Monthly SPED Webinar

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





Alternate Report Cards

- ▶ What is required for Alternate Report Cards for students with significant cognitive disabilities?
- Alternate report cards apply to a very small number of students:
 - Students who may take the alternate assessment, may learn through alternate academic achievement standards, and are likely working towards a Certificate of Participation instead of a High School Diploma.
- Due to the large range of students' ability/achievement levels, educational placements, grade-levels, variation in report cards between districts...an individualized Alternate Report Card may look very different for each student.

Alternate Report Cards

▶ Federal Guidance from <u>Office of Civil Rights Q&A on Report Cards/Transcripts For Students With Disabilities</u> :

- "Under Section 504 and Title II, in general, the LEA must provide students with disabilities report cards that are as informative and effective as the report cards provided for students without disabilities."
- It is up to the LEA to determine the standards to be used to measure the student's progress or level of achievement.
- Alternate report cards CAN indicate that a student is receiving special education or working on a modified/ alternate curriculum, as long as the report card also provides an explanation of the student's progress that is as informative and effective as the explanation provided for students without disabilities.
- Transcripts CANNOT have any designation of special education status.
- Saddleback Valley USD vs OCR, 1990 "For students with severe disabilities, the use of an alternate reporting system must be at least equivalent to the information and reporting frequency consistent with section 504."

Alternate Report Cards

- Possible ideas to ensure an alternate report card is "at least equivalent" in information:
 - > Start with the grade-level report card and standards. Individualize the report card from there.
 - Look at the grade-level Core Content Connectors (alternate academic achievement standards) for ELA/Math/Science, and then modify the content/achievement as it applies to the student.
 - Elementary grades: might list reading/writing/math skills and social skills being worked on in the gen ed classroom. Measurement might be "Emerging/Developed/Mastered" to be consistent with grade-level.
 - Middle/High School grades: might use CCC, with the measurement of "Pass/Fail" because an ABC grade is not accurate for achievement of course requirements.
 - Self-contained placements: might create courses on Infinite Campus such as Life Skills Reading, Life Skills Math, Daily Living Skills. Measurement might be "Pass/Fail".

Alternate Report Cards

- ▶ IEP Team Considerations:
 - Caution: Using the quarterly IEP Progress Report as a student's only "report card" may not be considered "at least equivalent" to the report card of grade-level students without disabilities.
 - Collaborate between special education and general education teachers; combine SPED expertise with content expertise. Document decisions/modifications in the IEP.
 - Ensure that parents are comfortable with the level of modifications on the alternate report card.
 - ▶ Ensure that parents understand how the alternate report card affects graduation requirements.
 - If a district's grading software does not allow what is needed for a student's alternate grading/ reporting, then the IEP team, SPED teacher, or general education teacher may need to create an alternate report card via Word/Excel to ensure it is individualized to the student per the IEP.

Alternate Report Cards

Districts can find further guidance and legal precedence on alternate report cards at:

- ▶ US Dept of Education, Office of Civil Rights Q&A on Report Cards/Transcripts For Students With Disabilities:
 - https://www2.ed.gov/about/offices/list/ocr/letters/colleague-qa-20081017.html
- SPED Connection:
 - https://www.specialedconnection.com/
- Thank you! Please reach out with questions.
- Alternate Assessment Specialist: <u>Stacy.Holzbauer@state.sd.us</u>

