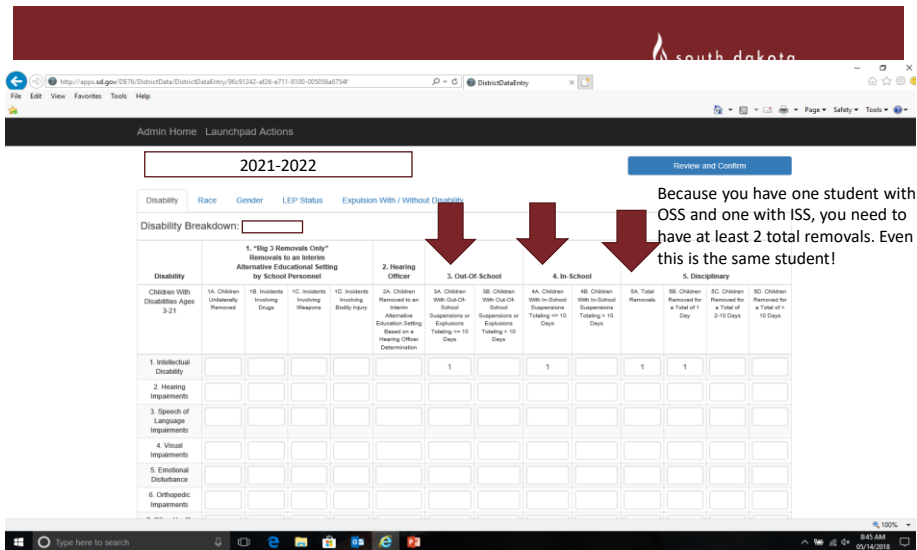


72

Common Errors You May Encounter

Not having enough “Total Removals” in column 5A

73



2021-2022

Review and Confirm

Disability Breakdown:

Disability	Race	Gender	LEP Status	Expulsion With / Without Disability
1. "Big 3 Removals Only" Removals to an Interim Alternative Educational Setting by School Personnel				
Children With Disabilities Ages 3-21	1A. Children Unlawfully Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons	1D. Incidents Involving Bodily Injury
2. Hearing Officer				
2A. Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination	3. Out of School			
3A. Children With Out-of-School Suspensions or Expulsions Totalling >= 10 Days	3B. Children With Out-of-School Suspensions or Expulsions Totalling >= 10 Days	4A. Children With In-School Suspensions Totalling >= 10 Days	4B. Children With In-School Suspensions Totalling >= 10 Days	5A. Total Removals
5. Disciplinary				
5B. Children Removed for a Total of 1 Day	5C. Children Removed for a Total of 2-10 Days	5D. Children Removed for a Total of >= 10 Days		

Because you have one student with OSS and one with ISS, you need to have at least 2 total removals. Even if this is the same student!

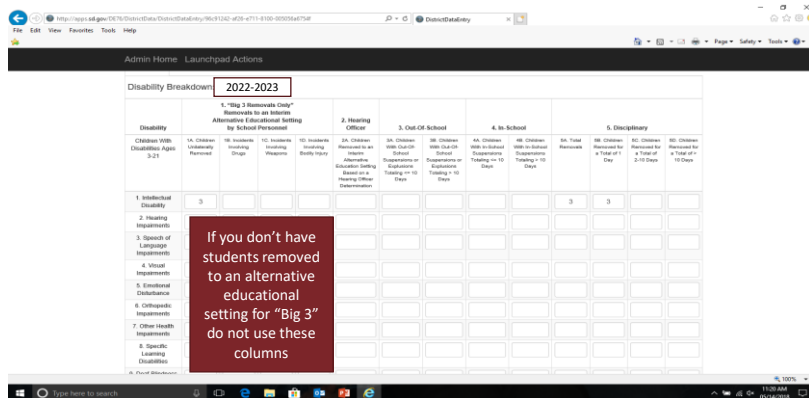
74

Common Errors You May Encounter

Using columns 1A-1D incorrectly

75

Only enter information in **1A-1D** if you have students who have been removed to an **alternative educational setting for drugs, weapons or serious bodily injury**



