



Student Data Collections Desk Guide

Office of Data Management

August 2016

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PURPOSE

The purpose of this desk guide is to assist school districts with the data entry required for timely and accurate State and Federal reporting. This document will touch on the main data collection periods throughout the year which include:

- ❖ Fall Enrollment State Aid/Fall Enrollment Census Count
- ❖ Accountability – Year End Close Out
- ❖ Students with Disabilities December Child Count

The Department of Education currently contracts with Infinite Campus for our Student Information Management System. Districts **MUST** strive to keep their student data accurate at all times. In addition to the above listed data collection periods, student data is also extracted throughout the school year for additional items such as:

- ❖ To create Pre-ID labels and properly assign students in the online Assessment systems for districts
- ❖ To populate other systems such as SMyLife/eMetric/SD-STARS and Perkins for districts
- ❖ Student lists for Write to Learn, NAEP, etc.
- ❖ LEP and Immigrant data used for calculating Title III funding
- ❖ Federal reporting through EdFacts, Consolidated State Performance Report (CSPR)
- ❖ Legislative requests – Dec/Jan/Feb/March
- ❖ General data requests throughout the year
- ❖ To compute Attendance/Graduation rates/Completer rates and Dropout identification
- ❖ To comply with requirements for the Federal Perkins Loan Teacher Cancellation program in order to assist teachers in obtaining loan cancellation services

YOUR DATA IS IMPORTANT!



DEFINITIONS

Admission Date – the month, day and year that a student is admitted to a school or an educational institution.

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

EC – Early Childhood - Students not yet enrolled in Kindergarten but who are receiving only Special Education services from the school district should be entered into the Student Information System using the “EC” as the grade level in the grade level field. **Attendance is not required for the “EC” students.**

Exit/Withdrawal Date - the month, day and year of an individual’s last attendance in school; for a graduating student it is the last day of the school year (even if the seniors are dismissed a few days early) unless the student is graduating early and then it would be the last day the student is required to attend.

Fall Enrollment Census Count – this is a head count of students enrolled in pre-school through twelfth grade in all schools operated by the school district on the last Friday of September of the current school year. The Fall Enrollment Census Count is used for statistical comparisons and trends. This count is also used for a number of federal reports and grant allocations.

Fall Enrollment State Aid– per § 13-13-10.1 - the number of kindergarten through twelfth grade students enrolled in all schools operated by the school district on the last Friday of September of the current school year minus the number of students for whom the district receives tuition, except nonresident students who are in the care and custody of a state agency and are attending a public school and students for whom tuition is being paid pursuant to § 13-28-42.1, plus the number of students for whom the district pays tuition. See 13-13-10.1 for specifics on how state aid is calculated.

Jr. Kindergarten Student – a student enrolled in a Jr. Kindergarten program would be considered the same as a Kindergarten student for data collection purposes. The student must be at least 5 years old by September 1st to be counted for State Aid funding purposes.

Pre-School Student – per 24:17:01:07 – For the purpose of data collection, a preschool student is defined as a child who is at least three years of age on or before September 1st, is not enrolled in kindergarten, and is receiving educational services from a public school district for a minimum of 128 hours. A full-time preschool student is a student who is enrolled in a program that operates at least 448 hours per year. For purposes of this data collection, students enrolled in programs operated for a lesser time shall be reported on a prorated basis as a percentage of 448 hours. **All public school districts operating a preschool program shall report student data for preschool students including attendance data.** This definition is intended exclusively for data collection and should not be used for any other purpose.

SOUTH DAKOTA CODIFIED LAWS

SDCL 13-3-51: It shall be the duty of the secretary of the department of education to establish a uniform system for the gathering and reporting of educational data for the keeping of adequate educational and financial records for the evaluation of educational progress.

SDCL 13-15-31: Agreements for whole-grade sharing of students--Conditions. Notwithstanding the provisions of § 13-5-1, the school board of any school district may enter into an agreement or contract with one or more school boards of other school districts to provide for the whole-grade sharing of students among the participating school districts if:

- (1) The school district offers an instructional program within the boundaries of the school district; and
- (2) The school district meets the minimum fall enrollment requirements pursuant to § 13-6-97. For purposes of §§ 13-15-30 to 13-15-32, inclusive, whole-grade sharing is a sharing arrangement for students among participating school districts that allows the resident students at any one or more grade levels within one school district to attend school in one or more of the other participating school districts. The whole-grade sharing may be one-way whereby a participating school district sends all of its students at one or more grade levels to attend school in one or more of the other participating school districts without receiving any students in return.

The whole-grade sharing may also be two-way whereby a school district sends all of its students at one or more grade levels to attend school in one or more of the other participating school districts, and in return receives students at one or more grade levels from one or more of the other participating school districts.

SDCL 13-15-31: Approval and adoption of agreements for whole-grade sharing of students--Term--Termination--Requirements. Any agreement or contract entered into pursuant to § 13-15-30 shall be approved by the secretary of education and shall remain in effect for a period of at least three years. It shall provide for the sharing of governance among the participating school districts. The school board of each participating school district shall adopt the contract or agreement no later than February first of the school year preceding the school year for which the agreement will take effect. The contract or agreement may be terminated by any participating school district if that school district provides written notice to the other participating school districts at least eighteen months prior to the termination. The contract or agreement shall adhere to the following provisions:

- (1) Students at one grade level within a school district are only eligible to attend school in another participating school district if all the students at that particular grade level within the school district are sent to another participating school district. The school boards of the participating school districts shall determine which students and which facilities will be shared under the terms of the agreement;
- (2) The participating school districts may negotiate the rate of tuition that will be charged for any student sent to attend school in another participating school district. However, the rate of tuition per year may not be less than the per student allocation as defined in § 13-13-10.1 for that school fiscal year;
- (3) The fall enrollment as defined in § 13-13-10.1 for each participating school district shall include any students that the school district sends to another participating school district to attend school, and may not include any students that are sent to the school district to attend school from other participating school districts;
- (4) For the purposes of determining adequate yearly progress under the state's accountability system established in § 13-3-62, and calculating the graduation rates, any student sent to another participating school district to attend school shall be counted in the receiving school district; and
- (5) For the purposes of state aid for special education, the school residence of any student in need of special education or special education and related services who is sent to a participating school district to attend school remains with the sending school district. However, both the sending and the receiving school districts shall agree upon the student's individualized education program.

SDCL 13-26-1: The school fiscal year shall begin July first and end June thirtieth. Each local school board shall set the number of days in a school term, the length of a school day, and the number of school days in a school week. The local school board or governing body shall establish the number of hours in the school term for kindergarten programs, which may not be less than four hundred thirty-seven and one-half hours. The number of hours in the school term for grades one through five may not be less than eight hundred seventy-five hours, exclusive of intermissions. The number of hours in the school term for grades six through twelve may not be less than nine hundred sixty-two and one-half hours, exclusive of intermissions. An intermission is the time when pupils are at recess or lunch **and for grades six through twelve, the passing time between classes.**

SDCL 13-26-2: Time required in school term--Make up time--Summer term. The school board or governing body shall operate kindergarten through grade twelve in its schools. The school board shall operate grades one through twelve for at least a nine-month regular term in any one school year, and the number of hours in a school term for kindergarten shall be set pursuant to § 13-26-1. The regular school term may be conducted on a year-round basis and shall begin on a date established by the school board. The Board of Education shall promulgate rules pursuant to chapter 1-26 governing the operation and scheduling of year-round schools. Any school board or governing body may release graduating high school seniors from school before the end of the regular term. A school is not required to make up time for school closing because of weather, disease, or emergency once it has reached the minimum number of hours in the school term as required by state law. Graduating seniors are excused from make up time if the make up time occurs after the students have graduated or after graduation exercises have been held. If classes have been convened and then are dismissed, or if classes convene at a time later in the day than normal, because of inclement weather, that day constitutes a school day in session equal to the number of hours planned for that day as established in the local school district calendar for the year.

School boards are encouraged to provide time within the regular school term for curriculum and staff development which shall be in addition to the time required in this section. Each school board shall determine the appropriate amount of time for this activity and how best to use the time based on local needs for program development, increased parent participation, student contact, teachers' preparation, or other needs of the schools in the district. School is in session only when classes are held and as provided in §§ 13-26-4 and 13-26-4.1. A school board may operate a special term during the summer months.

SDCL 13-26-4: Teacher-parent conferences counted as hours in session. A school may have teacher-parent conferences during the school year and not more than 16.5 hours may be counted as hours in session.

SDCL 13-26-4.1: In-service training. The school board may designate a maximum of 5.5 hours of the 16.5 session hours provided for in § 13-26-4 as in-service teacher training.

SDCL 13-27-1: Responsibility of person controlling child for school attendance--General education development test preparation program--Kindergarten--Transfer from another state. Any person having control of a child, who is not younger than five or older than six years old by the first day of September, or any child who, by the first day of September, is at least six years old, but who has not exceeded the age of eighteen, shall cause the child to regularly attend some public or nonpublic school for the entire term during which the public school in the district in which the person resides, or the school to which the child is assigned to attend, is in session, until the child reaches the age of eighteen years, unless the child has graduated or is excused as provided in this chapter. However, the requirements of this section are met if a child who is at least sixteen years of age enrolls in a general education development test preparation program that is school-

based or for which a school contracts and the child successfully completes the test or reaches the age of eighteen years.

A child is eligible to enroll in a school-based or school-contracted general education development test preparation program or take the general education development test if the child is sixteen or seventeen years of age, and the child presents written permission from the child's parent or guardian and one of the following:

- (1) Verification from a school administrator that the child will not graduate with the child's cohort class because of credit deficiency;
- (2) Authorization from a court services officer;
- (3) A court order requiring the child to enter the program;
- (4) Verification that the child is under the direction of the Department of Corrections; or
- (5) Verification that the child is enrolled in Job Corps as authorized by Title I-C of the Workforce Investment Act of 1998, as amended to January 1, 2009.