Engaging Students in Progress Monitoring

A Six-Step Protocol for Engaging Students in Progress Monitoring



Script and Instructions for Session 1

	Six-step protocol for the progress monitoring performance feedback and goal-setting instructional routine: Session 1
Introduction	Immediately following the progress monitoring ession, say, "What we just did is called progress monitoring. It helps us know how you are improving in your skills in <i>acading/writing/math</i> , etc.]. Each time we do progress monitoring, we get information that helps us think about what to do to make sure you're iteraring. Do you have any questions safe?" Record briefly to sure you in this student questions.
Step 1. Explicit performance feedback	After completing the progress monitoring measure, say to the student, "Now I'm going to calculate your score by counting how many (<i>words you read/problems you solved, etc.</i>). Your score is' Record the score in the Note-Taking Log.
Step 2. Specific, true, and positive feedback	Next, give specific, true, and positive feedback on some meaningful aspect of student performance. Say, "I liked/noticed that you" Record in the Note-Taking Log.
Step 3. Collaborative data graphing	Before showing the student the graph, explain how the graph works by using student-friendly terms. Say, "Twery time we do progress monitoring, we will add your score to this graph. Frist, we find today's date here (point to the <i>x</i> axis). Next, we find your score (repeat the score) over here (point to the <i>y</i> axis). We mark your score on the graph here (point to the place where <i>x</i> and <i>y</i> merif. This shows us that today (point to the <i>x</i> axis) your score was (repeat the score and point to the <i>y</i> axis)."
Step 4. Collaborative data analysis	Say, "The next time we do progress monitoring, we will add your new score to the graph. The graph will tell us if your score went up, went down, or stayed the same. If your score goes up, it shows us that you are involving, or getting better in your (reading/writing/math, etc.) skills."
Step 5. Reflective questioning	In a supportive and nonevaluative tone, ask, "What have you been doing to improve your (reading/writing/math, etc.) skills?" Listen and record in the Note-Taking Log.
Step 6. Collaborative goal	Say, "I'm going to think about how I can help you keep improving. Do you have any ideas

Six-Step Protocal: Progress Monitoring Performance Feedback and Goal-Setting Instructional Routing

Join the 2024-2025 MTSS Cohort

Apply to be a part of the 2024-2025 cohort!

Is your school interested in joining the 2024-2025 MTSS cohort (RTI or PBIS)? Follow these st

- ▶ Watch this webinar to learn more about MTSS.
- Submit your building's Letter of Intent by November 30th.
 - RTI email your letter to Brandi Gerry (<u>brandi.gerry@state.sd.us</u>)
 - PBIS email your letter to Rebecca Cain (<u>rebecca.cain@state.sd.us</u>)
- A coordinator will contact you to schedule an onsite January informational meeting with team.

For more information on the SD MTSS initiative (RTI and PBIS), visit the DOE MTSS webpage (https://doe.sd.gov/sped/mtss.aspx).



Highlights from Confidentiality of Student Records under FERPA and IDEA webinar

- How long do records need to be retained?
 - Record Retention period extends to 5.5 years from the date an IDEA record was created
 - OSEP Letter to Zacchini (February 27, 2017)
 - ▶ IDEA records must be retained consistent with 2CFR § 200.33[4] 'Financial Records'
- When must parents be notified of destruction?
 - Notice required would normally be provided to the parent and student when the student graduates (typically the earlier of when the student receives a regular high school diploma or at age 21) or otherwise leaves the public agency. 34 CFR § 300.624(a)
- SEP encourages you to check out the recorded webinar, so you are implementing the regulations correctly and updating your policies and procedures as needed.
 - https://doe.sd.gov/sped/webinars.aspx

When a district places a student at an agency or a private placement.



► 24:05:27:10. Individual educational programs for students placed in private schools. Before a resident school district places or refers a child in need of special education or special education and related services to a private school, facility, or a contracting district, the district shall initiate and conduct an IEP team meeting to develop an individual educational program for the child in accordance with district procedures.

► The district shall ensure that a representative of the private school or facility attends the IEP team meeting. If the representative of the private school or facility cannot attend the IEP team meeting, the district shall use other methods to ensure participation, including individual or conference telephone calls.

When a district places a student at an agency or a private placement (continue)



► After a child in need of special education or special education and related services enters a private school or facility, any meetings to review and revise the child's individual educational program may be initiated and conducted by the private school or facility at the discretion of the district.

