

Monthly SPED Webinar

SPECIAL EDUCATION PROGRAMS
2023-2024 SCHOOL YEAR
MAY 21, 2024



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SEP Staff Updates

Farewell and Best Wishes to...



Brandi Gerry
Implementation Specialist

Last Day May 31, 2024

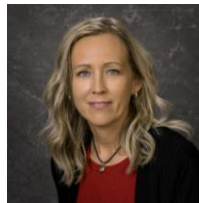


Debra Willert
619 Preschool coordinator

Last Day June 7, 2024

Future Superintendent of Jones County

Welcome Back!



Rebecca Cain
Implementation Specialist

Start Date: June 9, 2024

State Systemic Improvement Plan,
Suspension/Expulsion, & Indicator 4

Welcome!



Brooke Morris
Summer Intern

Psychology Major
Minnesota State University

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Educator Certification

- ▶ Rhea Dyk, Program Specialist
- ▶ Certification Website <https://doe.sd.gov/certification/>
- ▶ How to use Educator 411 <https://doe.sd.gov/certification/documents/ED411.pdf>

If you need any further assistance, please contact certification@state.sd.us

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Effective Practices

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FY 2025 (School Year 2024-2025)

IDEA Flowthrough Application

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IDEA Flowthrough Application Release

- ▶ IDEA application is open!
- ▶ Important Dates
 - ▶ **Due July 1, 2024**
 - ▶ Allocations in the system are preliminary. Final allocations will be available soon.
 - ▶ 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
 - ▶ Use the current Private School Consultation Form
 - ▶ Equipment purchases over \$5000 – prior approval form
 - ▶ 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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IDEA Flowthrough Application

The screenshot shows the login page for the South Dakota Department of Education Grants Management System. The page features the department's logo and name at the top, followed by a red banner with the text "Welcome to the Grants Management System". Below this, there are several sections: "ANNOUNCEMENTS" (No notifications found), "LOGON" (Username/Email, Password, Forgot Password, LOGIN button), "INFORMATION" (No notifications found), "TRAINING" (No notifications found), "UPCOMING" (April 2017, No events found), and "NOTICE OF FUNDING AVAILABILITY" (No notifications found).

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Logging into the GMS

- ▶ To log into the GMS you will go to, <https://sddoe.mtwgms.org/SDDOEGMSWeb/logon.aspx>
- ▶ The first time you log into the system you will use your email address and temporary password. The temporary password is always going to be leapswd until you change it. The grants management system will prompt you to change it.
- ▶ Superintendent or Business Official should grant you access if you do not have it. If you need further assistance, you may call the Grants Management Office.

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IDEA Flowthrough Application

► When beginning to fill out the IDEA Application, you'll start at the Program Information tab and fill out all the tabs that fall under that section.

Applicant: 23-002 Mt Springs
 Application Cycle: 2021-2022 IDEA Part B Application - 00- Amendment 1
 Grant Period: 7/1/2021 - 6/30/2022
 Application Sections: IDEA Part B Application

This page has been locked by the agency review. You must unlock it on the Page Lock Control Tab if changes are needed.

Overview	Contact Information	Allocations/Transferability	Program Information	Assurances	Submit	Amendment Description	Application History	Page Lock Control	Application Print
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Comprehensive Plan

Note: Comprehensive Plan dates must be updated annually. Date of most recent plan must be within 1 year of submission date.
 Your school is not part of a cooperative, therefore you must enter the date your Comprehensive Plan was approved by the school board. (MM/DD/YYYY)

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IDEA Flowthrough Application

► Next, you'll need to go through each of these Application Sections (highlighted) in the drop-down menu. Fill out all tabs within each Application Section, except the ARP app sections. Those will be handled by an automatic transfer on our end.

south dakota DEPARTMENT OF EDUCATION
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Applicant: [REDACTED]
 Application Cycle: 2024-2025 IDEA Part B Application - 00- Original Application
 Project Period: 7/1/2024 - 6/30/2025
 Application Sections: IDEA Part B Application, IDEA Part B Application, Flowthrough-611, Flowthrough-Private-611, Preschool-619, Preschool-Private-619, Voluntary Coordinated Early Intervening Services, Mandatory Coordinated Early Intervening Services

IDEA Consolidated Application

Due Date: June 28, 2024
Programs: IDEA Part B Section 611
 IDEA Part B Section 619 (Preschool)

Purpose: To assist local education agencies in providing special education and related services to IDEA eligible children with disabilities.

Legislation and Guidance:
 The Individuals with Disabilities Education Act (IDEA)
 Allowable Costs for IDEA
 Allowable CEIS Costs for IDEA
 Private Schools Consultation Form
 CEIS vs CEISs
 SPED Application Instructions
 QIA on Serving Children with Disabilities Placed by Their Parents in Private School 2022
 Equipment Request form for IDEA Prior Approval

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IDEA Flowthrough Application

Some important things to remember:

- ▶ You have to meet Maintenance of Effort Eligibility before the application is approved. You and the business manager must work together on this. Do not change your program and how things are paid without talking to the business manager!!!
- ▶ Districts in a cooperative also fill out the IDEA MOE Eligibility form but it is in an Excel version that the cooperative uploads within the application. This has been emailed to the COOPS, they will send to you to fill out.