Any child who is sixteen or seventeen years of age and who completes the general education development test preparation program may take the general education development test immediately following release from the school program or when ordered to take the test by a court. Any such child who fails to successfully complete the test shall re-enroll in the school district and may continue the general education development preparation program or other suitable program as determined by the school district.

All children shall attend kindergarten prior to age seven. Any child who transfers from another state may proceed in a continuous educational program without interruption if the child has not previously attended kindergarten.

SDCL 13-28A-9: Student from resident school district not receiving state aid--Enrollment in bordering state without payment to state prohibited. Any student whose resident school district does not receive state aid to education under the provisions of chapter 13-13 or 13-37 may not open enroll in the district of a bordering state unless the student's resident school district pays the State of South Dakota an amount equal to the per student allocation as defined in chapter 13-13 or 13-37 for each student open enrolled to a bordering state.

SDCL 13-28-2: Kindergarten enrollment eligibility--Transfer from another state. Any child who is five years old on the first day of September is eligible for enrollment in kindergarten during that school year. Any child who transfers from another state may proceed in a continuous educational program without interruption.

SDCL 13-28-43: Transfers to a school district other than the resident school district under the provisions of § 13-28-40 to 13-28-47, inclusive, may only take place prior to the last Friday in September during the first semester of any school year, and prior to the last Friday in January during the second semester of any school year. If a first semester, the transfer will occur at the start of the second semester. If a school district approves an application for such a transfer after the deadline in the second semester, the transfer will occur at the start of the following school year.

SOUTH DAKOTA ADMINISTRATIVE RULES

24:05:17:09: Return of information. Local education agencies shall return information on counting eligible children to the Office of Data Collection. Each local school superintendent shall certify in writing that the information provided is an accurate and unduplicated count of children with disabilities receiving special education or special education and related services on December 1 of each school year. If December 1 falls on Saturday or Sunday, the count shall be taken on the first working day following the weekend.

24:17:01:06: Percent of Day Enrollment. For the purposes of reporting day enrollment, a full-time student or 100 percent enrolled student is any student who is carrying a full course load. The term, full course load, means any student who is enrolled in at least five courses or is scheduled for a full school day. The term, full school day, means the amount of time in the day between the start and end of classes during an average school day. If any student is enrolled in less than five classes or does not attend school for the full school day, the student shall be reported based on the percentage of classes taken or the portion of the full school day that the student is in school.

24:17:01:07: Definition of preschool for data collection purposes. For the purpose of data collection, a preschool student is defined as a child who is at least three years of age on or before September 1st, is not enrolled in kindergarten, and is receiving educational services from a public school district for a minimum of 128 hours. A full-time preschool student is a student who is enrolled in a program that operates at least 448 hours per year. For purposes of this data collection, students enrolled in programs operated for a lesser time shall be reported on a prorated basis as a percentage of 448 hours. All public school districts operating a preschool program shall report student data for preschool students. This definition is intended exclusively for data collection and should not be used for any other purpose.

24:17:03:01: Requirement to submit student record form. Each accredited school district shall report, for each student attending school within the school district, detailed information on the student as requested by the secretary on the student record form.

24:17:03:02: Student data submission. The due date for submission of the fall student data through the student information system is 15 days following the last Friday of September of each school year. State aid fall enrollment count is final on the last business day of October and no additional students may be added after this date but may be removed if found to be reported in error. The December child count data is due 10 days following December 1 of each school year. If a due date falls on a weekend or state holiday, the due date is the next business day following the scheduled due date. The final student record forms for each school year must be submitted no later than the second Friday in June of each school year.

24:17:03:03: Extension of deadlines. The secretary may extend any of the deadlines contained in this chapter. The extension may be on a case-by-case basis or a blanket extension for all school districts required to submit the forms. Blanket extensions shall be granted if the state's reporting format fails for a significant amount of time. Individual extensions may be granted upon written request signed by both the chief executive officer and board president of the school district if the district experiences unforeseeable extenuating circumstances.

24:17:03:04: Department review of student records. Department staff shall review all student record forms to verify the accuracy of the data reported. Except as provided in this chapter, no student may be reported as attending more than one attendance center for the same period of time.

24:17:03:05: Exception to nonduplicative dates requirement. Any residentially placed student reported

as attending a short-term group care education program may be reported as attending another attendance center for the same period of time, not to exceed 90 consecutive school days. After attending for more than 90 consecutive school days, the student must be dropped on the ninety-first day from the count of the attendance center at which the student was enrolled prior to being enrolled in the short-term group care education program.

24:17:03:06: Mandatory dropping of students. Any student who has an unexcused absence of 15 consecutive school days shall be dropped from the count of the attendance center retroactive to the last day the student attended school or had an excused absence. An excused absence includes medical illness and enrollment in a short-term group care education program for up to 90 consecutive school days.

24:17:03:08: Requirement to submit calendar data. All school calendars are due by the last Friday in August. The minimum data reporting requirements for a school calendar are as follows:

- (1) Start date of school year;
- (2) End date of school year;
- (3) Grade levels;
- (4) School terms in quarters, semesters, or trimesters; and
- (5) Periods

24:17:03:09: Student enrollment dates. Enrollment start date of a student is determined on the day, month, and year on which a student is admitted to a school or educational institution to include preschool. An enrollment end date is the day, month, and year of a student's last attendance in the school. The end date for graduating students shall be the last calendar day of the school year unless the student graduates early, in which case the student is counted on the last required day of attendance.

24:17:03:10: Requirement to submit educational structure data. All school districts are required to submit their finalized educational structure for the upcoming school year to the Department of Education by March 1st of each year. Required educational structure items that must be reported are as follows:

- (1) New schools
- (2) Closed schools
- (3) School name changes
- (4) Grade span changes

DATA COLLECTION CALENDAR FOR 2016/17

The following calendars contain important data related events that occur during the school year.

JULY							16
Su	M	Tu	W	Th	F	Sa	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

It is important to keep your data up-to-date at all times!

AUG.							16
Su	M	Tu	W	Th	F	Sa	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

Updates to Educational Directory begins on August 1st. This is where your school district notifies the DOE of important contact individuals in your district.

All school calendars for all attendance centers **MUST** be entered or updated in Infinite Campus by the last Friday in August.

SEPT.

16

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

All updates to the Educational Directory Information via the online system is due by September 1st.

Fall DOE/Infinite Campus User Groups.
Dates/Locations TBA.

Official fall enrollment counts taken as of the last Friday of September by DOE (census and state aid fall enrollments).
NOTE: All students MUST be entered in Infinite Campus to be included in counts.

OCT.

16

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Meal status' for all students **MUST** be updated in Infinite Campus by the end of October.

NOV.

16

It is important to keep your data up-to-date at all times!

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DEC.

16

Special Education Child Count, including private school students, taken by DOE as of December 1st. All students receiving Special Ed Services **MUST** be updated in Infinite Campus by this date.

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JAN.

17

It is important to keep your data up-to-date at all times!

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEB.

17

Verification of Educational Structure system opens for 2017/18 school year. All new schools, closed schools, grade span changes, and school name changes **MUST** be reported.

Su	M	Tu	W	Th	F	Sa
			①	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

Spring DOE/Infinite Campus User Groups. Dates/Locations TBA.

MARCH 17

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Verification of Educational Structure system **closes** for 2017/18 school year. All new schools, closed schools, grade span changes, and school name changes **MUST** be reported by this date.

APRIL 17

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

It is important to keep your data up-to-date at all times!

MAY

17

It is important to keep your data up-to-date at all times!

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE

17

Submit final student data via Infinite Campus by the 2nd Friday in June.

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Submit final Safe, Drug & Gun Free data via online collection system by the 2nd Friday in June.

SECTION I - FALL ENROLLMENT

TIMELINE

In accordance with 24:17:03:02 and 24:17:03:08 – Fall Enrollment student data must be reported in the Statewide Information Management System (Infinite Campus) according to the below timelines:

Calendar Data: All school calendars for all attendance centers must be entered or uploaded into Infinite Campus by the **last Friday in August**. This includes a Home School calendar even if you do not have any Home Schooled students.

Fall Data: All student enrollments must be entered or uploaded into Infinite Campus **no later than 15 business days following the last Friday of September**.

State Aid Fall Enrollment Count: Is final on the last business day of October. No students may be added (to the State Aid Fall Enrollment) after this date but students may be removed if found to be reported in error.

CRITERIA FOR FALL ENROLLMENT – STATE AID

- Students must be enrolled on the last Friday in September. Students who exit or fail to return to school by this date and students enrolling after this date WILL NOT be included.
- Students enrolled for any percent of the day will be included. Only whole numbers are to be entered in the Percent Enrolled field.
- Enrollment in home school is not included in the Fall Enrollment – State Aid count.
- Students assigned out of district but for whom the district pays a tuition cost for are included.
- Out of state students (except for open enrolled students from ND and MN) are excluded from the Fall Enrollment – State Aid count.
- Open enrolled students are included in the count for the school or district in which they are enrolled and served.
- Fall Enrollment – State Aid count is applicable to public school districts only.
- Enrollment in Pre-School is not included in the Fall Enrollment State Aid count.

CRITERIA FOR FALL ENROLLMENT – CENSUS COUNT

- Students must be enrolled on the last Friday in September. Students who exit or fail to return to school by this date and students enrolling after this date WILL NOT be included.
- Students must be enrolled greater than 49% to be included in the Fall Enrollment – Census Count.
- Enrollment in home school is not included in the Fall Enrollment – Census Count.
- Open enrolled students are counted in the school in which they are enrolled and served.
- Out of state students enrolled in South Dakota schools are included in this count.
- Enrollment in Pre-School IS included in the Fall Enrollment Census Count.