▶ If the private school or facility initiates and conducts these meetings, the district shall ensure that the parents and a district representative are involved in any decision about the child's individual educational program and agree to any proposed changes in the program before those changes are implemented.

Even if a private school or facility implements a child's individual educational program, responsibility for compliance with this section remains with the school district and the department.

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Placing Students at Private Agency: Comprehensive Plan Requirements

Preplacement Process

- Who (title) will be contacting agency and invite them to the IEP meetings.
- When a child is placed, there is a meeting regarding change of placement and documentation on the IEP and PPWN.

Ensure Compliance

Ensure the special education process and documentation will be done (IEP meetings, IEP development, evaluations)

- ✓ Will district conduct all those process and collaborate with the agency. OR
- <u>If the agency will conduct</u> requirements, the district will participate in meetings and ensure all requirements are met.

Ensure Compliance

Who (title) will be the district representative that will attend the meetings to ensure compliance and parents invited.

- This can be the administrator who will assign a teacher.
- Special education knowledge ensure requirements are met.
- Who will be responsible in district for maintaining documentation

District Accountability Reviews:

- Review comprehensive plan for the district ► processes
- Out of District files will be reviewed. ►
- is corrected (Prong 1). Prong 2: Documentation on this Accountability process **Agency Reviews Reviews:** Out of District

Placements

- - Agency Comprehensive Plan Template
 - Are they assisting with special education process and requirements?

If compliance issues, the district will need to ensure it

- If yes, technical assistance on the requirements and collaboration .
- If no, how can support the district in meeting the requirements.

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Speech Therapy Service Examples Only

Services must clearly describe frequency, duration of services, and location that will be provided.

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	Location		
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tes	Therapy		
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Other Health Impaired (OHI) Category Requirements

► 24:05:24.01:14. Other health impaired defined. Other health impaired means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment, because of <u>a chronic or acute health problem</u>, such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, attention deficit disorder or <u>attention deficit</u> <u>hyperactivity disorder</u>, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, Tourette syndrome, or diabetes, that adversely affects a student's educational performance.

DSM –5 ADHD Diagnosis for OHI

Attention Deficit/Hyperactivity Disorder
 Centers For Disease Control and Prevention

discusses DSM-5 criteria, who can be able to diagnosis, and other information.

- Who can diagnosis?
 - Mental health professional, psychologist, psychiatrist, pediatrician, etc
- What is the criteria?
 - DSM-5 criteria and symptoms
 - Information and Input

- South Dakota Eligibility Requirement:
 - The report must document student has met the criteria
 - The qualified person who has made decision, the assessments used, date completed, and report date.
 - Assessments should include but not limited:
 - Ability, Achievement, Documentation of the chronic or acute health problem, and, if behavior, behavior assessment



Indicator 6 Least Restrictive Environment (LRE)

Questions? Contact: Debra.Willert@state.sd.us Child Count Fast Approaching

- Students ages 3-5 in Preschool
 - LRE needs to be 0300 Code
- Students on IEPs aged 5 and in Junior Kindergarten or Kindergarten (Ind 5):
 - ▶ LRE needs to be 0100 Codes
- Follow IEP process to make any changes to LRE



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Student Data Clean-up Time

Ensure Correct:

- Spelling of name
- Date of birth

Ensure Entry of:

- Program Labels/Program Notes for all students assessed
- SIMS# from Infinite Campus (Child ID)

Questions? Need a district report? Contact:

Debra.Willert@state.sd.us

Indicator 9 and 10 Disproportionality Reports How do you read them?

