




# Monthly SPED Webinar

Special Education Programs  
November 15th, 2022

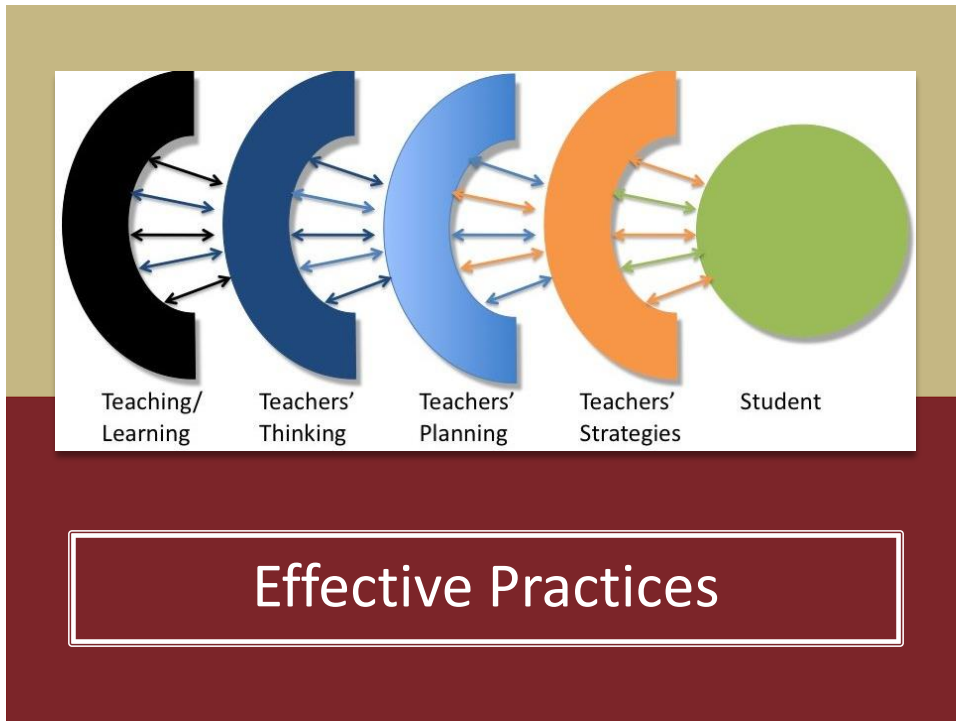
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## Special Education Updates

### Special Education Regional Representatives

- Debra Willert will be the temporary Region Representative for Region 2  
[Debra.Willert@state.sd.us](mailto:Debra.Willert@state.sd.us)
- The updated regional representative list can be found at  
<https://doe.sd.gov/sped/>

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**IEPQ Tip of the Month**  
**Data in the PLAAFP**

IEP Quality Website Tip of the Month

- **BETTER DATA =**
- **BETTER GOALS =**
- **BETTER INSTRUCTION =**
- **BETTER STUDENT OUTCOMES**

iepQ  
IEP Quality Project

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## IEPQ Tip of the Month Data in the PLAAFP

### What goes into the PLAAFP?

- **Current data based on recent assessments**
- Data should be replicable and reliable
- Data should be chartable and graphable
- Data should establish a baseline
- Data should get at the **skills** you will prioritize



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## IEPQ Tip of the Month Data in the PLAAFP



THE TYPES OF DATA included in a PLAAFP statement have direct impact upon (a) how well they address the SPECIFIC SKILLS a student has difficulty with and (b) their relation to what will be an INSTRUCTIONAL PRIORITY.

Consider the following PLAAFP statements:

- **The (8<sup>th</sup> grade) student is making progress in the area of reading comprehension. They work hard in class. However, they still struggle to answer comprehension questions.**

Could you:

- Identify and prioritize individualized skills for instruction?
- Write an individualized annual goal for this student? (If so, what would that goal look like?)

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# IEPQ Tip of the Month

## Data in the PLAAFP



Instead:

**Based on XYZ weekly reading assessments, the student:**

- Identifies theme or central idea correctly 40% of the time.
- Identifies text structure 60% of the time.
- Identifies character point of view 80% of the time.

Could you:

- Identify and prioritize individualized skills for instruction?
- Write an individualized annual goal for this student? (If so, what would that goal look like?)

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In the IEPQ website, the "Present Levels of Academic Achievement & Functional Performance" section is highlighted. The page content includes:

**Present Levels of Academic Achievement & Functional Performance**

The PLAAFP is the foundation for the rest of the IEP

It must include information that is detailed enough to serve as the basis for:

1. the goals that are developed and
2. descriptions of specific educational and related services.