REQUIRED DATA ELEMENTS FOR INFINITE CAMPUS DISTRICT EDITION AND STATE EDITION SCHOOLS

CALENDARS

The first step in making sure your Fall Enrollment data is entered accurately is by creating a calendar for **EVERY** attendance center in your district. All school calendars are **due by the last Friday in August** according to 24:17:03:08. Additional information regarding how to create a new calendar or modify an existing calendar in Infinite Campus can be found on the Campus Community at the following link: <https://community.infinitecampus.com/kb/display/DOC/Calendar+Wizard>

Please contact your district's Infinite Campus Tech Coordinator if you have any trouble accessing the information at the above link.

Please note: Both District Edition and State Edition users MUST roll forward their calendar information from school year to school year. State Edition users do not have the functionality to roll forward their students; therefore Infinite Campus will roll forward your students after you have completed the calendar roll forward function.

Important Calendar elements which **MUST** be entered include:

- A calendar must be entered for **EVERY** attendance center including Home School, Pre-School, Sped Out of District Placement and Private School.
- Check your school calendar dates and your student day minutes. The path is: Index>System Administration>Calendar>Calendar. At a bare minimum, your calendar must include the following:
 - Start date of the school year
 - End date of the school year
 - Student Day (instructional minutes) – It is important that this information is correct as your attendance for Accountability is determined by the information in this field.
 - Whole Day Absence (minutes)
 - Half Day Absence (minutes)
 - Type
 - Title 3 – Only check if this is a Title 3 School calendar.
 - Summer School – Only check if this is a Summer School calendar.
 - 4 Day School Week – Only check this area of the calendar if the entire district is operating a 4 day school week.

15-16 Carthage Elem

Calendar

Grade Levels

Schedule Structure

Terms

Periods

Days

Overrides



Save

Calendar Info

Calendar ID	School
29	2 Carthage Elem (schoolID:1)
*Name	Number
15-16 Carthage Elem	
*Start Date	*End Date
08/20/2015	05/25/2016
Student Day (instructional minutes)	Teacher Day (minutes)
355	
Whole Day Absence (minutes)	Half Day Absence (minutes)
	194
Type	Title 3
I: Instructional	<input type="checkbox"/>
A: Alternative	
B: Homebound	
H: Homeschool	
I: Instructional	
O: Other	
P: Private	
R: Residential	
S: Summer School	
X: Outside District	

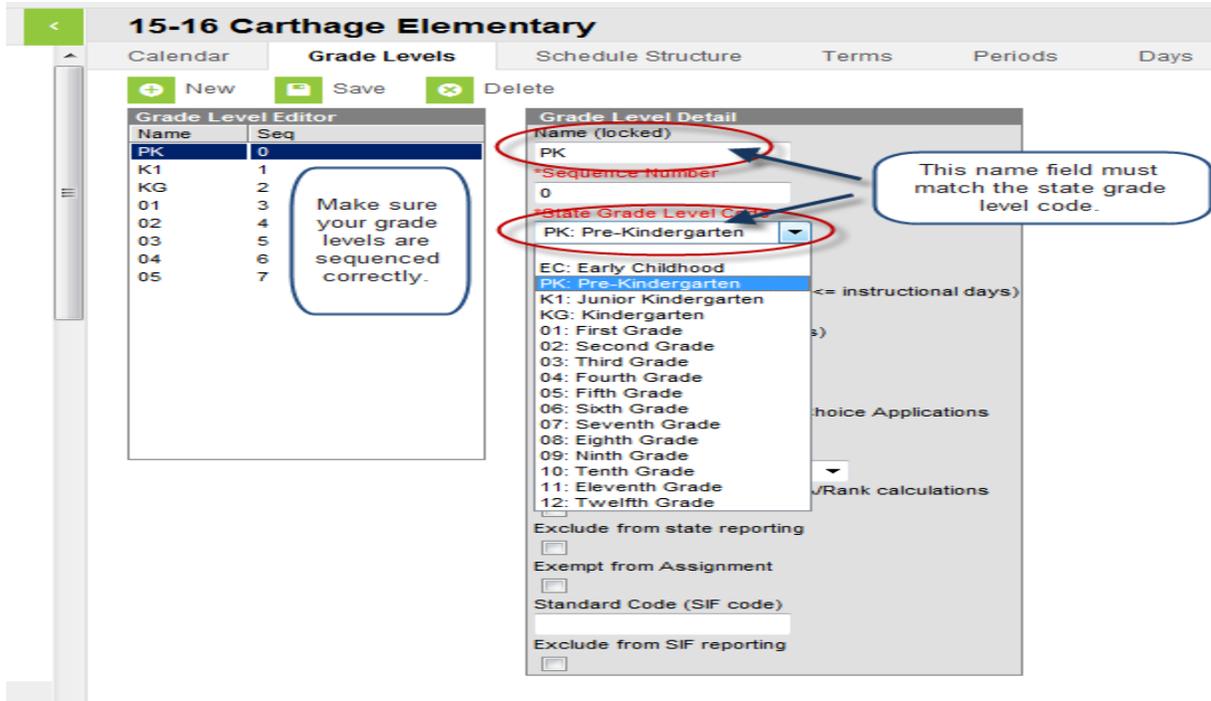
Check if this is a summer school calendar.

If your District is utilizing a 4-day week, please put a check mark in this box.

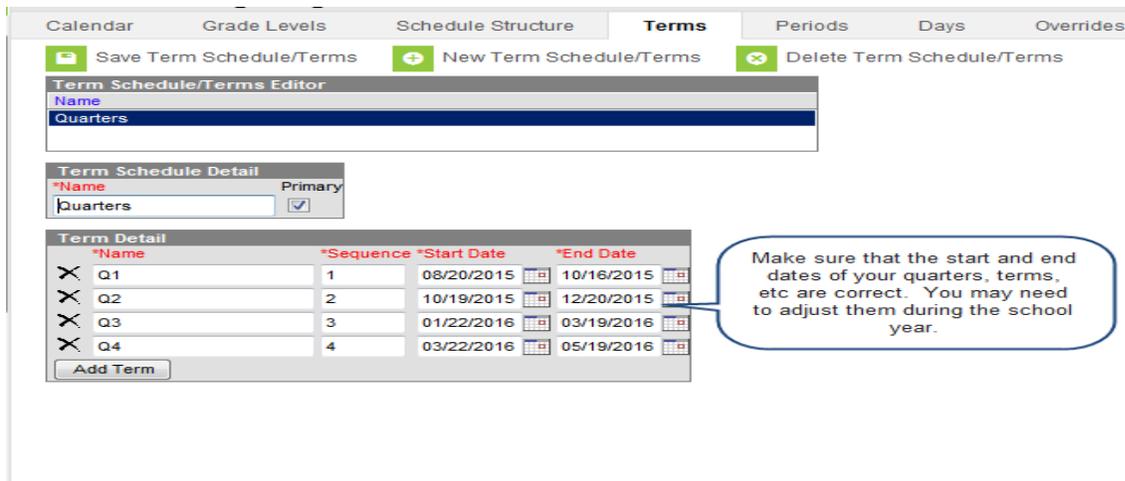
Check this box if this is a Title 3 school.

Make sure that the appropriate calendar type is selected for every calendar. If it is a Home School calendar, be sure to select Home School as the Type.

Make sure that all grade levels that are being served within your school(s) are entered under the **Grade Levels Tab**. The district **MUST** then map its entire local grade levels to the state grade levels. It is the districts responsibility to make sure that the grade levels are mapped accurately.



Do you operate on quarters, semesters, trimesters, etc.? Make sure that the start and end dates of your terms are correct on the **Terms Tab**.



On the **Period Tab** enter your period schedule for a day. When entering the period minutes you cannot overlap minutes. **You are not allowed to count a class that is being held prior to the start of the school, home room minutes, lunch minutes, recess minutes, passing minutes or after school tutor sessions as instructional minutes.** Once you have entered your period schedule, it will automatically calculate the total of instructional minutes for you.

Infinite Campus District Edition Sandbox Test Site

Year 14-15 School All Schools Calendar 14-15 Carthage Middle School

Index Search Help < **14-15 Carthage Middle School**

Calendar Grade Levels Schedule Structure Terms **Periods** Days Overrides

Save Period Schedules New Period Schedule Delete Period Sched/Periods

Period Schedule/Periods Editor

Name

1

Period Schedule Info

*Name	*Sequence	Instructional Minutes	School Day
1	1	380	380

Period Info

*Name	*Sequence	Start Time	End Time	Lunch Time	Non-Instructional
X 1	1	08:20 AM	09:02 AM	0	<input type="checkbox"/>
X 2	2	09:05 AM	10:02 AM	0	<input type="checkbox"/>
X 3	3	10:05 AM	11:02 AM	0	<input type="checkbox"/>
X 4	4	11:05 AM	11:50 AM	0	<input type="checkbox"/>
X 5	5	12:20 PM	01:27 PM	0	<input type="checkbox"/>
X 6	6	01:30 PM	02:27 PM	0	<input type="checkbox"/>
X 7	7	02:30 PM	03:25 PM	0	<input type="checkbox"/>

Add Period

Instructional Minutes Preference for 14-15 School Year
 Exclude non-instructional periods
 Exclude non-instructional minutes
 Exclude time gaps between periods

School Day Preference for 14-15 School Year
 Exclude non-instructional periods
 Exclude non-instructional minutes
 Exclude time gaps between periods

The Instructional Minutes on the periods tab should match the Student Day (instructional minutes) fields

Counting Instructional Minutes
 You re not allowed to count a class that is being held prior to the start of school, home room, lunch, recess, passing minutes, or after school tutor session as instructional minutes

You will need to make sure that your preferences are set correctly.

SDCL 13-26-1
 An intermission is the time when pupils are at recess or lunch and for grades six through twelve, the passing time between classes.

If the Instructional Minutes are not calculating correctly you will need to check your preferences on System Administration>Calendar>School Years . The instructional minutes should read the same on the calendar tab as they do on the period tab.

15-16 Carthage Middle School

Calendar Grade Levels Schedule Structure Terms Periods **Days** Overrides

Day Reset Print Multi Day Event

August 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						01
02	03	04	05	06	07	08
09	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Event on this Day

A Day Reset will need to be done on **all** calendars prior to editing your days.