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IDEA Flowthrough Application

▶ Reminders:

- ▶ Budget detail for staff must include
 - ▶ Title of Special Education Staff (i.e. Sped Para, Sped Teacher, EC Sped Teacher, SLP)
 - ▶ Percent of FTE (i.e. .4 or 4% FTE; 1 FTE)
 - ▶ 1 FTE Sped teacher or .4 FTE EC sped teacher
 - ▶ Staff page and staff listed on budget page must match

Staff Page

Staff Information

Administrators (non-clerical)
 SPED Paraprofessionals
 Related Service Providers/School Psychologist
 SPED Teachers
 Other (specify)

Budget Page

▼	Salary for 9 (1.00 FTE) spec
▼	Salary for 7 (1.00 FTE) and

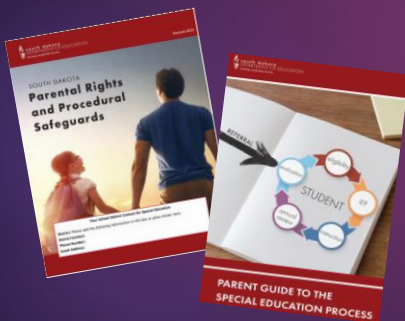
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Questions?

- ▶ TA documents can be located at <https://doe.sd.gov/sped/idea.aspx>
 - ▶ Private School Q&A
 - ▶ Private School Consultation
 - ▶ Equipment Form
 - ▶ IDEA Allowable Costs
 - ▶ CEIS Allowable Costs

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SD Parent Rights Handbook



- ▶ NO CHANGES for SY 2024-25
 - ▶ Printing – full page or booklet
- ▶ SD Parent Handbook available in English, Spanish and 10 other languages
- ▶ Districts are responsible for sharing annually and explaining to parents their rights
- ▶ Parent Guide to the IEP Process available to print and hand out

<https://doe.sd.gov/sped/parentalrights.aspx>

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Special Ed Connections

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

- ▶ PPWNs
 - [Meeting notes must capture IEP team decisions, especially when parent disagrees](#)
 - [Verbally review team decisions after long IEP meeting](#)
- ▶ 504
 - [Consider plan for eligible 504 student even if services unnecessary](#)
- ▶ IEP Development
 - [Here's what indirect services look like when done well](#)
 - [SmartStart: Shortened School Days](#)
- ▶ Case File: Placement
 - [N.Y. child's placement on home instruction for aggression suggests need for hearing](#)

Join the
SpedConnection
email Listserv



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

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New Listserv: DOESpecialEdAlternate

- ▶ Target Audience:
 - ▶ SD SPED teachers who **serve and instruct students with significant cognitive disabilities**.
 - ▶ All 2024 MSA Test Administrators were added.
- ▶ Purpose:
 - ▶ Announce trainings, share DOE resources and effective practices, and create connections amongst this specific community of educators.
- ▶ To join this voluntary listserv, email "Subscribe DOESpecialEdAlternate" to listmanager@k12.sd.us.

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Accommodations for 2025 State Assessment

- ▶ Braille or Large Print (paper versions) for state assessment
 - ▶ If you know you will have a student taking the State assessment next spring
 - ▶ Need to be requested by August 15th.
 - ▶ Use the form in TIDE to request

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2024 MTSS Summer Conference

- ▶ **June 25, 2024**
Dr. Heidi Beverine-Curry: Adolescent Literacy Instruction and Intervention
- ▶ **June 26, 2024**
Dr. Terry Scott: Classroom Management and Addressing Escalating Behaviors
- ▶ **Registration closes June 18**
my.path.link/MTSS

NOTE: New registrations will NOT be accepted the day of the conference.



The poster features the South Dakota Department of Education logo at the top left. The main title 'MTSS SUMMER CONFERENCE' is prominently displayed in white text on a dark purple background. Below the title, the dates 'JUNE 25-26, 2024' and location 'Arrowwood Cedar Shores, Oacoma' are listed. A QR code is positioned in the bottom right corner of the main text area, with the text 'Registration Now Open' underneath it. To the right of the main text area is a white box with a dark border containing registration details.

REGISTRATION NOW OPEN
my.path.link/MTSS

SD MTSS SCHOOLS
\$65 per person for one day,
\$125 per person for both days

ALL OTHER SCHOOLS
\$80 per person for one day,
\$150 per person for both days

Registration closes on June 18, 2024

New registrations will not be accepted the day of the conference.

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Fall 2024 SPED Professional Development

- ▶ [PD FLYER!](#)
- ▶ Variety of in-person, virtual, and on-demand trainings.
- ▶ Search "iep" or "sped" at <https://sded.sd.gov/>

South Dakota DEPARTMENT OF EDUCATION
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Fall 2024 Professional Development

DOE OFFICE OF SPECIAL EDUCATION PROGRAMS

Individual Education Plan (IEP) Workshops:

<p>Charting the Course: Special Education Eligibility to IEP Development (7 CECH)</p> <ul style="list-style-type: none"> • 8/5/2024, Virtual, 8:30 a.m.-4:00 p.m. (CT) • 8/6/2024, Watertown, 8:30 a.m.-4:00 p.m. (CT) • 8/22/2024, Watertown, 8:30 a.m.-4:00 p.m. (CT) • 8/19/2024, Virtual, 9:30 a.m.-5:00 p.m. (CT) • 9/18/2024, Sioux Falls, 8:30 a.m.-4:00 p.m. (CT) • 9/19/2024, Rapid City, 8:30 a.m.-4:00 p.m. (MT) • 10/4/2024, Virtual, 9:30 a.m.-5:00 p.m. (CT) 	<p>Behavior Challenges: Special Education Eligibility to IEP Development (7 CECH)</p> <ul style="list-style-type: none"> • 9/10/2024, Chamberlain, 8:30 a.m.-4:00 p.m. (CT) • 9/17/2024, Aberdeen, 8:30 a.m.-4:00 p.m. (CT) <p>Early Childhood Special Education Training Module (8 CECH)</p> <ul style="list-style-type: none"> • On Demand, Virtual, (5/27/2024, through 8/25/2025)
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Topical Trainings:

<p>Core Content Connectors: Grade-Level Content for ALL Students' Achievement Levels (4 CECH)</p> <ul style="list-style-type: none"> • 2/17/2024, Rapid City, 12:30p.m.-4:30p.m.MT • 2/24/2024, Sioux Falls, 12:30p.m.-4:30p.m.CT • 2/23/2024, Sioux Falls, 8:30a.m.-12:30p.m.CT <p>Functional Behavior Assessment Training (2 days, 20 CECH or 2 Graduate Credits)</p> <ul style="list-style-type: none"> • 10/8/2024, Day 1 in both Rapid City & Sioux Falls, Time TBD • 11/7/2024, Day 2 in both Rapid City & Sioux Falls, Time TBD <p>504 Requirements and How they Compare/Differ with IDEA (2 CECH)</p> <ul style="list-style-type: none"> • On demand, Virtual, Now through 3/31/2025 <p>When Attendance, Absenteeism, and Truancy Impact FAPE (2 CECH)</p> <ul style="list-style-type: none"> • On demand, Virtual, Now through 3/31/2025 <p>Confidentiality of Student Records Under FERPA and IDEA (2 CECH)</p> <ul style="list-style-type: none"> • On demand, Virtual, Now through 3/31/2025 	<p>Parent Involvement in the IEP Process (1 CECH)</p> <ul style="list-style-type: none"> • On demand, Virtual, (8/1/2024, through 3/31/2025) <p>Science Alternate Instruction/Assessment for Students with Significant Cognitive Disabilities (1 CECH)</p> <ul style="list-style-type: none"> • On demand, Virtual, Now through 3/31/2025 <p>Using Core Content Connectors in All Things Alternate (1 CECH)</p> <ul style="list-style-type: none"> • On demand, Virtual, (8/1/2024, through 3/31/2025) <p>Identifying Alternate Assessment Participation (1 CECH)</p> <ul style="list-style-type: none"> • On demand, Virtual, (8/1/2024, through 3/31/2025) <p>Transition Workshops</p> <ul style="list-style-type: none"> • Contact DOESpecialEdTransition@12.sd.us for transition workshop opportunities.
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Continuing education contact hours (CECH) are available for most courses. Select the blue link to enroll or go to sded.sd.gov

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Fall 2024 Transition IEP Workshops

Transition IEP workshops will be held at the following locations:

- ▶ Aug. 14 9:00am-12:30pm CST; Platte
- ▶ Aug. 22 1:00pm-4:30pm CST; Aberdeen
- ▶ Sept. 5 9:00am-12:30pm CST; Sioux Falls
- ▶ Sept. 25 1:00 – 4:30pm MST; Rapid City
- ▶ Workshops are FREE, but registration is required!

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Individual Education Plan (IEP) Workshops

- ▶ **Charting the Course: Special Education Eligibility to IEP Development (7 CECH)**
- ▶ New, full-day, IEP workshop. Current guidance for both new and experienced SPED professionals.
 - ▶ [8/5/2024](#), Virtual, 8:30am-4:00pmCT/7:30am-3:00pmMT
 - ▶ [8/6/2024](#), Watertown, 8:30am-4:00pmCT
 - ▶ [8/7/2024](#), Watertown, 8:30am-4:00pmCT
 - ▶ [8/12/2024](#), Virtual, 9:30am-5:00pmCT/8:30am-4:00pmMT
 - ▶ [9/18/2024](#), Sioux Falls, 8:30am-4:00pmCT
 - ▶ [9/19/2024](#), Rapid City, 8:30am-4:00pmMT
 - ▶ [10/4/2024](#), Virtual, 9:30am-5:00pmCT/8:30am-4:00pmMT

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Core Content Connectors (CCC) Workshop

- ▶ **Core Content Connectors: Grade-Level Content for ALL Students' Achievement Levels (4 CECH)**
- ▶ Two current SPED direct service providers will present
- ▶ How to use the CCCs to provide grade-level content to students with significant cognitive disabilities
- ▶ [Workshop Flyer](#) - please share with general education and special education teacher
 - ▶ [7/17/2024](#), Rapid City, 12:30pm-4:30pmMT
 - ▶ [7/24/2024](#), Sioux Falls, 12:30pm-4:30pmCT
 - ▶ [9/23/2024](#), Sioux Falls, 8:30am-12:30pmCT

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Behavior IEP Workshop & Early Childhood Modules

Behavior Challenges: Special Education Eligibility to IEP Development (7 CECH)

- New, full-day, IEP workshop, with a focus on behavior.
- [9/10/2024](#), Chamberlain, 8:30am-4:00pmCT
- [9/17/2024](#), Aberdeen, 8:30am-4:00pmCT

Early Childhood Special Education Training Module (8 CECH)

- On demand, self-paced modules.
- [On Demand](#), Virtual, May 27, 2024, through August 25, 2025

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Professional Development Coming in SY24-25 to the Learner Management System

- ▶ New Special Education Director Modules that will cover the ins and outs of special education general supervision processes and procedures for LEA's. Topics will include:
 - Integrated Monitoring Systems
 - Child Count
 - State Performance Plan/Annual Performance Report
 - Dispute Resolution
 - Fiscal Management
- ▶ Using Infinite Campus in Special Education (Special Ed Module)
- ▶ Accommodations

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Accountability

COMPLIANCE POLICY, PRACTICES, AND PROCEDURES

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Meeting Notices and Excusal Considerations

- ▶ Special Education Teacher or Provider:
 - ▶ May be the certified case manager for the student. Must be fully state certified/licensed, can not be on Plan of Intent, Alt. Cert., Student Teacher...
- ▶ If others service providers, evaluators or individuals who can interpret results are invited and are not able to attend, a written excusal is required.
- ▶ Written input should be separate written documentation for the team to consider during the IEP meeting.
 - ▶ What would the staff person, who is not attending, provide to the team to help make decisions?
- ▶ If the student is in the school building or in a setting that would allow access to non-disabled peers, a general education teacher must be invited. Their role is to help determine access general education environment.