The PLAAFP should be comprehensive enough to provide a portrait of the child and stand on its own.

- A well-written PLAAFP could be used by another LEA or case manager to develop the rest of the IEP and provide services without further explanation.
- If the child's name were removed from the PLAAFP statement someone who knows the child should be able to read it and identify who it describes.

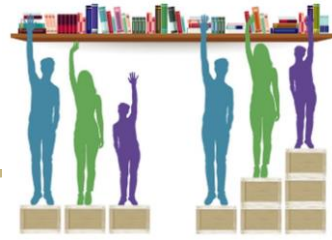
Include as much data and information related to a student's eligibility areas of need as possible and then prioritize!

**While every area in which a student qualifies for services must have an annual goal or related services, every skill area of need identified in the PLAAFP does not have to have a related annual goal.** Do not make the mistake of leaving out data in the PLAAFP because you

Email Stacy Holzbauer  
[stacy.holzbauer.@state.sd.us](mailto:stacy.holzbauer.@state.sd.us)  
 for access to IEPQ.

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# Accommodations



- Supports or services provided to help a student fully access the general educational curriculum
  - A way of leveling the playing field
- Provided during classroom instruction and assessment
- Accommodations
  - Change how a child learns or accesses the curriculum
  - Change the way materials are presented
  - Change the way a student can respond
  - Allow students the opportunity to complete the same curricular activities as peers
  - Keep intact the objectives of the content or activity
  - Enable the student to bypass the effects of the disability
  - Help remove barriers

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## Evaluating Accommodations

- To ensure a student is getting the appropriate accommodations
  - Talk to the student
    - See which accommodations the student is using
    - Why does the student use it
    - What would make it better for the student
  - Observe the student
    - Is the student using the accommodation
    - If not, why not
  - Communicate and collaborate with classroom teachers
    - Do they know what accommodations the student should be using
    - Are they observing the student using the accommodations
  - IEP team discussion about accommodations
    - What is the conversation
    - How is it documented

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## Accommodations for state testing

Must be needed for instructional purposes

Student must be comfortable using them

- May hinder rather than help student if not used to using accommodations

Must be appropriate (allowable) for the state assessment

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## State assessment accommodation additions

(Must be turned on prior to starting the assessment)

### Speech-to-text

- Now embedded within the testing platform
- Must be needed
  - Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers.

### Word Prediction

- Now embedded within the testing platform
- Must be needed
  - Students who have documented motor or orthopedic impairments, which severely impairs their ability to provide written or typed responses without the use of assistive technology, may use word prediction. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction.

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## Resources

- SD Assessment website - <https://doe.sd.gov/Assessment/>
  - Special Education- accommodations and supports section
- South Dakota Assessment Gateway - <https://sd.portal.cambiumast.com/>
  - Resource tab (at top of page)
  - In the topics search section – check the accommodations box

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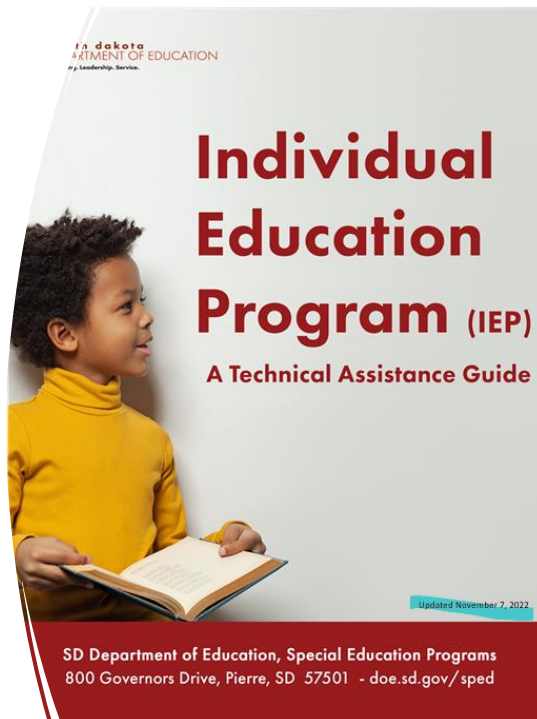


