

**DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Centerville School District
Accountability Review Report 2023-2024**

Date(s) of Review: November 14, 2023

Date of Report Sent to District: January 9, 2024

All non-compliance must be corrected within 1 year of this report date.

Date Closed:

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Division of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
- (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
- (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

Administrative Rules of South Dakota (ARSD) are located at <https://sdlegislature.gov/Rules/Administrative/14003>

The district had the following ARSDs identified for non-compliance:

24:05:25:02.01. Parental consent for initial evaluation	24:05:27:01.03. Content of individualized education program
24:05:25:03.04. Evaluation procedures -- Notice	24:05:28:03. Factors in determining placements
24:05:25:04. Evaluation procedures -- General	24:05:30:04. Prior notice
24:05:25:04.02. Determination of needed evaluation data	24:05:30:05. Content of notice
24:05:25:06.01. Consent for reevaluation	Comprehensive Plan Updates:
24:05:25:16. Parent participation	24:05:30:06.03. Electronic mail
	24:05:27:10. Individual educational programs for students placed in private schools
	24:05:30:03. Independent educational evaluation
	24:05:26 Discipline procedures
	24:05:16:16. Personnel qualifications
	24:05:16:16.01. Paraprofessionals and assistants
	24:05:22:02. Minimum procedures