2022-2023 Indicator 9 and 10 reports are currently available to Superintendents and Special Education directors in SD STARS under the Community Page

Cell size (Numerator)	20
N size (Denominator)	20
Weighted Risk Ratio	3.0
Years	Annually

Indicator 9

Target Ethnic Group	Enrollment of Target Group	# of students in target ethnic group in special ed	Target Ethnic Group Identification Risk	# of students in other ethnic groups in special ed	Other Ethnic Group Identification Risk	Risk Ratio	Weighted RR	Alternate RR	Final RR (IF target N >= 20 and if other N >= 20)
n	14385	3085	21.45%	18233	14.74%	1.4549	1.4549	1.4549	1.4549
m	7953	1408	17.70%	19910	15.30%	1.1570	1.1570	1.1570	1.1570
b	4374	718	16.42%	20600	15.41%	1.0654	1.0654	1.0654	1.0654
h	10998	1762	16.02%	19556	15.39%	1.0411	1.0411	1.0411	1.0411
w	97947	14077	14.37%	7241	18.04%	0.7965	0.7965	0.7965	0.7965
p	184	21	11.41%	21297	15.44%	0.7390	0.7390	0.7390	0.7390
a	2234	247	11.06%	21071	15.51%	0.7128	0.7128	0.7128	0.7128

Ethnic Groups:

a = Asian; b = Black/African American; h = Hispanic; m = Multi-racial; n = Native American; p = Pacific Islander; w = White

Indicator 9: Includes all disability categories to determine if overidentification across all categories. ►Indicator 10: Overidentification in specific disability category. The categories included in the calculation is specific learning disability, cognitive disability, autism spectrum disorder, emotional disability, other health impaired, and speech language

Enrollment of Target Group	# of students in target ethnic group in special ed	Target Ethnic Group Identification Risk	# of students in other ethnic groups in special ed	Other Ethnic Group Identification Risk	Risk Ratio
14385	374	2.60%	1505	1.22%	2.1368
4374	118	2.70%	1761	1.32%	2.0482
14385	1368	9.51%	6039	4.88%	1.9478
7953	125	1.57%	1150	0.88%	1.7784
4374	92	2.10%	1793	1.34%	1.5684

How to read report?

- # of students in target divide by enrollment target group. This gives how likely identified.
- # of students in other ethic groups divided by enrollment
- Divide Risk of Target by Risk of the Other Group
- Equals a risk ratio
- Weighted risk ratio also compares to the state.
- If 20 in each group and meets 3.0 weighted risk ratio, then state reviews district procedures and files.

				^
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IV.	166			u

Statewide

Target		Enrollment	# of students in target	Target Ethnic Group	# of students in other	Other Ethnic Group				Final RR (IF target N >=
Ethnic	Primary	of Target	ethnic group	Identification	ethnic groups	Identification		Weighted		20 and if other
Group	Disability	Group	in special ed	Risk	in special ed	Risk	Risk Ratio	RR	Alternate RR	N >= 20)
n	CD	14385	374	2.60%	1505	1.22%	2.1368	2.1368	2.1368	2.1368
b	CD	4374	118	2.70%	1761	1.32%	2.0482	2.0482	2.0482	2.0482
n	LD	14385	1368	9.51%	6039	4.88%	1.9478	1.9478	1.9478	1.9478
m	ED	7953	125	1.57%	1150	0.88%	1.7784	1.7784	1.7784	1.7784
b	AU	4374	92	2.10%	1793	1.34%	1.5684	1.5684	1.5684	1.5684

Miscellaneous

Congratulations Ashley

- The 2023 Governor's Awards Ceremony was held Monday, October 30 at 11AM (Central Time) in the Rotunda of the Capitol in Pierre. This annual event recognizes individuals, businesses and other South Dakotans for their significant contributions to improving employment opportunities for people with disabilities.
- Ashley Halvorson, Beresford ~ Outstanding Transition Services Award: Given to an individual or organization (public or private) in recognition of extraordinary contributions to developing and providing a program to assist students with disabilities as they transition from school to adult life. Contributions spanning 5 or more years.