# Accountability

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## IEP TA Guide

- November 7, 2022 updated
- <https://doe.sd.gov/sped/IEP.aspx>
  - Under Documents
- Emotional Disturbance updated to Emotional Disability
- Revocation of Consent section
- Dismissal of a related service starting on page 44.
- Appendix still not added



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## Other Forms Updated

### Sped Data Reporting Form

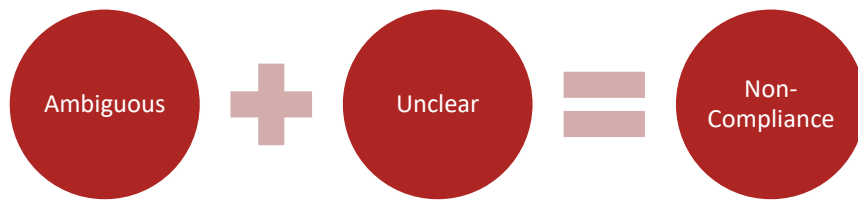
- Now electronically fillable
- Print - 2 pages
- Meeting Notice
  - Fillable PDF

Student Name:	SIMS #
Effective Date:	End Date (or date change takes effect):
<b>Special Education Placement Category (Mark One)</b> School Age 6-21 and 5-year olds enrolled in Junior Kindergarten and Kindergarten <input type="checkbox"/> 100 - General Classroom w/Modifications 80-100% <input type="checkbox"/> 110 - Resource Room 40-79% <input type="checkbox"/> 120 - Self Contained Classroom 0-39% <input type="checkbox"/> 130 - Separate Day School <input type="checkbox"/> 140 - Residential Facility <input type="checkbox"/> 150 - Home/Hospital Program  Preschool Age 3-5 (except 5-year olds in Junior Kindergarten and Kindergarten-use 0100 Codes) <input type="checkbox"/> 310 - EC 10 hours +, services in Reg EC <input type="checkbox"/> 315 - EC 10 hours +, services in other location <input type="checkbox"/> 325 - EC less than 10 hours, services in Reg EC <input type="checkbox"/> 330 - EC less than 10 hours, services in other location <input type="checkbox"/> 335 - Special Education Class <input type="checkbox"/> 345 - Separate School <input type="checkbox"/> 355 - Residential Facility <input type="checkbox"/> 365 - Home <input type="checkbox"/> 375 - Service Provider Location  <b>Special Education Services:</b> (Please Indicate the Number of Hours per Week) Physical Therapy _____ Recreational Therapy _____ Audiological Services _____ Occupational Therapy _____ Speech Language Therapy _____	
<b>Special Education Primary Disability Areas (Mark One)</b> <input type="checkbox"/> 500 - Deaf-Blindness <input type="checkbox"/> 505 - Emotional Disability <input type="checkbox"/> 510 - Cognitive Disability <input type="checkbox"/> 515 - Hearing Loss <input type="checkbox"/> 525 - Specific Learning Disability <input type="checkbox"/> 530 - Multiple Disabilities (categories noted below) <input type="checkbox"/> 535 - Orthopedic Impairment <input type="checkbox"/> 540 - Vision Loss <input type="checkbox"/> 545 - Deafness <input type="checkbox"/> 550 - Speech/Language Disorder <input type="checkbox"/> 555 - Other Health Impaired <input type="checkbox"/> 560 - Autism Spectrum Disorder (severity levels below) <input type="checkbox"/> 565 - Traumatic Brain Injury <input type="checkbox"/> 570 - Developmental Delay  <b>Multiple Disability Areas:</b> *Cannot Use 500 - Deaf-Blind *Do not include 550 - Speech/Language if it is only a related service Multiple Disability 1 _____ Multiple Disability 2 _____ Multiple Disability 3 _____ Multiple Disability 4 _____ Multiple Disability 5 _____  <b>For Students Eligible as Autism Spectrum Disorder</b>	

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## “Modified Tests/Assignments” Appropriate?



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## Instead of “modified tests/assignments” clearly document



- Student with anxiety, if see more than 4 problems/questions and/or more than 2 written prompts at a time will get overwhelmed and struggle to complete.
  - Assignments and tests will only have 4 problems displayed at a time or only 2 written prompts at a time. Student still required to complete all components.
- Student struggles with reading comprehension. If student can write notes or highlight as they read, it improves ability to understand what read and answer questions.
  - When given an assignment or test with more than two paragraphs to read, student will be allowed to write notes or highlight information read.