Enter the start and end dates and select the days that should be included in the reset (Monday, Tuesday, etc). Select "Create Days".

Carthage Middle School

Auto Create Calendar Days

Day Reset

This tool will generate a Day record for each day in the Calendar. If your calendar dates are year-round, or larger than the days you need to track, enter a smaller date range to only create Day records for days that have instructional meaning for this Schedule Structure. If this function is performed on an existing calendar, all days and day events will be lost outside the range you choose (Unless you choose 'Fill Missing Days Only').

*Start Date: 08/20/2015

*End Date: 05/19/2016

Duration: 0

Fill Missing Days Only:

Mon
 Tue
 Wed
 Thu
 Fri
 Sat
 Sun

Create Days

Your start/end date should be populated. If you are a 4 day school week, make sure the appropriate box is unchecked.

You will need to edit the start/end dates of the terms and any vacation days, etc. You can also set up day events such as Parent Teacher Conferences, In-Service Days, Holidays, etc. A "Day Reset" will need to be done for every calendar that you have in your District. If a "Day Reset" is not done, your numbered calendars days will not start over for the new school year.

15-16 Carthage High School

Calendar Grade Levels Schedule Structure Terms Periods Days Overrides

Save Day/Day Events Delete Day/Day Events Day Reset Print Multi Day Event

August 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						01
	02	03	04	05	06	07
	08	09	10	11	12	13
	14	15	16	17	18	19
	20	21	22	23	24	25
	26	27	28	29	30	31

Event on this Day

Day Detail

Date: 08/20/2015 Day # 1

Period Schedule: High School

School Day: Instruction: Attendance:

Start Time: End Time: Duration: 0

Comments: In-Service -- No students

Day Events

Type: IO: In Service Optional Duration: 0 Inst. Minutes: 330

- AD: Abbreviated Day
- FD: First Day of School
- CH: Holiday - Christmas
- OH: Holiday - Other
- SH: Holiday - Spring Break
- IS: In Service
- IO: In Service Optional**
- SI: Inclement Weather
- LD: Last Day of School
- PT: Parent-Teacher Conference
- TV: Teacher Vacation
- ED: Early Dismissal
- FR: Friday Schedule

You are allowed to count up to, but not exceed 5.5 hours for In-Service. If holding In-Service prior to the start of school, you will only check the boxes for School Day and Instruction. The attendance box is left blank because the student were not in session.

Enter the number of minutes that you are counting as instructional for that day.

SCHOOL HISTORY

It is important to check the School History information at the start of each new school year to see if there are any changes you need to report from the prior year. The path is: System Administration>Resources>School. Check the + sign next to each of your schools and click on the Original Record to review current School History information. In the Program Participation area of the screen, if you are a Title I School, make sure the appropriate dropdown item is selected. If you are a Title III School, make sure you place a check in the Title III checkbox. You should also complete the USDA Programs area of the screen if your school is participating in the National School Lunch Program. More information on how to complete the USDA Programs area of the screen can be found in the FRAM section of this desk guide.

hage Elem Calendar 15-16 Carthage Elem Section AM Attend) 002-1 AM Attendance

School

Save School History New School History

School data is divided into two areas: School Detail and School History. School History records contain information related to a school that can be tracked historically. By creating a new School History, the new information is tracked as of a specific date while the previous values are preserved. To create a new School History record, select an existing School History and click the New School History button. This will create a new School History record based on the current information, which can be modified as needed and saved.

School Editor

- Carthage Elem
 - Original Record
- Carthage High School
- Carthage Middle School
- Home School
- Pierre
- Private School
- Summer School

Carthage Elem (2) School History

Original Record

Program Participation

Title I Title III

Targeted Assistance Program

Targeted Assistance Eligible - No Program

Targeted Assistance Program

Schoolwide Eligible - Targeted Assistance

Schoolwide Eligible - No Program

Schoolwide Program

Not a Title I School

School Breakfast Program(SBP) National School Lunch Program(NSLP)

Provision 4: Provision 4 Provision Type SBP NSLP Provision Base Year 14-15 Provision End Year 14-15

- Modified by: Jung, Teri 03/28/2014 11:41

See FRAM section of the Deskguide on how to complete this

RECORDS TRANSFER PROCESS

In order to eliminate unnecessary data entry and to ensure all student data is properly transferred from one district to another it is vital that districts use the Records Transfer process within Infinite Campus.

A records transfer may be requested any time after the transfer student has been enrolled in the new district. Immediately after the student's new enrollment is saved, the records transfer page will display.

REQUESTING RECORDS THROUGH THE STUDENT LOCATOR

Student Records Transfer

Request a Records Release

This is a Records Release containing the student information, the requesting district/user and the releasing district/user.

Student:		Enrollment Type: Primary			
Last Name	Student	First Name	Sample	Middle Name	S
Gender	M	Birthdate	07/10/1992	SSN	
Grade	12	School	Alpena HS	Start Date	08/24/2011

Requesting District & User					
District	Pierre	Name	Pierre Registrar	Username	PRRegistrar
Request Date	08/25/2011	Work Phone	605-224-0000	Email	pregistrar@stat

Comments

Sample Student just enrolled in our school district. Please transfer his records.

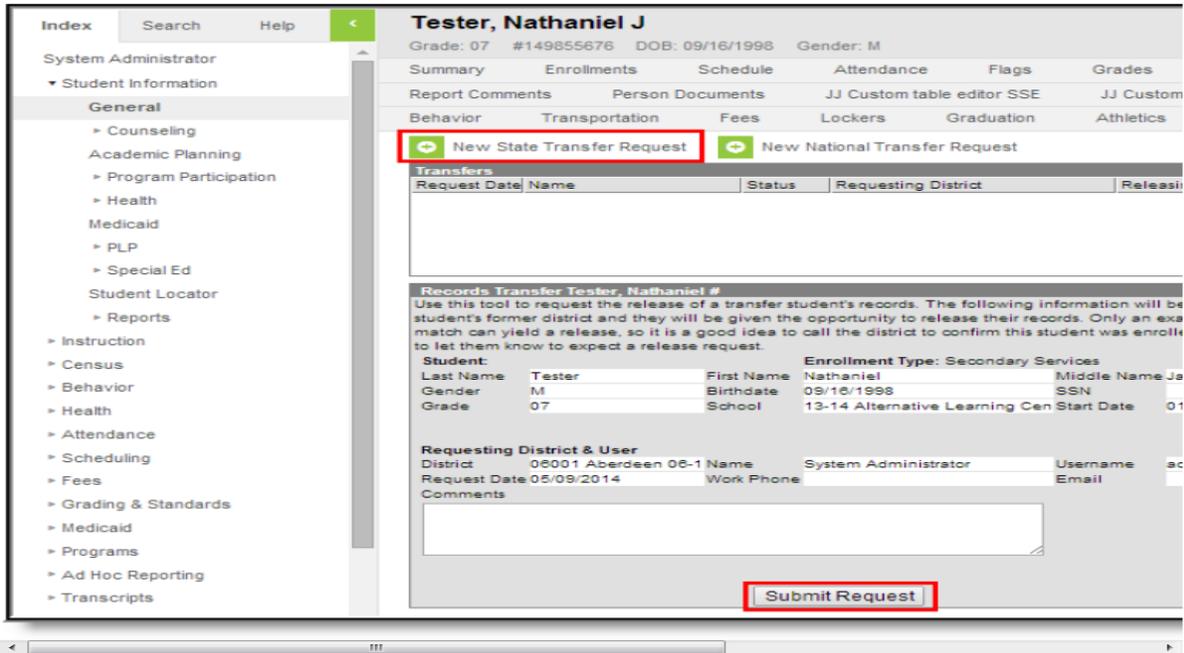
Click this button to request records from the student's former district immediately. Or, request records at a later time by navigating to another tool in the Index.

Submit Request

Clicking the Submit Request button will initiate a request for the student's records. After a request is made, the Process Inbox and the student Records Transfer tab of the requesting district will both display a "Waiting" status until the former district responds with the records. During this time, the new district will have no indication of which district the student previously attended. As a courtesy to your fellow districts, please respond to all requests for transfer within 5 business days.

REQUESTING RECORDS THROUGH THE RECORDS TRANSFER TAB

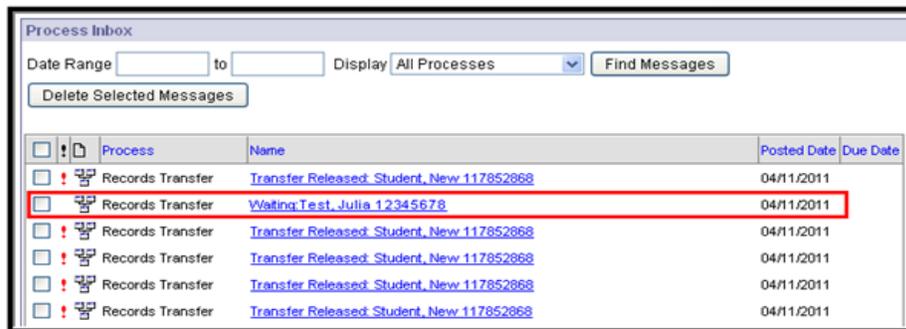
The transfer can be performed at the time of enrollment or at a later date. Requesting a transfer at a later date may be done by navigating to the student's Records Transfer tab, selecting the **New State Transfer Request** icon (if applicable) and selecting the **Submit Request** button.