As required by federal and state law, in addition to you, we will have the following people at the IEP meeting:

- General Education Teacher Special Education Teacher or Provider School Representative
 Individual who can interpret the evaluation results

Other (include titles of individuals): , ,

If the purpose of the meeting is the consideration of post-secondary goals and transition services for your child, we will be inviting (student name) to attend the meeting.

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Plans of Intent

- ▶ Individuals who hold a valid educator certificate but are teaching in an area for which they are non-authorized may be on a plan of intent for 2 years to complete requirements to add the necessary endorsement.
 - ▶ Plans of Intent are entered into the PRF.
 - ▶ No waiver is required for the first two years of a plan of intent.

Individuals who hold no certification may NOT be on a plan of intent.

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Alternative Certification

- ▶ General Education and CTE Alt Cert allows individuals who hold no educator certificate to teach while pursuing their certificates
 - ▶ Gen Ed Alt cert requires a Bachelors degree
 - ▶ CTE Alt Cert requires an associate of applied science (A.A.S.) degree or higher in a related CTE field, have 4000 hours of work experience in a related CTE field, or hold a national certification in a related CTE field
 - ▶ Both require the Preliminary Alt cert first and then an offer of employment from the district.
 - ▶ Both require an annual renewal application with a submitted progress report until program is complete
 - ▶ Individuals have 3 years to complete these programs

*** An applicant for a general education or CTE alternative certificate may NOT teach in the following areas:

- ☒ Early childhood education;
- ☒ K-4 self-contained or subject specific;
- ☒ Early childhood special education; or
- ☒ K-12 special education.

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Alternative Certification

- ▶ SPED Alternative Certification – Allows individuals with an educator certificate to pursue an alternative pathway to receive the special education endorsement.
 - ▶ Individuals must have 3 years of teaching experience to pursue SPED Alt cert.
 - ▶ Requires an annual renewal application with a progress report until program is complete
 - ▶ Individuals have 3 years to complete this program

- ▶ Individuals with an educator certificate with no teaching experience may NOT pursue SPED alt cert and must follow the traditional path to obtaining the special education endorsement.
 - ▶ Endorsement requirements include 23 credits + Content Praxis test (may need pedagogy depending on prep and previous experience)
- ▶ <https://doe.sd.gov/certification/AltCert.aspx>

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Personnel Record Form Special Education Teachers

- ▶ Closes - June 14th
- ▶ <https://doe.sd.gov/prf/documents/DeskGuide-24.pdf>
- ▶ Staffing Shortages
 - ▶ Teachers that are not fully state certified have limitations on duties they can perform. This includes student teachers.

Task	Yes/No
Works with student(s) on IEP	Y - under the supervision of the special ed mentor teacher
Awards grade to student on IEP	Y - but needs to be certified in the content instructing
Evaluates students to determine eligibility	Y - if meets the qualifications for the evaluation instrument
Writes student IEP	N - can help draft but the special ed mentor teacher or certified special ed staff that will sign the IEP must complete the final IEP
Signs off on students IEP	N - must be the special ed mentor teacher or other certified special ed staff
Issues progress report	N - may collect data but the special ed mentor teacher or certified special ed staff that signed IEP must report progress

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Special Education Connection Staff Shortages

Feeling the pinch of staffing shortages?
Deliver FAPE even under pressure.

- ▶ May 8, 2024
- ▶ Mistake and Remedy format
- ▶ Solutions to consider while still providing FAPE
- ▶ [Special Ed Connection](#)

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Data

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Input on SPP to Improve Outcomes

- ▶ September 11, 2024 in Pierre
- ▶ Areas covered: early childhood, assessment proficiency, suspension, high school transition, dispute and others
- ▶ Stakeholders: parents, administrators, teachers, related services, agencies, individuals with disabilities, etc...
- ▶ If interested or more information, please contact Melissa.Flor@state.sd.us or 605-773-6119.
- ▶ Reimbursed at state rate:
 - ▶ mileage and meals
 - ▶ other supports as needed



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Part B 619 Coordinator – NEW CONTACT

- ▶ Starting June 10, 2024 (unless announced differently)
- ▶ Indicator 7 – Battelle Developmental Inventory (BDI-2 and BDI-3)
 - ▶ Preschool Outcomes
 - ▶ Wendy.Trujillo@state.sd.us
- ▶ Indicators 11 and 12 – Launchpad
 - ▶ Indicator 11 – Child Find – Initial Evaluations - July 1 – June 30
 - ▶ Indicator 12 – Early Childhood Transition - July 1 – June 30
 - ▶ Wendy.Trujillo@state.sd.us
- ▶ Call 773-3678

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Indicator 7 = Preschool Outcomes

- ▶ Collected through Battelle Developmental Inventory online data management system
- ▶ June 30 – districts need to ensure data is complete and accurate
 - ▶ Student's first and last name match Infinite Campus (no nicknames – last names are correct (adoption or second last name added)
 - ▶ Correct date of birth
 - ▶ Program Labels are entered
 - ▶ SIMs numbers are entered – no birthdates or birthdate and initials
 - ▶ School location is entered
- ▶ Districts DO NOT have to submit or sign-off on this data – collected as assessments are completed on the 3–5-year-old students

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Indicator 11 = Initial Evaluation – Child Find

- ▶ Due Thursday, August 1, 2024
- ▶ Launchpad Submission: <https://apps.sd.gov/DP42LaunchPad/Logon.aspx>
- ▶ Password reset before June 7th – Debra.Willert@state.sd.us
- ▶ Indicator 11 Spreadsheet: <https://doe.sd.gov/sped/SPP.aspx>

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Indicator 11

- ▶ Initial evaluations from:
 - ▶ July 1, 2023 to June 30, 2024
- ▶ Upload a copy of your most current school calendar
 - ▶ Up-to-date IC calendar works well
 - ▶ Preschool Calendar – note in the comment section
- ▶ Note snow days and other non-school days to ensure accuracy.
 - ▶ Marked on your calendar or indicated and uploaded on another sheet.