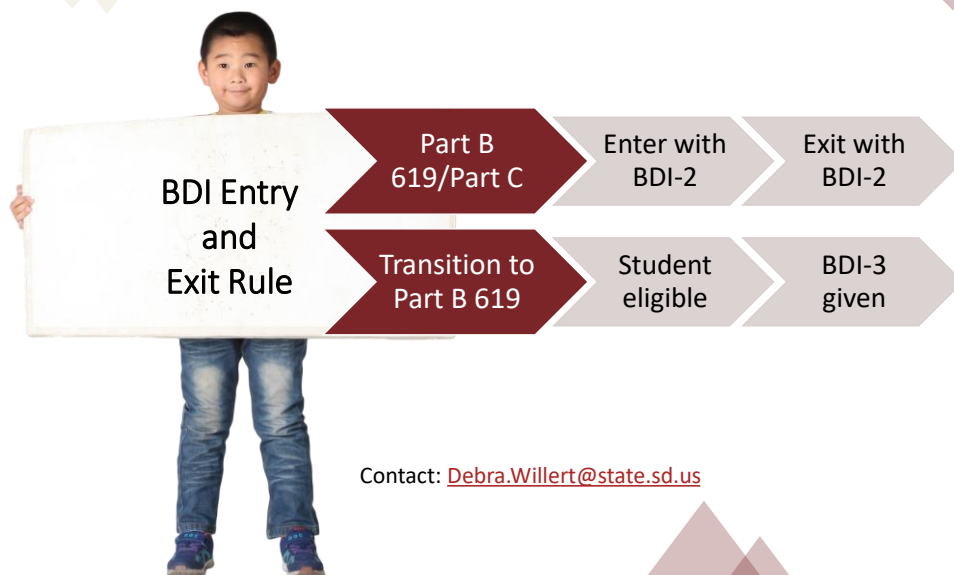
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## Data

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### Indicator 7 Progress Monitoring – Preschool Outcomes



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## Indicator 11 and 12 – New Platform

- Use current spreadsheet to track students
- Log-on information for the new platform will be sent out to SPED directors after the first of the year.
- Districts will determine access to enter/upload student data for Indicator 11 and 12
- <https://doe.sd.gov/sped/SPP.aspx>

Contact: [Debra.Willert@state.sd.us](mailto:Debra.Willert@state.sd.us)

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## i8: Parent Involvement - Results

- **Parent Survey questions** South Dakota scored highest on:

1. I am treated as an equal partner with my child's teachers and other professionals in planning his/her special education program.	
8. My child's teachers are available to me (in person, by phone, or via email).	★
11. Information I receive about my child's special education program is written in an understandable way.	



**Great Job South Dakota Teachers!!!**

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## i8: Parent Involvement - Results

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- **Parent Survey questions** South Dakota scored lowest on:

6. My child's school provides information on organizations that offer support for parents of students with disabilities.

7. For parents of students in grades 8 or above: I have been involved in discussion with my child's school related to post-secondary school (college, technical or other setting), employment and/or independent living, and adult service agencies.

- **District Considerations:**

- #6 – What information does my district provide to parents about organizations? How should my district distribute information?
- #7 – When is my district starting transition conversations with parents? Is my district clearly and frequently discussing transition to parents?

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## i8: Parent Involvement – On-line Survey

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- Along with the 2022-2023 paper parent surveys, districts can also give parents the option of an **ON-LINE PARENT SURVEY** link:

<https://survey.alchemer.com/s3/5697751/SDi8>



- Questions about your district's Indicator 8: Parent Surveys:

**Stacy Holzbauer**  
[Stacy.Holzbauer@state.sd.us](mailto:Stacy.Holzbauer@state.sd.us)  
 605-295-3441

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## DECEMBER 2022 CHILD COUNT DATA COLLECTION

- This PowerPoint presentation is intended to walk a school district special education staff person through the December 2022 Child Count data submission process. There are several screenshots included in this presentation, don't be alarmed if the dates on the screens reflect 2016 or 2017 or some other previous year, the information on how the program works or the actions needed to be completed remain the same for the current data collection.

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### What is new in this year's child count!