HS Transition

Transition Round Up	۵ ٹر
Wednesday, November 29 th 3:00 - 4:00 p.m. CT 2:00 - 3:00 p.m. MT This month: Out of District Placement and Youth Leadership Forum: From the Delegates	Email Lori Kwasniewski to be addeu Email Lori Kwasniewski to be addeu the DOE special Ed Transition List Serv

Recorded and posted at www.tslp.org

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Applications can be completed here: <u>https://shorturl.at/cl789</u>

Next Sped Webinar

December 19, 2023

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.



Reminders

To Prepare

- Pull data from Infinite Campus and begin reviewing
- Make corrections in campus prior to December 1st
- IEP's must be in effect and student receiving services on December 1 for the student to be counted on child count.
- 3-year reevaluations must be current as well
- Timelines for December 1st, 2023 Child Count
 - Districts begin uploading December 1st
 - Child count must be submitted by January 12, 2024
 - Superintendent Final Certification by February 16, 2024
 - Child Count submission information available at https://doe.sd.gov/ofm/data-childcount.aspx



Pulling the Infinite Campus Report



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Pulling Infinite Campus Report Cont...

Below is a sample data file from Campus, <u>several columns have been removed</u> to be able to display here.

Make sure the date column is **12/01/2023**, 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	e Flagged	Special_Ed_Category	Special_Ed_Program	Primary_Disability	State_School_Number	District_Number	Serving District	Date
District 67-1	11111111	Student Name	F	WH	10		4 (110	А	555		21001	1 21001	12/01/2023
District 67-1	11111111	Student Name	м	WH	7		1 0	100	A	550		21001	1 21001	12/01/2023
District 67-1	11111111	Student Name	F	WH	11		5 (110	А	560		21001	1 21001	12/01/2023
District 67-1	11111111	Student Name	м	TR	6	к	5 (100	A	525	2	21001	1 21001	12/01/2023
District 67-1	11111111	Student Name	F	WH	11		5 (100	А	525		21001	1 21001	12/01/2023
District 67-1	11111111	Student Name	м	wн	8		2 0	100	А	550		21001	1 21001	12/01/2023
District 67-1	11111111	Student Name	F	WH	3	E		315	D	570	2	21001	21001	12/01/2023

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

Sadik mdrezwane.sadik@state.sd.us (605)773.3783



Login and Passwo	rd	
Enter login and password, click on SUBMI Launchpad 2013	T. Sound Applications for State of South Dakota	
	Logon Name: User Password: Submit System is to be used by authorized personnel. Usage is logged.	

Child Count Application

ations		

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Uploading Infinite Campus Data File

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.

Child Count Year 2023 Select District	File Type csv v Browse		
Action Upload CC Submission Summary PPPS Sign off list Summary by District Summary by School Student Search Support Tables Administration Reports Close		-	The menu items: PPPS Students and PPPS Signoff will only be displayed if the district is required to submit private school student data.

Uploading Infinite Campus Data File Cont...

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.

Child Count Upload	
File Type Excel	
C:IUsersiDepr14748\Des Browse Upload File	View File Layout View Upload History

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Uploading Infinite Campus Data File Cont...

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 🗸	
Browse	View File Layout View Upload History
Record Parkston 33-3.Elementary,777777777,student 7.F.WH 03/02/2009.6.KG,1.315 Parkston 33-3.SPED Out of Distinct Placement,1000000001,student 10,M.WH.04/	0.67C.550233003.33003.12/01/2015 This record has been flagged 08/2008/7.1.0.1000.67C.5059733003.49317.12/01/2015State must be 8 or 9 digits
Total number of rows read: 10	
Number of rows with errors: 2	

Uploading Infinite Campus Data File Cont...

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

Child Count Upload	
File Type Excel	
Browse	View File Layout View Upload History
Total number of rows read: 15	
Number of rows with errors: 0	Import Records

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Submit Print

Options for Reviewing Data Submission

SE Child Count Production Child Count Year 2022 ✓ Select District Choose Date: Action Upload CC Submission Submission Summary PPPS Sign off list Summary by District Summary by School Support Tables

<u>Reports</u> Close

Action:

- Summary by District provides a count by disability for either the entire district or for a selected school
- Summary by School provides an option to choose a school and view student data.