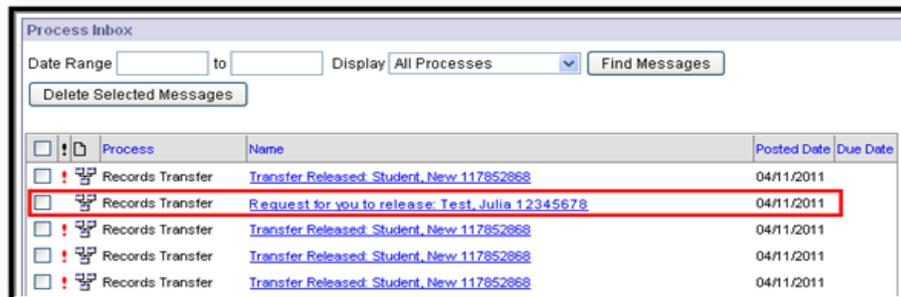
After a request is made, the Process Inbox and the student Records Transfer tab of the requesting district will both display a “Waiting” status until the former district responds with the records. During this time, the new district will have no indication of which district the student previously attended.

COMPLETING THE PROCESS

Requesting District



Receiving District



COMPLETING THE PROCESS (CONT.)

When District is ready to approve the release

Student Records Transfer

Release or Reject a Request for Transfer Records
 An external district is requesting the release of your district's records of a student. The request has come from another district. The student has been enrolled in the new district, so please help to prevent incorrect data or enrollment errors.

Infinite Campus verifies that the requesting district is whom they say they are, and that the user making the request is who they say they are. You may accept or reject this request, but you are encouraged to call the requesting district to verify the information.

Records Transfer Lane, Susie #

Student: Last Name: Test1, First Name: Julia, Middle Name: Ruth
 Gender: F, Birthdate: 06/15/1998, SSN: [redacted]
 Grade: 07, School: 10-11 Middle School, Start Date: 09/25/2010

Enrollment Type: Primary

Requesting District & User
 District: 06001 Aberdeen 06-1, Name: System Administrator, Username: admin
 Request Date: 04/07/2011, Work Phone: [redacted], Email: [redacted]
 Comments: None.

Releasing District & User
 District: 32002 Pierre 32-2, Name: Administration Administration, Username: admin
 Release Date: 04/26/2011, Work Phone: [redacted], Email: [redacted]
 Comments: [text area]

You may print documents or run the import wizards

Requesting District & User
 District: 06001 Aberdeen 06-1, Name: [redacted], Username: [redacted]
 Request Date: 08/18/2011, Work Phone: [redacted], Email: [redacted]
 Comments: None.

Releasing District & User
 District: 06301 ABERDEEN CATHOLIC SCHOOL SYSTEM, Name: [redacted], Username: [redacted]
 Release Date: 08/18/2011, Work Phone: [redacted], Email: [redacted]
 Comments: None.

Status: Records released.

Transfer Documents

- Transcript
- Census Contact Summary
- Extended-Census-Summary
- Enrollment History
- Schedule
- Attendance Period Detail
- Assessment Summary
- Behavior Summary
- Health Condition Summary
- Health Screening Summary
- Health Immunization Summary

Data imports

- Transcript Import Wizard
- Extended-Census-Import-Wizard
- Enrollment History Import Wizard
- Assessment Import Wizard
- Immunization Import Wizard
- Health Condition Import Wizard
- Health Screening Import Wizard
- IEP-Import-Wizard
- Special-Ed-Evaluation-Import-Wizard
- Special-Ed-Documents-Import-Wizard
- RLP-Import-Wizard
- RLP-Documents-Import-Wizard
- LEP-Import-Wizard
- LEP-Import-Wizard

For additional information on the Records Transfer process, please see the documentation and the simulation videos available within the Infinite Campus Community at:

<https://community.infinitecampus.com/kb/display/DOC/Student+Records+Transfer>

<https://community.infinitecampus.com/kb/display/DOC/Videos+and+Simulations>

STUDENT ENROLLMENTS

In order to process accurate payments and get accurate Fall Enrollment counts, it is absolutely necessary that districts enter **ALL** student enrollments including Home Schooled, Sped Out of District, Early Childhood and Preschool students into Infinite Campus in a timely manner. All students who attended your school district (even for a short time) must have an enrollment record in Infinite Campus.

Students not yet enrolled in Kindergarten but who are enrolled in a preschool program and are receiving a preschool curriculum must be entered into Infinite Campus using PK as the grade level in the grade level field. Students must be at least 3 years of age prior to September 1st to be considered a preschool student. Students who are not enrolled in Preschool or Kindergarten and who are receiving **ONLY** Special Education services through your school district must be entered into Infinite Campus using EC as the grade in the grade level field.

School districts are required to take attendance for all preschool (PK) students for the proper payment of Impact Aid funding. Attendance is not required for those young students receiving only Special Education services (EC).

ENROLLING A STUDENT

The first step in enrolling any student is to search the Infinite Campus system to see if the student was ever previously enrolled in South Dakota. This includes doing a search for those entering Kindergarten as they may have previously been enrolled in Preschool (PK) or may have previously received Early Childhood Special Education services (EC). These students will have already been assigned a State Student ID. **To search for a student you will go to Index>Student Information>Student Locator.** Remember, if a student is transferring to your district from another SD district, the student should appear when you do a student locator search. If the student does not appear after the first search, try again using the "All People" search criteria. If you are still not able to locate the student, check and see if the student goes by a nickname or a different last name. If you still are unable to find the student in Infinite Campus and you know for certain that the child previously attended school in South Dakota, call DOE Data Management at 605-773-3426 for assistance.

The screenshot shows the 'Student Locator' window in Infinite Campus. On the left is a navigation tree with 'Student Locator' selected. The main area has a 'Student Search' form with fields for Last Name (student), First Name (sample2), Gender (M), Birth Date, Middle Name, SSN #, and State ID. A yellow 'Search-->' button is at the bottom of the form. Below the form is a table with one row of data:

Name	State ID	Gender	Birth Date	%
Student, Sample S	071139688	M	07/10/1992	67

Two callouts are present: a red speech bubble pointing to the 'Search-->' button with the text '1. Enter the necessary search criteria. Click Search.' and a yellow starburst pointing to the 'Create New Student >' button with the text 'Do NOT click on Create New Student - This will create a new person in the system.' Another red speech bubble points to the first row of the table with the text '2. If this is the student you are searching for - Click on student name to proceed with enrollment process.'

When enrolling a student, the student's name should **ALWAYS** be entered as it appears on the student's birth certificate or other legal documents. If the student goes by a nickname (ex: Bill instead of William), you still

need to enter "William" in the First Name field and you can add "Bill" to the Nickname Field.

Please note that for transgender students, there is the option for you to enter the student's legal name and legal gender as identified on the student's birth certificate in the Protected Identity Information fields. This information **DOES NOT** sync to the State Edition. For data entry of the name and gender for transgender students, please follow your district's policy.

RACE/ETHNICITY

Within Infinite Campus, Race/Ethnicity data is located on the student's Demographics and Identities Tab located at Census>People>Demographics or Identities as shown below. To enter or make a change in the Race/Ethnicity, click on the Edit button.

The below fields need to be populated for all students.

Sample2, Student
Grade: 10 DOB: 10/16/1988 Gender: M

District Assignments School Choice Credentials Overrides Fees ID His

Demographics **Identities** Households Relationships Enrollments Distri

Save New

Identity Information
PersonID 118

*Last Name Sample2 *First Name Student Middle Name Suffix

*Gender Male Birth Date (Age: 26) 10/16/1988 Soc Sec Number

Race/Ethnicity
Is the individual Hispanic/Latino? N: No
Is the individual from one or more of these races? (check all that apply)
 American Indian or Alaska Native
 Asian
 Black or African American
 Native Hawaiian or Other Pacific Islander
 White
State Primary Race WH: White, not Hispanic
Race/Ethnicity Determination
01: Parent Identified
02: Self Identified
03: Observer Determined
04: Unknown
Date Entered US Date Entered US School US
Date Entered State Birth Verification

Is the student Hispanic? yes/no

If the student is multi-racial, check all that apply.

This field will auto populate based upon the data entered above.

Enter how the Race/Ethnicity Determination was made. If the parents/guardian of the student refuses to self-identify, it will be the district's responsibility to us "Observer Identification".

RACE/ETHNICITY DESIGNATION FOR HOME SCHOOL STUDENTS

The Application for Public School Exemption Certificate form was updated to remove the race/ethnicity question due to the state having no legal authority to collect this information on Home School Students. The issue is that you are unable to save the enrollment record in Infinite Campus without having the above fields completed. The decision was made to instruct school districts to use their best guess on the race/ethnicity of the home school student in order to get the record to save. The DOE does not report the race/ethnicity of Home School students on any state or federal reports therefore the accuracy of this particular piece of data is not critical. If the student is dually enrolled in the public school district for any services/classes, then the student's correct race/ethnicity must be reported on the student's Identities Tab.

SOCIAL SECURITY NUMBERS

While it is not required, the Department of Education strongly encourages districts to report the student's Social Security Number (SSN) within Infinite Campus. The SSN number is used as matching criteria for the ACT match and for matches with the Department of Social Services for the Direct Certification process and the Medicaid Administrative Claiming process. When the SSN is available, it provides for a more reliable match, which helps to ensure that school districts get the maximum funding allowed and students receive the benefits they are entitled to.

Within Infinite Campus, the Social Security field is located on the student's Identities Tab located at Census>People>Identities as shown below.

claus, santa
Grade: 02 #106232077 DOB: 12/25/2000 Gender: M

Demographics **Identities** Enrollments District Employment

Save New

Identity	Current	Effective Date	Birth Date
claus, santa	X	05/06/2010	12/25/2000

Identity Information
PersonID 340555

*Last Name claus *First Name santa Middle Name Suffix

*Gender Male *Birth Date (Age: 9) 12/25/2000 Soc Sec Number

Enter the SSN and then hit SAVE.

IMMUNIZATIONS

Immunization records can now be printed on a High School transcript. The Board of Regents asked for this enhancement, as they regularly have to ask the districts for immunization records. Our suggestion for entering this information is to enter immunizations for the incoming Kindergarten class and also for the current seniors. You could then enter two grades a year until you are caught up. This would help to bypass the situation where schools are asked to respond on a case-by-case basis.

ENROLLMENT TAB

Much of the information DOE needs to complete its state and federal reporting comes from data fields found on the Enrollment Tab. Below you will find screen shots of the Enrollment Tab along with the required data fields and possible entries highlighted.