- Our age range for developmental delay has been updated, now kids with developmental delay can be in this category until they turn 9.
- In the previous years, developmental delay was a disability category only available for students ages 3-5
- See updated eligibility criteria below
- **24:05:24.01:09. Developmental delay defined.** A student who is at least three years of age but less than nine years of age may be identified as a student with a disability if the student has one of the major disabilities

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## Getting Started

- Access website:
- <https://www.doe.sd.gov/ofm/data-childcount.aspx>
- Need District Login and Password (login same as last year - password was set by district). If password is forgotten or misplaced, contact DOE to have it reset.
- Extract data file from district's Infinite Campus, and save to desktop or some other easy to access folder (best format for uploading = csv)
  - Remember if uploading an excel file the worksheet name must be entered.
  - **If using an Excel data file please use a file with an extension of .xlsx.** Older versions of Excel will result in a failure to upload.
- Timeline for data submission: Dec 1<sup>st</sup>,2022 thru Jan 13<sup>th</sup>,2023
- Final certification: due by Feb 17<sup>th</sup>,2023

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From Infinite Campus you will need to run the below report and save as a CSV file.

Year: School: All Schools Calendar: All Calendars

**SD December Child Count Report**

SD December Child Count is an unduplicated count of all children with disabilities ages 3-21 receiving special education and related services according to an individualized education program (IEP) on Dec. 1 each year when Effective Date is null. If an Effective Date is entered, child count data will represent data as of effective date. Data will be pulled for the Year selected in the main toolbar.

Extract Format: CSV  
Effective Date: 12/1/2022

Generate Extract

Select Calendars

Which calendar(s) would you like to include in the report?

☒ list by school

- Carthage Elementary
- 15-16 Carthage Resd Elem
- 15-16 Carthage Elementary
- Carthage High School
- 15-16 Carthage High School
- Carthage Middle School
- 15-16 Carthage Middle School
- Harrisburg Home School

Click on this report

**MUST BE 12/01/2022**

**Extract format MUST be csv!**

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Below is a sample data file from Campus; several columns have been removed to be able to display here.

Make sure date column is **12/01/2022**, there are all zeros in the flagged column and no student has more than one enrollment record in the upload.

School Name	State ID	Student Name	Gender	State Race/Ethnicity	Age	Grade	Flagged	Special Ed Category	Special Ed Program	Primary Disability	State School Number	District Number	Serving District	Date
District 67-1	111111111	Student Name	F	WH	10	4	0	110A		555	2	21001	21001	12/01/2022
District 67-1	111111111	Student Name	M	WH	7	1	0	100A		550	2	21001	21001	12/01/2022
District 67-1	111111111	Student Name	F	WH	11	5	0	110A		560	2	21001	21001	12/01/2022
District 67-1	111111111	Student Name	M	TR	6	KG	0	100A		525	2	21001	21001	12/01/2022
District 67-1	111111111	Student Name	F	WH	11	5	0	100A		525	2	21001	21001	12/01/2022
District 67-1	111111111	Student Name	M	WH	8	2	0	100A		550	2	21001	21001	12/01/2022
District 67-1	111111111	Student Name	F	WH	3	EC	0	315D		570	2	21001	21001	12/01/2022


If there are flags in your data extract or errors in your upload for students ages 3-5, please contact:

Angel Corrales  
At (605)773-3783 or  
Angel.Corrales@state.sd.us

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Access the database to upload data file, choose [CLICK HERE](#)

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


805.773-3134
[Contact Us](#)

[Menu](#)
[Feedback or Gov](#)

## Special Education

### December Child Count

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

[Log on to the Child Count Data Collection](#)

**Child Count 2022 Timelines:**

- Districts may begin uploads on December 1, 2022
- Child Count must be submitted by January 13, 2023
- Final Certification must be completed by February 17, 2023


+

[December Child Count Reporting Documents](#)

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[Special Education Child Count Data Reports](#)

For more information, contact the Department of Education's Office of Finance and Management at 605-773-3248.



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Enter login and password, click on SUBMIT.

Launchpad 2013

*South Dakota*

Launchpad Applications for State of South Dakota

Logon Name:

User Password:

System is to be used by authorized personnel.  
Usage is logged.

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Click on DE64SEChild Count.....

Launchpad 2013

*South Dakota*

Last Logon: 11/13/2014 9:55:58 AM

Launchpad Applications for State of South Dakota

[Applications](#)

[Production Internet Applications](#)

[DE64SEChildCount](#)

[Change Password](#)

[About](#)

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Choose the appropriate file type; csv or excel (**you may only use Excel 2010, file ends with \*.xlsx**) if choosing excel you must note the name of the worksheet that includes the data). Then click on Browse to find data file and finally Upload File. If the file has no errors, you will get a summary of the count of records and a button to IMPORT RECORDS.

The menu items: PPPS Students and PPPS Signoff will only be displayed if the district is required to submit private school student data.