Admin Home Launchpad Actions

Disability Breakdown **2022-2023**

Disability	1. "Big 3" Removals Only" Removals for an Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out of School		4. In School		5. Disciplinary	
Children With Disabilities Ages 3-21	1A. Children Removed for Weapons	1B. Children Removed for Drugs	1C. Children Removed for Serious Bodily Injury	1D. Children Removed for Other	2A. Children Removed for Hearing Officer	2B. Children Removed for Out of School	3A. Children Removed for In School	3B. Children Removed for Out of School	4A. Children Removed for In School	4B. Children Removed for Out of School	5. Children Removed for Disciplinary
1. Intellectual Disability	3								3	3	
2. Hearing Impairments											
3. Speech or Language Impairments											
4. Visual Impairments											
5. Emotional Disturbance											
6. Gifted/Talented Impairments											
7. Other Health Impairments											
8. Specific Learning Disabilities											

If you don't have students removed to an alternative educational setting for "Big 3" do not use these columns

76

Common Errors You May Encounter

Not reporting students who have been suspended for >10 days of OSS or ISS correctly in column 5D

77

If you have a student reported in 3B or 4B for greater than 10 days, they need to be reported in 5D

[illegible]

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Common Errors
You May
Encounter

Totals not matching

79

**You ALWAYS Need to Enter Data
in the LEP Tab**



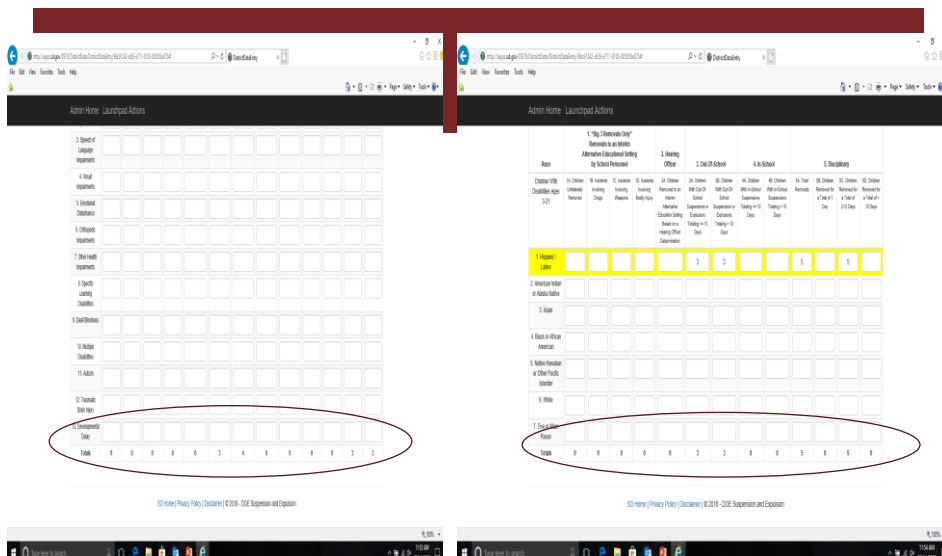
This table is asking if the special
education students who were
suspended are **also** LEP

80

Totals do not match




81



82

Last tab is for EXPULSIONS only!



south dakota

DEPARTMENT OF EDUCATION

Learning. Leadership. Service.

Review and Confirm

Disability Race Gender LEP Status Expulsion With / Without Disability

Expulsion With / Without Disability Breakdown2022-2023

	6. Children Subject to Expulsion	
	6A. Children That Received Educational Services During Expulsion	6B. Children That Did Not Receive Educational Services During Expulsion
1. Children With Disabilities Ages 3-21	0	0
2. Children Without Disabilities Grades K-12	0	0
Totals	0	0

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Question?

Contact

- Angel Corrales at angel.corrales@state.sd.us or call at 605-773-3783

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