DO Report Students if:

- permission is received (*even if the student moves during the testing window OR testing couldn't be completed for some other reason*).
- a student is evaluated by outside evaluators.
- a student moves during the evaluation process.
- a student moves into your district from another district or state and requires additional evaluations to determine S.D. eligibility.

DO NOT Report Students if:

- it is a **three-year** re-evaluation for continued eligibility.
- a student is currently receiving special education services and now being evaluated to add related services.
- they are an initial referral for Birth to 3 services. (these are reported on Indicator 12 only)
- a student moves from another district or state and **does not** require additional evaluations to determine SD eligibility.
- permission is not obtained.

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Indicator 12 = Early Childhood Transition

- ▶ Due Thursday, September 1, 2024
- ▶ Launchpad Submission: <https://apps.sd.gov/DP42LaunchPad/Logon.aspx>
- ▶ Password reset before June 7th – Debra.Willert@state.sd.us
- ▶ Indicator 12 Spreadsheet: <https://doe.sd.gov/sped/SPP.aspx>

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Indicator 12

- ▶ Part C to Part B 619
 - ▶ July 1, 2023 to June 30, 2024
- ▶ Indicator 11 Calendar used –
- ▶ Preschool Calendar
- ▶ Note snow days and other non-school days to ensure accuracy.
 - ▶ Marked on your calendar or indicated and uploaded on another sheet.

DO Report Students if:

- a student received Part C services and is being evaluated to determine continued eligibility into Part B.
- you receive permission to evaluate.
- a student whose birthday and/or eligibility meeting occurred between July 1st and June 30th of the reporting period. (Birthdates may fall outside of reporting period in some cases).
- a student was evaluated by outside evaluators.
- a student moves during the evaluation process.
- a student moves into your district from another district or state who requires additional evaluations to determine S.D. eligibility.

DO NOT Report Students if:

- it is an initial referral for Part C (B-3) services NOT Part B.
- it is an initial referral for Part B services for students age 3-21 (**student did not receive Part C B-3 Services**).
- a student moves from another district or state and does not require additional evaluations to determine S.D. eligibility.
- permission is not obtained

- Students 3+ years old and referred for an initial evaluation directly to Part B services (never placed on an IFSP) should be reported on Indicator 11 Initial Evaluation 3-21.
- Late Part C Referrals – 45 days or less before their 3rd birthday – Indicator 11
- Permission and Evaluation dates, Eligibility, and IEP Written MUST occur before the child's 3rd birthday. However, the date the IEP services begin MUST occur ON or AFTER the child's 3rd birthday.

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Indicator 8: Parent Involvement Survey

- ▶ **2023-2024 Parent Survey**
 - ▶ THANK YOU for your efforts in collecting Parent Surveys!
 - ▶ Districts with a parent response rate less than 10% were notified on May 1.
 - ▶ All paper and on-line surveys are **due May 31, 2024**. District reports will be available in September.
- ▶ **2024-2025 Parent Survey**
 - ▶ Survey questions have been updated! One less question. Wording is more parent-friendly.
 - ▶ Please THROW AWAY all old surveys (dates 2023-2024 and prior). They cannot be scored.
 - ▶ District survey packages addressed to the SPED Director will go out in July 2024.
 - ▶ On demand Training on the new Parent Survey and how to increase response rates will be available 8/1/2024.
- ▶ Contact Stacy.Holzbauer@state.sd.us with Parent Survey questions.

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Indicator 14: Appendix A

- ▶ Document transition plan and the contact information needed before the students leave.
 - [Ind14-AppndA.doc \(live.com\)](#)
- ▶ How to enter information into LaunchPad
 - [Indicator 14 Appendix A \(sd.gov\)](#)
- ▶ Different login than:
 - Indicator 11-12, Child Count, Suspension/Expulsion, Personnel Record Form and other LaunchPad programs
- ▶ 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
- ▶ Forgot password? Contact Lori.Kwasniewski@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 2024
- ▶ 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, Part 2

[Demographics](#)

Part 2
Parent/Guardian Contact Info
Best Friend Contact Info

7. Telephone #

8. Cell #

9. E-mail

10. Resident District Agar-Blunt-Osida 58-3

11. Resident School Sully Buttes 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

- 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 is optional

43

Indicator 14 Appendix B

- ▶ "The Results of IDEA"
- ▶ Survey data collected by Black Hills State University
- ▶ Students that left high school last year (2023)
- ▶ Encourage students to participate
- ▶ Review questions with students before they leave high school.
 - ▶ [PSO Survey revised 2022.docx \(live.com\)](#)
- ▶ District can volunteer to help collect data.
- ▶ Data must be collected by October 1

44

Exit codes

- ▶ Please review the Exit Coding webinar and handouts for information on correct exit codes and verify the data.
 - ▶ [New SPED Director Webinar Series, SD Department of Education](#)
 - ▶ [Student Data Collections Desk Guide](#)
- ▶ 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.
- ▶ Brooke has started to contact districts.
- ▶ Please contact your [regional representative](#) if questions on exit codes.
- ▶ **Special Ed end codes in Infinite Campus must be entered by the second Friday in June**

45

Graduation and Drop Out end codes School Year 2023-24

- ▶ Special Ed Fields on the enrollment tab in Infinite Campus
 - ▶ Put in end status if student has graduated
 - ▶ Put in end status for students that have dropped out sometime during the school year.
 - ▶ Not for students who have completed this school year but have indicated they will not be coming back – that will be entered in the fall
 - ▶ **Must be completed by June 14, 2024**
 - ▶ Data is pulled in summer for Federal reporting

46

Personnel Record Form Paraprofessionals

- ▶ Closes - June 14th
- ▶ <https://doe.sd.gov/prf/documents/DeskGuide-24.pdf> (page 40)
- ▶ In South Dakota all Paraprofessionals working in a program supported with Title I Funds – or any portion of their salary supported by Title I Funds – are required to meet one of the following requirements:
 - ▶ All paras must have a high school diploma or GED
 - ▶ complete 48 credit hours, or
 - ▶ pass the Praxis ParaPro Assessment (<https://www.ets.org/parapro/test-takers/about.html>), or
 - ▶ obtain an associate degree.