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Note: On the below example we are uploading an excel file – the name of the worksheet is prism. If uploading a CSV file – no sheet name is required.

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This file has errors and therefore it will not load...each line will identify the student for which the error has been detected AND a short description of the type of error. Time to fix the errors either in Campus or if due to a multiple records for the same student – to fix the file before attempting another upload.

### Child Count Upload

File Type: csv

[View File Layout](#) [View Upload History](#)

Record	Errors
Parkston 33-3 Elementary 77777777 student 7 F WH 03/02/2009 8 K05 1 315 0 67 C 550 2 33003 03003 12/07/2015	This record has been flagged
Parkston 33-3 SPED Out of District Placement 1000000001 student 10 M WH 04/09/2008 9 1 0 100 0 67 C 305 37 33003 49317 12/01/2015	State must be 0 or 9 only

Total number of rows read: 10

Number of rows with errors: 2

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Below is the screen that will reflect a successful upload – **you must click on Import Records** to proceed.

### Child Count Upload

File Type: Excel

Sheet Name: prism

[View File Layout](#) [View Upload History](#)

Total number of rows read: 15

Number of rows with errors: 0

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Below is the submission signoff page – providing a summary count by LRE and primary disability. Sign here after reviewing and verifying your data.

**December 2022 Child Count Totals by Category and Disability**

Aberdeen 06-1

Category	600 Deaf-Blind	605 Emotional Disturbance	610 Cognitive Disability	615 Hearing Loss	625 Specific Learning Disability	630 Multiple Disabilities	635 Orthopedic Impairment	640 Vision Loss
620 - Gen. Class w/ Modification	0	0	0	0	1	0	0	0
610 - Resource Room	0	0	0	0	0	0	0	0
620 - Self-Contained Classroom	0	0	0	0	0	0	0	0
630 - Separate Day School	0	0	0	0	0	0	0	0
640 - Residential Facility	0	0	0	0	0	0	0	0
650 - Home/Hospital	0	0	0	0	0	0	0	0
610 - EC 10 hrs. in district	0	0	0	0	0	0	0	0
615 - EC 10 hrs. other location	0	0	0	0	0	0	0	0
625 - EC less 10 hrs-in district	0	0	0	0	0	0	0	0
630 - EC less 10 hrs-with location	0	0	0	0	0	0	0	0
635 - Home/Hospital	0	0	0	0	0	0	0	0
645 - Separate School	0	0	0	0	0	0	0	0
655 - Residential Facility	0	0	0	0	0	0	0	0
665 - Home	0	0	0	0	0	0	0	0
675 - Service Provider Location	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Totals by Disability**

**Totals by Category**

Submitted By:

Title:

Date: 9/29/2017

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## OPTIONS FOR REVIEWING DATA

- Menu item – Summary by District provides a count by disability for either the entire district or for a selected school
- Menu item – Summary by School provides an option to choose a school and view student data.
- DVR Reports: Education Setting & Grade vs Age
  - DVR Ed Setting – includes any child reported for which the educational setting code may not be appropriate
  - DVR Grade vs Age – includes any child for which the grade assignment reported is not typical for the age of the child
- Summary by Instructional Program Type
  - Provides a listing of all children and their reported instructional program type; this is a report your school business official may be interested to review.



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## Child Count Summary

There are two options to review data for each student; click on student's name OR click on paper/pencil icon under column VIEW. This is read only access – you are not able to make any corrections. If a correction is needed, contact DOE.

School  
Parkston Elementary - 02

View	Student Disabilities	Total
	500 - Deaf-Blind	0
	505 - Emotional Disturbance	0
	510 - Cognitive Disability	0
	515 - Hearing Loss	0
	525 - Specific Learning Disability	2
	<a href="#">sample2, student</a>	
	<a href="#">sample3, student</a>	
	530 - Multiple Disabilities	0
	535 - Orthopedic Impairment	0
	540 - Vision Loss	0
	545 - Deafness	0
	550 - Speech/Lang Disorder	0
	555 - Other Health Impaired	0
	560 - Autism	1
	<a href="#">sample1, student</a>	
	565 - Traumatic Brain Injury	0
	570 - Dev. Delay	1

Using this menu option, you can expand by clicking on the + sign to see each student reported for that disability.