The screenshot shows the 'General Enrollment Information' form for Carthage High School. Key fields include:

- *Grade:** 11. Callout: "Enter the appropriate Grade Level. BE SURE you are using the correct grade levels for PK and EC students."
- *Start Date:** 08/20/2015. Callout: "The start date is the 1st day that the student receives instruction."
- End Date:** 5/15/2016. Callout: "Last day of attendance."
- End Action:** P: Promote. Callout: "Use to denote if the student is being promoted or retained."
- *Service Type:** P: Primary. Callout: "Indicate whether this is: P-Primary Enrollment, S-Partial, N-Special Ed Services. Use when a student is attending a private school, but receiving SPED services at the public school. Also, use when placing a student in the SPED/Out of District Placement School."
- End Status:** 11: Student continues. Callout: "Definitions for the exit codes are listed below." (The list includes: 01: Expelled, didn't return to any school; 02: Discontinued education - dropped out; 03: In-state School Transfer; 04: Student graduated; 05: Student died; 06: Committed to institution; 07: Reached maximum age for special-ed; 08: Out-of-state School Transfer; 09: Colony student > grade 8 - religious exemption; 10: Student retained; 11: Student continues; 12: Persistently Dangerous Transfer; 13: School Improvement Transfer; 14: Home School Transfer; 15: Suspended; 16: Home School Completer; 17: Discontinued education - completed GED; 18: Discontinued education - exceeds compulsory age).
- *Resident District:** Aberdeen 06-1: 06001
- *Serving (Attending) District:** Aberdeen 06-1: 06001
- Gifted:** N: No

GRADE LEVEL - DEFINITIONS:

EC is used when a child is receiving special education services through your district and is **NOT** enrolled in PK or Kindergarten. EC grade level is most often used for children participating in IDEA Part B (ages 3-5) program. However, EC grade level also includes children who are participating in IDEA Part C (ages birth – 3) if identified as “in need of prolonged assistance”. Attendance **IS NOT** required for EC students.

PK is used when a student is attending preschool. Students must be 3 or older prior to September 1st of the school year. These students are those participating in a preschool curriculum. Attendance **IS** required for PK students.

NO SHOW BOX:

This check box **SHOULD NEVER** be used! Using this check box can inadvertently impact the first point of entry into the 9th grade which is used to determine graduation rates. If you have a student who was enrolled the previous school year but who failed to appear for school as expected, the enrollment in the new school year should be deleted. You will also need to update the exit reason on the previous school year’s enrollment record.

The following rules apply for summer dropouts. Dropouts count for the year they fail to show up for. For example, a student may complete the 2015-16 school year but fails to show up for the 2016-17 school year.

In this case, the school would create a 2016-17 enrollment record. Both the start AND end dates would be the first day of the 2016-17 school year and the End Status would be updated to 02-Discontinued education-dropped out.

SERVICE TYPE - DEFINITIONS:

Service Type describes if the enrollment is **Primary (P)**, **Partial (S)**, or **Special Ed Services (N)**. In most cases, students cannot have multiple primary enrollments. If a student has dual enrollments, the school districts must agree to identify one enrollment as the primary enrollment and the second enrollment as partial. Dual enrollments **CANNOT** be split 50/50. Instead, the split should be 51/49 with the 51% enrollment marked as primary and the 49% enrollment marks as partial. The exception to this rule is when a student has an enrollment in one of the allowable 13 facilities (ex: JDC) as identified in Administrative Rule 24:17:03:05. If this is the case, both enrollments would be allowed to have the service type marked as Primary (P).

END STATUS – DEFINITIONS:

01: Expelled, didn't return to any school (The action of the school board that terminates a pupil's membership in school for not more than 12 consecutive months).

02: Discontinues education – dropped out (any student that is under the compulsory age of 18). This is used if a student is under age 18 and (1) the student/parent indicate that they are dropping out or (2) if the student does not show for the school for 15 consecutive school days. Dropouts count for the year they fail to show up for. For example, a student may complete the 2015-16 school year but fails to show up for the 2016-17 school year. In this case, the school would create a 2016-17 enrollment record. Both the start AND end dates would be the first day of the 2016-17 school year.

03: In-state School Transfer (transferring to your district from another SD district).

04: Student graduated (a student who has attained sufficient credits to receive a regular high school diploma). This end status code can only be used for students who are enrolled in the 12th grade. This end status **CANNOT** be used for special education students who plan to continue receiving services until the age of 21.

05: Student Died

06: Committed to institution (student is being served at: SD Human Services or the State Penitentiary)

07: Reached maximum age for special ed (21 years of age)

08: Out of state School Transfer (student moving out of state)

09: Colony student (religious exemption)

10: Student retained

11: Student continues

12: Persistently Dangerous Transfer

13: School Improvement Transfer

14: Home School Transfer (student leaving public school and transferring to Home School)

15: Suspended (the exclusion of a pupil from a class or classes for not more than 90 day)

16: Home School Completer (student completes their Home School course work). This is used if a student is home schooled through the 12th grade. Since they do not receive a high school diploma, this code indicates they are completing their home school program.

17: Discontinued education – completed GED (a student is considered a drop out until they have received their GED). When a student is pursuing a GED, districts have a three step process to follow:

- First, his/her enrollment in the high school should end with an end status of either “02: Discontinued Education – Drop out” or “18: Discontinued education” depending on the age of the student.
- Second, a new enrollment should be created to indicate that the student enrolled to get a GED. These two steps may need to be entered multiple times depending on how long the student takes to earn their GED.
- Third, once a GED is attained, the last enrollment record can be ended with the end status code of “17: Discontinued education – completed GED”. This end status code should not be used prior to the student actually completing the GED.

18: Discontinued education – exceeds compulsory age (18 years of age)

The image shows a screenshot of a 'Future Enrollment' form with several callout boxes providing instructions:

- Resident District of the Student:** Points to the *Resident District field (Hoven 53-2: 53002).
- District where the student is attending:** Points to the *Serving (Attending) District field (Alpena 36-1: 36001).
- County where student lives - This information is forwarded to the Office of School & Public Lands and is used for funding purposes. Make sure this information is correct.** Points to the *County field (Potter).
- Your options are:** 1: US Citizen, 2: Foreign Exchange Student, 3: Immigrant. Points to the Citizenship field (1: US Citizen).
- When the Resident and Serving School districts are not the same you MUST enter an Enrollment Status to indicate who is responsible for the tuition of this student. Possible enrollment codes are listed below:** B: Placed and Paid by Tribal, C: Contracting Student, E: Placed and Paid by DSS, G: Whole Grade Sharing, J: Placed and Paid by Corrections, M: Parentally Placed in Private, O: Open Enrollment, P: Tuition Paid by District, T: Tuition Paid by Other, W: Tuition Waived. Points to the Enrollment Status field (O: Open Enrollment).
- You MUST enter the % the student is enrolled in your school district. If the student is 100% enrolled - enter the digits 100. DO NOT use decimal points. If the student is dually enrolled in more than one school district, one of the enrollments must be greater than 50%.** Points to the *Percent Enrolled field (100).

CITIZENSHIP BOX

Be sure all your students have the correct citizenship status reflected for their particular situation.

- 1: US Citizen – the student is a citizen of the United States.
- 2: Foreign Exchange Student – the student is not a citizen of the United States but is participating in a foreign exchange program and is attending your school.
- 3: Immigrant – The term immigrant children and youth means individuals who:
 - Are aged 3 through 21;
 - Were not born in any State; and
 - Have not been attending one or more schools in any one or more States for more than 3 full academic years. “Three full academic years: = cumulative. A student can only be considered an immigrant for three full academic years for the Title III funding purposes. If a student has attended for longer than three full academic years but is still not considered a US Citizen, continue to identify the student in Infinite Campus as an Immigrant but know that the student won’t get counted in the Immigrant count for the Title III Immigrant grant.

ENROLLMENT STATUS – DEFINITIONS

The Enrollment Status field is used to identify how the student came to your school and who is financially responsible for the student. If the Resident and Attending districts are the same, typically there is no need to complete this field. However, **D: Persistently Dangerous** refers to the rare case when a student switches schools as described at <http://doe.sd.gov/ofm/sdgm.aspx>. **A: School Choice** is no longer a valid option.

B: Placed and Paid by Tribal

- Used primarily by BIE schools
- In few cases, public schools could use the code if the student is attending a residential treatment program operated by public school districts but paid for by the tribe.

C: Contracting Student

- Use if your district contracts students to an out-of-state educational program or your district receives students from a contracting district.

E: Placed and Paid by DSS

- Use when the student is placed by the Department of Social Services. Resident district for students with E code must be either Custody of the State (90090) or DSS Aux Placement (68302).
- If the student is a Foster Child placed with a family in your school district, this Enrollment Status code SHOULD NOT be used. A Foster Child should be coded as any other resident student in your school district.

G: Whole Grade Sharing

- Refer to SDCL 13-15-31. All school districts shall adopt the contract or agreement no later than February 1st of the school year proceeding the school year for which the agreement will take effect. The Department of Education must approve the agreement for whole grade sharing.

J: Placed and Paid by Corrections

- Use when the student is placed by the Department of Corrections. Resident district for students with J code must be either Custody of State (90090) or Department of Corrections (49321).

M: Parentally Placed in Private

- Use when the student is attending a private school paid for by the parent.

O: Open Enrollment

- Use when a student lives in one South Dakota school district but chooses to attend another South Dakota school district.
- Use for “cross-border” enrollments with North Dakota and Minnesota.
- If the student changes address during the school year that results in a change in their resident district, then the previous enrollment must be ended and a new enrollment entered with the updated resident district and the correct county of residency. In addition, Open Enrollment does not apply to students who are homeless and remain in the school of origin after moving to a different district.

P: Tuition Paid by District

- Use when the resident district is paying for the student’s placement in another school district/facility.
- Use for an Iowa student enrolling in South Dakota.