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Table X: Paraprofessional Qualification Requirements

Funding Source	Qualifications			
	HS Diploma or Equivalent	Must meet at least one of the below 3 requirements in addition to HS diploma/equivalency		
		Completed 48 Credit Hours	Associate degree or Higher	Passed State Assessment
Title I Part A	Y	Y	Y	Y
Title I Part A - Neglected	Y	Y	Y	Y
Title I Part C - Migrant	Y	Y	Y	Y
Title I Part D - Neglected and Delinquent	Y	Y	Y	Y
CEIS	Y	Y*	Y*	Y*
REAP	Y	Y	Y	Y
SPED	Y	Y*	Y*	Y*
Any above funding with specific duties**	Y	N	N	N
Other	Y	Y	Y	Y

Note(s):

CEIS = Coordinated Early Intervening Service

REAP = Rural Education Achievement Program

SPED = Special Education Services

*Only required if associated to a Schoolwide Title Program.

**Either (a) translator or (b) conduct parental involvement activity duties.

Personnel Record
Form
Paraprofessionals

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Miscellaneous

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Mediators/IEP Facilitators

SEP is looking for Mediator/IEP Facilitator contractors

- ▶ Qualifications
 - ❑ Two (2) or more years of employment experience in a profession related to:
 - mediation and dispute resolution
 - special education
 - rights of persons with disabilities, or
 - some combination of such experience equaling at least two years
 - ❑ Hold a degree in special education or related field of study.
 - ❑ Knowledge of dispute prevention and dispute resolution techniques
 - ❑ Be knowledgeable in South Dakota and IDEA laws and regulations relating to the provision of special education and related services. 34 300.506 (b)(3)(i).
 - ❑ Have no personal or professional interest that conflicts with the objectivity of the assignment. 34 300.506(c).
 - ❑ Maintain total impartiality in each mediation performed.
 - ❑ Keep current on changes in special education legal issues and OSEP guidelines.
 - ❑ Attend a minimum of 2 state approved trainings per year
 - ❑ Not be employed by or have special interest with the South Dakota Department of Education (SEA) or LEA involved in the education of the child. 34 300.506(c).
 - ❑ Do not engage in private consulting and contracting with State schools or agencies. Do not promote personal products or other "on-the-side programs."
 - ❑ Keep DOE informed of any contact information changes and any situation that may arise that affects the ability/impartiality of performing mediation contract duties.
 - ❑ Be willing to travel as necessary.

Please contact Wendy.Trujillo@state.sd.us if you or someone you know meets the qualifications and is interested in this type of work.

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Next Sped Webinar

August 20, 2024
See you next school year!

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

SPED Webinar PowerPoints are posted at:

<https://doe.sd.gov/sped/directors.aspx>

A recording is available for 2 weeks after the webinar and can be accessed by reaching out to your [Regional Representative](#).

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Suspension and Expulsion Data Collection for Indicator 4

May 2024

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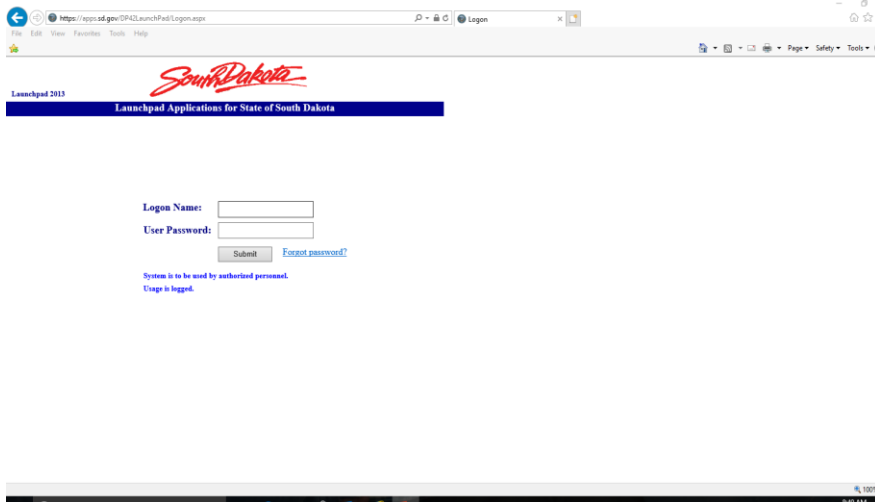
Login Information

- 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 me at Rebecca.cain@state.sd.us
- If I reset your password , you will need to change your password the first time you log in.
 - I do not have access to your new passwords




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Launchpad Login



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Select Suspension And Expulsion

aunchpad 2013  Last Logon: 4/17/2017 3:39:49 PM

Launchpad Applications for State of South Dakota

[Applications](#) [Test Internet Applications](#)
[DE76SuspensionAndExpulsion](#)

[Change Password](#)
[Update Profile](#)
[About](#)

55

Select 2023-2024 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.

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

56

No Suspensions?

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:

2023 - 2024

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.