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## REPORT OPTIONS

- Click on the Menu item – Reports
- Select Report Group dropdown – District
- Reports available:
  - Child Count List – will need to click on OPEN at bottom of screen, this report is the same as the child count listing that you have received in previous years.
  - Disability Report – will preload with data for all schools, all disabilities – however report may be filtered using parameters at the top of the screen for a selection of a school and/or disability (click View Report to update based on new parameters requested).
  - Multiple Disability Report – will need to click on OPEN button at the bottom of the screen, this report provides a detailed review of the data for reported MD students and also their funding level.

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## REPORTS CONTINUED.....

- Statistical Profile Report – this report will preload with data for all schools, all disabilities – similar to the Disability Report you may select a school and/or disability. To view previous years data you must return to main menu bar and change year to any previous year.

School: ALL SCHOOLS Primary Disability: ALL DISABILITIES View Report

14 1 of 1 100% Find & Next

**2014 STATISTICAL PROFILE SUMMARY**

Primary Disability: ALL DISABILITIES  
 District: Parkston 33-3  
 School: ALL SCHOOLS  
 Sort Code: ALL SORT CODES

Ethnicity	Count	Grade	Count	Ed Setting	Count	Age	Count	Gender	Count
Asian	2	1	1	100	10	4	1	F	5
Black	2	2	1	110	1	6	1	M	10
Hispanic	1	3	1	120	1	8	1	Total:	15
Multiple Races	3	4	3	130	1	9	1		
Native American	2	5	1	140	1	10	4		
Pacific Islander	2	6	1	215	1	12	1		
White	3	8	2	Total:	15	13	1		
Total:	15	9	1			14	1		
		10	1			15	1		
		12	2			16	1		
		EC	1			17	1		
		Total:	15			20	1		
						Total:	15		

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## REPORTS CONTINUED:

- Child Count, by Age
  - Total Child Count reported by age 3 - 21
- Child Count, by Grade Level
  - Total Child Count reported by grade levels EC - 12
- Child Count: Ages 3 – 5
  - Total students ages 3 – 5, by education setting
- Child Count: Ages 6 – 21
  - Total students ages 6 – 21, by educational setting
- Disability Count Report
  - Total district count, by primary disability
- Private School Students (PPPS)
  - List of private school students for which services are not provided by the district.
  - List of private school students for which services ARE provided can be printed from the screen on which the district signs off.

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## PPPS (PARENTALLY PLACED IN PRIVATE SCHOOLS) DATA COLLECTION

**AFTER** the Child Count data is submitted and the district has signed off -- then a district, if required, may upload or enter data for private school students. The menu item PPPS Students is one of the options available under "Action".



Click on PPPS Students



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## ENTERING DATA FOR PRIVATE SCHOOL STUDENTS

Districts required to submit data on (KG-12) private school students have three options:

1. Districts may indicate that they have no private school students to report
  - Click No, and then click SAVE
  - Proceed to PPPS Signoff, click on Submit after entering name and title
2. Districts may enter the data for their private school students
  - Indicate Yes, then click on Enter, Save & Continue
  - If the district has not yet finalized (signed off) on the child count upload – that must be completed first. An error message will display to remind you to sign off on the student child count.
  - If the district has signed off on the student child count, click on Save & Continue and Add.
    - Services Provided to this student? Yes or No
    - State ID of student – if reported yes to the first question the student MUST be included in your student child count and if reporting no the student should NOT be included in the student child count
    - If the services are provided (YES) and state ID is entered the name of the student should be displayed following the state ID data field and the birthdate should be entered for you.
    - Click on Insert
    - Continue to add all students in same manner
3. Districts may upload the data for their private school students
  - If the upload option is chosen, click Save & Continue
  - On following screen browse for data file of PPPS students and click on Upload File
    - File must be either a .csv or .xlsx file type and must include a header row
    - Data must include:
      - District Number
      - State ID # (9 or 10 digits)
      - Birthdate(mm/dd/yyyy)
      - Services Provided (Y or N)
  - Click on Upload File, if there are no errors, Click on Import



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## FINAL STEPS BY DOE

1. When all districts have completed their data submission and submission of data signed off (by January 13, 2023), DOE will review before finalizing the data for federal reporting purposes.
2. With the assistance of BIT we will review data to ensure that all data is reflective of the data reported in your district INFINITE CAMPUS student data program.
3. All districts will be notified by email when all edits are complete.
4. As per ARSD 24:05:17:09 the district superintendent will complete a signoff for a final certification of the data reported by February 17, 2023.