T: Tuition Paid by Other

- Use for students attending the School for the Deaf in Harrisburg & Brandon Valley
- Use for a South Dakota student enrolling in Iowa. (this pertains to Alcester-Hudson & Elk Point-Jefferson only)
- If the student’s tuition is being paid by an outside entity, such as a foundation or a program.

W: Tuition Waived

- This code is used for students attending the School for the Blind.
- PK non-resident students attending a public school and no tuition is charged. “W: Tuition Waived” is needed in this case because PK students cannot have the enrollment status of “O: Open Enrollment”.

ENROLLMENT % CHANGES DURING THE SCHOOL YEAR

During the course of the school year a student's enrollment percentage may change for a number of reasons. A student may add a class, drop a class, or their resident district may have changed, etc. In order for ADM to be calculated correctly, it is important to maintain a history of all enrollment records with the different enrollment percentages.

When a change occurs that impacts the percentage of time a student is enrolled, the original enrollment record must be ended (using Exit Code 11: Student continues) as the end status and a new enrollment record created with the new enrollment percentage. In order to maintain the schedule and attendance information, it is important to create the new enrollment first before ending the old enrollment. The creation of the new enrollment record is required to maintain the history of the student's enrollment records through the school year.

OPEN ENROLLMENT

If a student is wanting to Open Enroll into your district, be sure all adhere to the established procedures outlined on our DOE website at: <http://doe.sd.gov/ofm/openenrollment.aspx>.

If at any time during the school year, a student who is Open Enrolled has a change of address which results in a change in their resident district, the previous enrollment record must be ended and a new enrollment record established to correctly identify the student's current resident school district and correct county of residency. Having this information correct is important for proper payment of State and County Apportionment funding (both are based on the resident district and/or county rather than serving district).

CROSS BORDER ENROLLMENT AGREEMENTS

The South Dakota Department of Education has negotiated enrollment agreements with three bordering states: North Dakota, Minnesota and Iowa. Copies of these agreements can be found on the DOE website: <http://doe.sd.gov/ofm/openenrollment.aspx>.

Our agreements with both North Dakota and Minnesota are "open enrollment" type programs and allow students to choose cross border attendance. Once approved by the receiving school district, the eligible students are allowed to enroll in the neighboring state without the permission or any financial obligation of their resident district. Students are counted for funding purposes in the state in which they are enrolled. The reconciliation process of counting how many students come and go from each state is determined by the State Education agencies. Only students whose resident district is a "bordering" school district are eligible for this "cross border-open enrollment" arrangement. This is a requirement for both a SD district and a ND or MN district. For student reporting purposes please see the below examples:

MN or ND student enrolling in SD		SD student enrolling in MN or ND	
Resident district	99086	Resident district	25003
Attending district	25003	Attending district	99085 or 99086
Enrollment status	"O" open enrolled	Enrollment status	"O" open enrolled
% of day enrollment	100%	% of day enrollment	100%

Our agreement with Iowa is not an “open enrollment” type program. This agreement set a standard and uniform amount of tuition to be paid by DOE for each student that may be placed out of district/state by their resident district. This agreement does not allow for students to move freely between South Dakota and Iowa. **Only eligible students from the SD districts of Alcester-Hudson and Elk Point-Jefferson are included in this agreement.** All other SD districts that border IA must agree to the placement and pay tuition to the Iowa school district. If you have questions about whether a student is eligible for our agreement with Iowa please contact Susan Woodmansey at 773-4748.

<u>IA student enrolling in SD</u>	<u>SD student enrolling in IA</u> <i>(Alcester-Hudson & Elk Point-Jefferson students ONLY)</i>	<u>SD student enrolling in IA</u> <i>(All other students)</i>
Resident district: 99087	Resident district: 61001	Resident district: Student’s SD resident district
Attending district: 61001	Attending district: 99087	Attending district: 99087
Enrollment status: “P” tuition paid by district	Enrollment status: “T” tuition paid by other	Enrollment status: “P” tuition paid by district
% of day enrollment: 100%	% of day enrollment: 100%	% of day enrollment: 100%

OVERLAPPING ENROLLMENTS

Overlapping enrollments are permissible for up to 90 consecutive days according to South Dakota Administrative rule 24:17:03:05 if the student is dually enrolled at any of the following entities:

<p>Short Term Group Care</p> <ol style="list-style-type: none"> 1. Keystone Treatment Center – Canton – 41001 2. Chief Gall Alternative – Adolescent Treatment Center – Aberdeen – 06901 3. Our Home Rediscovery – Huron – 02002 4. Volunteers of America – Shelter Care – Sioux Falls – 49005 5. Volunteers of America – Adolescent Treatment – Sioux Falls – 49005 6. Volunteers of America – New Start – Sioux Falls – 49005 <p>JDC’s (Juvenile Detention Centers)</p> <ol style="list-style-type: none"> 1. Aberdeen JDC – 06001 2. Huron JDC – 02002 3. Pierre JDC – 32002 4. Rapid City JDC – 51004 5. Sioux Falls JDC – 49005 6. Walworth County (Selby) JDC – 62005 7. Wanbli Wiconi Tipi (Todd County) JDC - 66001

Resident District – is to keep the student enrolled at 100% with the Service Type field marked as P: Primary. The resident district needs to track how long the student is placed at the Short Term Group Care or JDC facility and must drop the student at the resident district on the 91st consecutive school day if the student

is still attending the Short Term Group Care or JDC facility.

Attending District – will create an enrollment record showing their district as both the Resident and the Serving/Attending district for the period in which the student is attending the Short Term Group Care or JDC facility. The Percent Enrolled field should be marked as 100% and the Service Type field should be marked as S: Partial.

***This will allow for State Aid to be paid to both the Resident and the Attending District if the student is dually enrolled in both districts on the last Friday in September.

STUDENTS IN FOSTER CARE & STUDENTS OF ACTIVE MILITARY PARENT

In preparation for future reporting requirements brought about by the passage of the Every Student Succeeds Act (ESSA), we have added two new fields to the State Reporting Fields section in Infinite Campus.

Districts are now required to identify a student if they are in Foster Care or if they are a student of an Active Duty Military Parent. The definition of an “Active Duty Military Parent” **DOES NOT** include a student of a National Guard member (or Reserves). If these situations are applicable to a particular student(s), identify the student by placing a check in the appropriate check box.

The screenshot shows the 'Future Enrollment' form in Infinite Campus. The 'State Reporting Fields' section is expanded, showing various fields for student identification. The 'Resident District' and 'Serving (Attending) District' are both set to 'Sioux Falls 49-5: 49005'. The 'County' is 'Minnehaha' and 'Citizenship' is blank. 'Enrollment Status' is blank, and '*Percent Enrolled' is '100'. The 'Absent Day' field is blank. Below these are several checkboxes: 'Gifted', '504 Plan', 'Homeless Status', 'Unaccompanied Youth', 'Transportation Category', 'State Exclude', 'First Year In Country', 'Student in Foster Care', 'Student of Active Military Parent', 'Migrant Indicator', and 'Assessment Exemption'. The 'Student in Foster Care' and 'Student of Active Military Parent' checkboxes are circled in red. At the bottom, the 'Special Ed Fields' section is partially visible, showing 'Effective Date', 'Special Ed Program', and 'Special Ed Category'.

ENROLLMENTS FOR JUMP START SCHOLARSHIP

For a student to be eligible for the Jump Start Scholarship, the student must graduate from high school in three academic years. Districts need to progress the student through all grade levels (9, 10, 11 and 12) and the progressions should occur as the credits are earned. A student should not be exited from a high school with a 04: (student graduated) when their enrollment record shows that they are an 11th grader, as they must progress through all grade levels within three academic years.

ENROLLMENTS FOR TRADITIONALLY HOME SCHOOL STUDENTS IN BLACK HILLS ON-LINE LEARNING AND DIAL

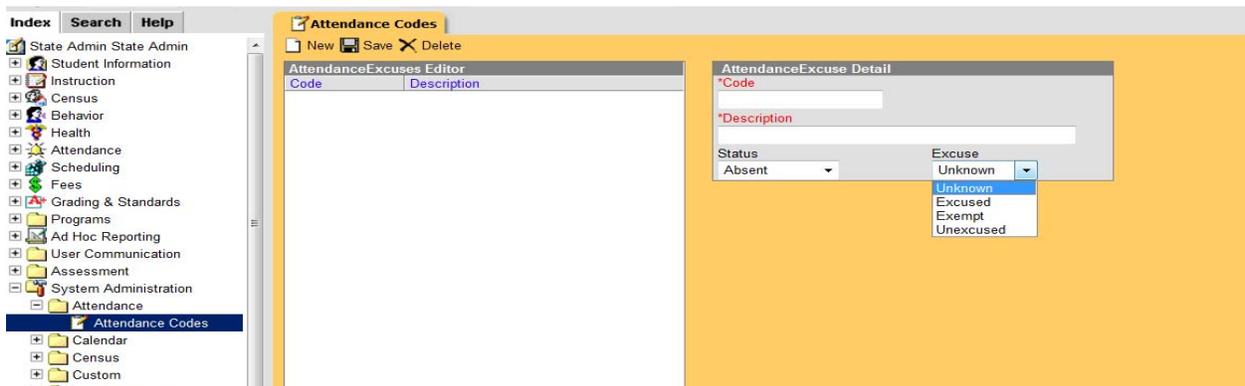
For enrollment/state-aid purposes, these traditionally Home School students are treated like every other

student in the district. For school districts agreeing to participate in these alternative education programs, the district is agreeing to be accountable for these students in **all capacities** just like every other student in their district. This means the student must be enrolled as of the last Friday in September for the school district to receive State Aid for that student. The school district is responsible for attendance, annual standardized testing, providing SPED services, Title I services, etc. These students will be included in all Accountability determinations for the school and district that they are enrolled in.

For those districts accepting Open Enrolled students into this program, all normal open enrolled paperwork must be completed and on file.