• District should

- Review district policy and procedures
- Ensure accounting for all removals
 - Any removal where a student was not afforded access to education
 - Anytime a guardian was called to pick up a student due to behavior
- After verification – congratulate staff on putting in place effective practices to keep students in school!

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Click Confirm and You're Done

No Suspensions Or Expulsions

Expulsion – An action taken by the local educational agency removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.

In-School Suspension – Instances in which a child is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.

Out-of-School Suspension – Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IEP.

Note: If you have students who have been suspended for less than one day, you do not need to report them.

Please confirm that you have **no Suspensions or Expulsions** to report for your district.

Confirm

58

Have Students to Report?

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: 2023 - 2024

2023 - 2024

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.

59

Students CAN be reported in both 3 and 4

<p>Only for students removed for the "Big 3"</p>	<p>Removed from your school by a hearing officer</p>	<p>Looking at number of CHILDREN. * Only report each student here ONCE.</p>	<p>Looking at number of CHILDREN. *Only report each student here ONCE.</p>	<p># of R E M O V E M E N T S</p>	<p>Looking at number of CHILDREN again. - *What is the TOTAL number of days they were suspended? * Only report each student once</p>
---	---	--	---	---	---

1. "Big 3 Removals Only" Removals to an Interim Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary			
1A. Children Unilaterally Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons	1D. Incidents Involving Bodily Injury	2A. Children Removed to an Interim Alternative Education Setting Based on a Hearing Officer Determination	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	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

5A. Students can be reported here multiple times

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Information Boxes

The screenshot shows a web interface for reporting student removals. At the top, there are tabs for '2023-2024' and 'Your District'. Below this is a 'Disability Breakdown' table for the 2023-2024 school year. The table is organized into columns representing different removal categories and rows representing different disability types. A yellow callout box highlights a specific rule: 'Children Removed for a Total of 1 Day report any child whose cumulative length of removal during the school year totaled no more than 10 days. Example: a child who was suspended ten times for a half day each during the school year is total of 5 days only should be reported only once under Number of Children Removed for a Total of 1 Day'.

Disability	1. "Big 3 Removals Only" Removals to an Interim Alternative Educational Setting by School Personnel				3. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary		
	1A. Children Unlawfully Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons	1D. Incidents Involving Body Injury		3A. Children Removed to an Interim Alternative Setting Based on a Hearing Officer Determination	3B. Children With Out-Of-School Suspensions or Exclusions Totalling > 10 Days	3C. Children With Out-Of-School Suspensions or Exclusions Totalling > 10 Days	4A. Children With In-School Suspensions Totalling > 10 Days	4B. Children With In-School Suspensions Totalling > 10 Days	5B. Children Removed for a Total of 1 Day	5C. Children Removed for a Total of 2-10 Days
1. Intellectual Disability						1					1	
2. Hearing Impairments												
3. Speech of Language Impairments												
4. Visual Impairments												
5. Emotional Disturbance												
6. Orthopedic Impairments												
7. Other Health												

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Example Students

- Susie: Speech, White, Female, Not Limited English Proficient
 - 2 ISS incidents, one day each
- Calvin: OHI, Hispanic, Male, Is Limited English Proficient
 - 2 OSS incidents, one for five days, one for six days



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Susie: Speech, White, Female, Not Limited English Proficient
 2 ISS incidents, one day each

Calvin: OHI, Hispanic, Male, Is Limited English Proficient
 2 OSS incidents, one for five days, one for six days

2023 - 2024: Your District



Disability	Race	Gender	LEP Status	Expulsion With / Without Disability									
Disability Breakdown: 2023 - 2024													
Disability	1. "Big 3 Removals Only" Removals to an Interim Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary			
	1A. Children Unilaterally Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons	1D. Incidents Involving Bodily Injury		2A. Children Removed to an Interim Alternative Education Setting Based on a Hearing Officer Determination	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	5B. Children Removed for a Total of 1 Day	5C. Children Removed for a Total of 2-10 Days
Children With Disabilities Ages 3-21													
1. Intellectual Disability	0	0	0	0	0	0	0	0	0	0	0	0	0
2. Hearing Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0
3. Speech of Language Impairments	0	0	0	0	0	0	0	1	0	2	0	1	0
4. Visual Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0
5. Emotional Disturbance	0	0	0	0	0	0	0	0	0	0	0	0	0
6. Orthopedic Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0
7. Other Health Impairments	0	0	0	0	0	0	1	0	0	2	0	0	1

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Data is Automatically Saved



- Click on the next table

Disability Race Gender LEP Status Expulsion With / Without Disability



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Susie: Speech, White, Female, Not Limited English Proficient
 2 ISS incidents, one day each

Calvin: OHI, Hispanic, Male, Is Limited English Proficient
 2 OSS incidents, one for five days, one for six days

2023 - 2024: Your District



Disability Race Gender LEP Status Expulsion With / Without Disability

Race Breakdown: 2023 - 2024

Race	1. "Big 3 Removals Only" Removals to an Interim Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary			
	1A. Children Unilaterally Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons	1D. Incidents Involving Bodily Injury		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	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
1. Hispanic / Latino	0	0	0	0	0	0	1	0	0	2	0	0	1
2. American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0
3. Asian	0	0	0	0	0	0	0	0	0	0	0	0	0
4. Black or African American	0	0	0	0	0	0	0	0	0	0	0	0	0
5. Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0
6. White	0	0	0	0	0	0	0	1	0	2	0	1	0
7. Two or More Races	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	0	1	1	0	4	0	1	1

65

Susie: Speech, White, Female, Not Limited English Proficient
 2 ISS incidents, one day each

Calvin: OHI, Hispanic, Male, Is Limited English Proficient
 2 OSS incidents, one for five days, one for six days