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## FINAL CERTIFICATION SIGNOFF

Near the end of January all districts will be notified that final certification of the child count data submission may now be completed. All district superintendents will be required to log in, click on final certification menu item and enter their name and title and click print and submit. Final certification should be completed by February 17, 2023.



The screenshot shows the ARSD Child Count Certification interface. On the left, a blue sidebar contains the following links: Child Count Year (2021), Select District (Parson 33-5), Action, Final Certification (highlighted with a red arrow), Upload, and CC Submission. The main content area is titled 'December Child Count Certification' and includes a table for 'Primary Disability' and 'Count of Students'.

Primary Disability	Count of Students
Autism Spectrum Disorder	1
Emotional Disturbance	2
Intellectual Disability	2
Physical Impairment	1
Other Health Impairment	1
Specific Learning Disability	12
Speech/Language Disorders	1

Below the table, there is a declaration statement: 'I declare and affirm that the child count reported by our district, as of December 1, 2016 is accurate and correct according to federal and state regulations and as referred to in ARSD, Chapter 24.05:17'. This is followed by fields for 'Certified by:', 'Title:', and 'Date Signed:'. At the bottom, there are 'Submit' and 'Print' buttons.

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## CONTACTS OR QUESTIONS?

Informational & guidance documents regarding this data collection will be posted to the December Child Count webpage.

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

### Contacts:

- For questions about appropriate data submission – **contact your SE regional representative**  
<https://doe.sd.gov/sped/documents/0821-SPEDreps.pdf>
- or Angel Corrales 605-773-3783
- For questions about how to enter data to Campus or extracting the data from Campus – **contact Teri Jung, 605-773-8197**
- For questions about using the data submission program – **contact Bobbi Leiferman, 605-773-5407**



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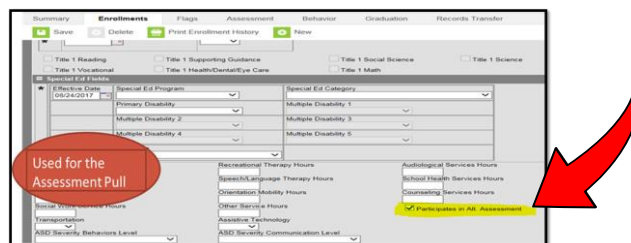


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## Alternate Assessment – Infinite Campus

- If a student is participating in the alternate assessment, in Infinite Campus under the Enrollments Tab, please ensure "Participates in Alt Assessment" box is checked.
- DOE Assessment Office will pull this alternate assessment list in early December.
- If an IEP team determines after early December that a student is or is not eligible to participate in the alternate assessment for Spring 2023 testing, the district will need to notify [DOEAssessment@state.sd.us](mailto:DOEAssessment@state.sd.us) directly of the change.



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## Alternate Assessment – MSAA Contact

- District MSAA Contact – Test Coordinator:
  - If you have not already, please e-mail the name of your district's MSAA Test Coordinator to [DOEAssessment@state.sd.us](mailto:DOEAssessment@state.sd.us) by the end of this week.
- Questions about determining eligibility for Alternate Assessment:

**Stacy Holzbauer**  
**Alternate Assessment Coordinator**  
[Stacy.Holzbauer@state.sd.us](mailto:Stacy.Holzbauer@state.sd.us)  
 605-295-3441

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# Transition

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- Youth Leadership Forum – a week-long workshop on the NSU campus at no cost to the district or students. Students learn leadership and self-advocacy skills. YLF is June 4-8, 2023
  - Applications due December 23, 2022
  - More information can be found at <https://tslp.org/events/> or contact your TSLP region representative
- Transition Round-up Recordings – now available on the [tslp.org](https://tslp.org) website
  - September topic – Saddle up with VR Partners
  - October topic – An Overview of Career and Technical Education (CTE) programs that can strengthen Transition IEPs

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# Transition Programs for 18-21 year-olds

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- Department of Human Services, published an RFP to establish or expand current Transition Programs for students between ages 18 and 21
- RFP can be found on the state's [Office of Procurement Management](#) website
  - In the search, type transition
- Timeline
  - Submit questions – Nov 28
  - Response to questions – Dec 2
  - Proposal submission – Dec 19
  - Anticipated Award Decisions – Jan 17
- Contact: [Katie.Gran@state.sd.us](mailto:Katie.Gran@state.sd.us) for more information

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## Next Monthly SPED Webinar

December 20th, 2022

Monthly SPED webinars are no longer posted online

Monthly handouts can be found at

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