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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Summary by District or School

- 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.

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

Child Count Summary

School

Parkston Elementary - 02

		View		Student Disabilities	Total
				500 - Deaf-Blind	0
				505 - Emotional Disturbance	0
				510 - Cognitive Disability	0
				515 - Hearing Loss	0
1	-	/		525 - Specific Learning Disability	2
		7	Î	sample2, student	
1	⋗	C)	Î	sample3, student	
				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
)	Î	sample1, student	
				565 - Traumatic Brain Injury	0
1	÷			570 - Dev. Delay	1

Report Options Available to Review Child Count Data after Upload

SE Child Count Production Child Count Year 2022 ▼ Select District Choose District Action Support Tables Reports Close

Click on Reports

- Select **Report Group** dropdown District **Report Group**: Select group •
- Reports available:

- <u>Child Count List</u> 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.
- <u>Disability Report</u> 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).
- <u>Multiple Disability Report</u> 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.

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4 4 1 of 1)	- PI	¢ 100%		Fin	d Next	H- 3					
		20	14 STAT	FISTICAL PR	ROFILE	SUMMAR'	Y				
Primary Disability:	ALL DIS	ABILITIES									
District:	Parkstor	n 33-3									
School:	ALL SCI	HOOLS									
Sort Code:	ALL SO	RT 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	315	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				





PPPS (Parentally Placed in Private Schools)

Districts with Private Schools within their boundaries must report <u>ALL</u> students who are eligible for special education services.

- Each student that has been evaluated and determined eligible for special education and related services will be included in the count. Include:
 - Students who have an Individual Services Plan and are receiving services based on the private school consultation and proportionate share services
 - Students who are eligible but may not have an Individual Services Plan and are not receiving services based on the consultation and proportionate share
- The count only includes accredited private schools, not students/schools that are considered alternative instruction.
- Do not include students in private preschool if not enrolled in a K program (these students if eligible and receiving services will be on the public school child count.







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

NO STUDENTS:

- Click No, and then click SAVE
- Proceed to PPPS Signoff, enter name and title then click on Submit

STUDENTS: Indicate Yes, then click on Enter, Save & Continue

- If the district has not yet finalized (signed off) on the regular 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 regular 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



Final Steps

Final Steps by DOE

- DOE verifies all districts have completed their data submission and the <u>district has completed the</u> <u>first sign off (by January 12, 2024)</u>
- 2. DOE will review district data submissions before finalizing the data for federal reporting purposes
 - > With the assistance of SD Bureau of Information and Technology (BIT), DOE will review the data to ensure that all data is reflective of the data reported in your district INFINITE CAMPUS student data system
 - > Any issues will be addressed with each district and corrected
- 3. All districts will be notified by email when the review and data clean-up has been completed
- 4. After notification, per ARSD 24:05:17:09, the district superintendent will complete a signoff for a final certification of the data reported by February 16, 2024

Final Certification Signoff

Child Count Year	
Select District Parkston 33-3	
Action Final Certification Upload CC Submission	
	SE Child Test
	Select Di Action
	Reports <u>Close</u>

Near the end of January all districts will be notified that final certification sign off of the child count data submission may now be completed. All district superintendents will be required to log in, click on final certification and enter their name and title and click print and submit. *Final certification should be completed by February 16, 2024.*

SE Child Count Test	Decembe 2023 Child Count Certification
	Primary Disability Count of Students
Child Count Year	Autism Spectrum Disorder 1 Constitue (Insettitue)
Delaya Distant	Developmental Delay
CONTRACTOR OF A	Entoponal Usini transite Z
Action	Citer Realth Impaired 8 Specific Learning Disability 17
Reports	Speech Language Disorded 8
	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
	Certified by:
	Title:
	Date Signed.
	Submit Prost

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