2023 - 2024: Your District



Disability Race Gender LEP Status Expulsion With / Without Disability

Gender Breakdown: 2023 - 2024

Gender	1. "Big 3 Removals Only" Removals to an Interim Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary			
	1A. Children Unilaterally Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons	1D. Incidents Involving Bodily Injury		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	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
1. Male	0	0	0	0	0	0	1	0	0	2	0	0	1
2. Female	0	0	0	0	0	0	0	1	0	2	0	1	0
Totals	0	0	0	0	0	0	1	1	0	4	0	1	1

66

Susie: Speech, White, Female, **Not Limited English Proficient**
2 ISS incidents, one day each

Calvin: OHI, Hispanic, Male, **Is Limited English Proficient**
2 OSS incidents, one for five days, one for six days

2023 - 2024: **Your District**

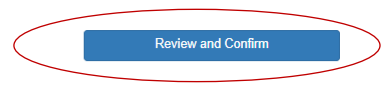


Disability	Race	Gender	LEP Status	Expulsion With / Without Disability									
LEP Status Breakdown: 2023 - 2024													
LEP Status	1. "Big 3 Removals Only" Removals to an Interim Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary			
	Children With Disabilities Ages 3-21	1A. Children Unilaterally Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons		1D. Incidents Involving Bodily Injury	2A. Children Removed to an Interim Alternative Education Setting Based on a Hearing Officer Determination	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	5B. Children Removed for a Total of 1 Day
1. Yes	0	0	0	0	0	0	1	0	0	2	0	0	1
2. No	0	0	0	0	0	0	0	1	0	2	0	1	0
Totals	0	0	0	0	0	0	1	1	0	4	0	1	1

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Notice: JUST FOR EXPULSIONS
 This Asks About Students Without Disabilities As Well.

2023 - 2024: **Your District**



Disability	Race	Gender	LEP Status	Expulsion With / Without Disability
Expulsion With / Without Disability Breakdown: 2023 - 2024				
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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VICTORY looks like this:

District Sign-Off

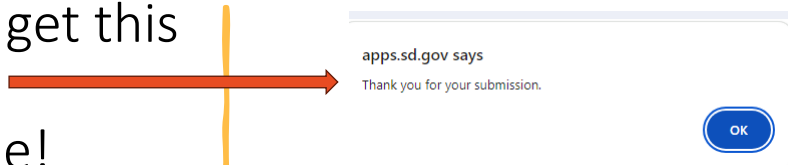
Disability	1. "Big 3 Removals Only" Removals to an Interim Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary			
	1A. Children Unilaterally Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons	1D. Incidents Involving Bodily Injury	2A. Children Removed to an Interim Alternative Education Setting Based on a Hearing Officer Determination	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	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
1. Intellectual Disability	0	0	0	0	0	0	0	0	0	0	0	0	0
2. Hearing Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0

Confirm That This Data Is Correct

Make Changes

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When you get this message, you're done!



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If There are Errors:

2023 - 2024:

Your District

Review and Confirm

Error(s) found in:

- Column totals for the Disability, Race, Gender, and LEP Status tabs must match.

Disability Race Gender LEP Status Expulsion With / Without Disability

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Disability Race Gender LEP Status Expulsion With / Without Disability

Race Breakdown: 2023 - 2024

Race	1. "Big 3 Removals Only" Removals to an Interim Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary			
	1A. Children Unilaterally Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons	1D. Incidents Involving Bodily Injury		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	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
1. Hispanic / Latino	0	0	0	0	0	0	1	0	0	2	0	0	1
2. American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0
3. Asian	0	0	0	0	0	0	0	0	0	0	0	0	0
4. Black or African American	0	0	0	0	0	0	0	0	0	0	0	0	0
5. Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0
6. White	0	0	0	0	0	0	0	1	0	2	0	1	0
7. Two or More Races	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	0	1	1	0	4	0	1	1

Disability Race Gender LEP Status Expulsion With / Without Disability

Gender Breakdown: 2023 - 2024

Gender	1. "Big 3 Removals Only" Removals to an Interim Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary			
	1A. Children Unilaterally Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons	1D. Incidents Involving Bodily Injury		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	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
1. Male	0	0	0	0	0	0	1	0	0	2	0	0	1
2. Female	0	0	0	0	0	0	0	2	0	2	0	1	0
Totals	0	0	0	0	0	0	1	2	0	4	0	1	1

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

Admin Home Launchpad Actions

Disability Race Gender LEP Status Expulsion With / Without Disability

Disability Breakdown: 2023-2024

Errors:

- 1. Intellectual Disability 5A must be greater than 0 if any other field is greater than 0.
- 1. Intellectual Disability 5A must be greater than or equal to the total of 5B, 5C, and 5D.
- 1. Intellectual Disability 5A must be greater or equal to the total of 3A, 3B, 4A, and 4B.

Disability	1. "Big 3 Removals Only" Removals to an Interim Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary		
	1A. Children Unlawfully Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons	1D. Incidents Involving Bodily Injury		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	5B. Children Removed for a Total of 1 Day	5C. Children Removed for a Total of 2-10 Days
1. Intellectual Disability						3	4				3	3
2. Hearing Impairments												
3. Speech of Language Impairments												
4. Visual Impairments												

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Common Errors

- Totals not matching for each table
- Not entering student in LEP table
- Nothing in or not enough in Total Removals
- Using columns 1A-1D incorrectly
- Not reporting students who have been suspended for >10 days of OSS or ISS correctly in column 5D

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Please Remember!

Your Session Has Timed Out

Your progress is saved periodically. Please login via Launchpad if you wish to continue.

[SD Home](#) | [Privacy Policy](#) | [Disclaimer](#) | © 2024 - DOE Suspension and Expulsion

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Other
Information

Please have all data
submitted by July 1, 2024

Contact Becky Cain at
Rebecca.cain@state.sd.us
or 605-280-3568

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