BLACK HILLS ON-LINE LEARNING OR DIAL AND INFINITE CAMPUS

1. Students participating in this on-line program must have an enrollment record in Infinite Campus in the general education calendar (elementary, middle school, & high school) in the school that the student will be attached to. If the student is participating in Black Hills On-Line Learning or DIAL, these students **ARE NOT** to be included in any Home School calendar. You will not be allowed to create a separate calendar to house these students.
2. The student will be coded as 100% enrolled.
3. This will be considered the student's Primary enrollment.
4. These students **MUST** be tested. You will need to work directly with the DOE Assessment Office to ensure all testing requirements are met.
5. Attendance is required however these students are to be entered with the absent/exempt attendance code. This needs to be set up in your attendance codes. See below screen print.



ENROLLMENT RECORD OF A STUDENT WHO IS A RESIDENT WITHIN YOUR SCHOOL DISTRICT AND PARTICIPATING IN BLACK HILLS ON-LINE LEARNING OR DIAL

Kennedy, Marilyn K
Grade:05 #117181864 DOB:10/16/2001 Gender:F

Summary | Enrollments | Flags(formerly Programs) | Assessment | Behavior | Graduation | Records Transfer | Accountability

Save | Delete | Print Enrollment History | New

General Enrollment Information

Calendar: 12-13 Hot Springs Elem
Schedule (read only): Main
*Grade: 05
Class Rank Exclude:

*Start Date: 08/20/2012
No Show:
End Date:
End Action:
*Service Type: P. Primary

Start Status: 00: Current Student
End Status:

Start Comments:
End Comments:

Future Enrollment
Next Calendar:
Next Schedule Structure:

State Reporting Fields

*Resident District: Hot Springs 23-2: 23002
*County: Fall River
Citizenship:

*Serving (Attending) District: Hot Springs 23-2: 23002
Enrollment Status:
*Percent Enrolled: 100
Absent Days:

Homeless Status:
Transportation Category:

State Exclude
 First Year In Country
 Migrant Indicator
 Assessment Exemption

Title 1:
 Title 1 Reading
 Title 1 Supporting Guidance
 Title 1 Social Science
 Title 1 Science
 Title 1 Vocational
 Title 1 Health/Dental/Eye Care
 Title 1 Math

All fields highlighted in Yellow **MUST BE** completed on the Enrollment Record.
If the student is a Special Education student, the appropriate SPED fields must also be completed.

ENROLLMENT RECORD OF A STUDENT WHO IS OPEN ENROLLING INTO YOUR SCHOOL DISTRICT TO PARTICIPATE IN BLACK HILLS ON-LINE LEARNING OR DIAL

Kennedy, Marilyn K
Grade:05 #117181864 DOB:10/16/2001 Gender:F

Summary | Enrollments | Flags(formerly Programs) | Assessment | Behavior | Graduation | Records Transfer | Accountability

Save | Delete | Print Enrollment History | New

General Enrollment Information

Calendar: 12-13 Hot Springs Elem
Schedule (read only): Main
*Grade: 05
Class Rank Exclude:

*Start Date: 08/20/2012
No Show:
End Date:
End Action:
*Service Type: P. Primary

Start Status: 00: Current Student
End Status:

Start Comments:
End Comments:

Future Enrollment
Next Calendar:
Next Schedule Structure:

State Reporting Fields

*Resident District: Arlington 38-1: 38001
*County: Kingsbury
Citizenship:

*Serving (Attending) District: Hot Springs 23-2: 23002
Enrollment Status: 0: Open Enrollment
*Percent Enrolled: 100
Absent Days:

Homeless Status:
Transportation Category:

State Exclude
 First Year In Country
 Migrant Indicator
 Assessment Exemption

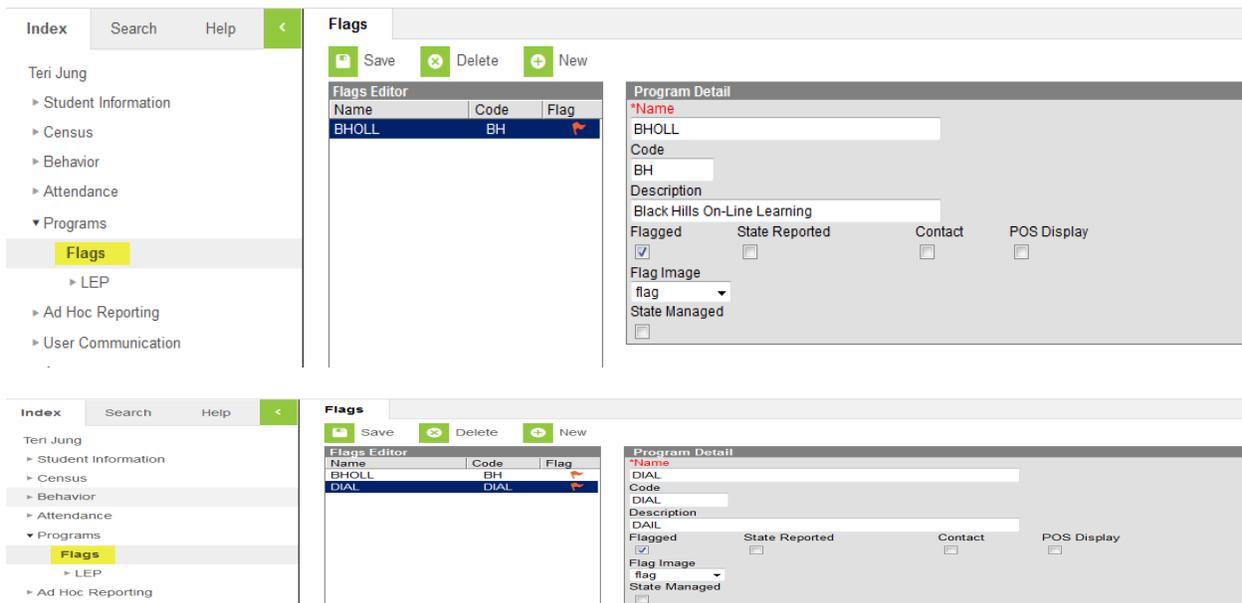
Title 1:
 Title 1 Reading
 Title 1 Supporting Guidance
 Title 1 Social Science
 Title 1 Science
 Title 1 Vocational
 Title 1 Health/Dental/Eye Care
 Title 1 Math

All fields highlighted in Yellow **MUST BE** completed on the Enrollment Record.
If the student is a Special Education student, the appropriate SPED fields must also be completed.

CREATING A BLACK HILLS ON-LINE LEARNING OR DIAL FLAG

In order to track which students are participating in Black Hills On-Line Learning or DIAL, we have created a flag on the State Edition of Infinite Campus. We also need you to create the same flag on your District Edition of Campus. **When creating this flag you must enter the name, code and description exactly as the state has entered it.** In doing this, it will flag all students that are participating in the program. The path to follow

in creating the flag is>Programs>Flags>New



Once you have saved your flag, you will then attach that flag to each student that is participating in the program. To attach the flag, you bring up each student and go to his or her Flags tab. Once you are on their Flags tab, click on new, enter the flag named BHOLL or DIAL and enter the start date (enrollment start date). Once that is completed, you will see the flag for the students located at the top of the screens.

****Student's must be RE-FLAGGED every year if they continue to participate in the BHOLL or DIAL programs. "Flags" in Infinite Campus do not roll from year to year.**

VIRTUAL SCHOOLS

As an alternative to the above (including these traditionally Home Schooled student(s) in the general educational calendar and flagging these students), some districts have chosen to add a virtual school(s) to their district's Educational Structure to enroll students who are participating in South Dakota Virtual School programs, including APEX, BHOLL, DIAL, High Plains Alternative, and NSU E-Learning. The responsibilities of the district remain the same. Districts are accountable for these students in **all capacities** just like every other student in their district. This means students must be enrolled as of the last Friday in September for the school district to receive State Aid for that student. The school district is responsible for attendance, annual standardized testing, providing SPED services, Title I services, etc. Each virtual school(s) will receive its own Accountability Report Card determination. For districts accepting Open Enrollment of students into their virtual school(s), all normal open enrolled paperwork must be completed and on file.

ENTERING VIRTUAL SCHOOL COURSES INTO INFINITE CAMPUS.

As a reminder: For all courses that are offered via the South Dakota Virtual School, please use the same course title/code for the course the same as if the course would be offered in-district.

****New for 2016-17:** There are two fields that now need to be completed to ensure that the course is designated as a virtual option. The first field is a drop-down menu that asks you to select if the course is online. Select "Yes." The second field is a drop-down menu that asks you to select the provider from which the course is offered. Please select the appropriate provider. Virtual School Course titles and codes are the

same as regular courses.

TITLE I

If your district is receiving Title I funding, you will need to update each school's Program Participation information in Infinite Campus. The pathway to do so is: System Administration>Resources>School.

If your school is a **School-Wide** Title I school you do not need to update the Title I fields on the Enrollment Tab for each student in Infinite Campus. The DOE will provide the list of School-Wide Title I schools to

Infinite Campus and they will flag each student as receiving Title I services.

If your school is a **Targeted Assisted** Title I school, **it is the school's responsibility** to update the Title I fields on the Enrollment Tab for each of the students in all of your schools who are receiving Title I services.

The screenshot shows a form titled "Title 1" with a date field set to "10/04/2010" and a dropdown menu set to "Y: Yes". Below these are seven checkboxes for Title I services: Title 1 Reading, Title 1 Vocational, Title 1 Supporting Guidance, Title 1 Health/Dental/Eye Care, Title 1 Social Science, Title 1 Math, and Title 1 Science. A text box at the bottom states: "If your school is a **Targeted Assisted Title I** school you will need to update these fields and also indicate the Title I Services the student is receiving by placing a check mark in all applicable boxes."

When a student transfers from one district to another or from one school to another school within the district, the Title I status does not transfer. It is the responsibility of the receiving school to update these fields.

HOMELESS AND UNACCOMPANIED YOUTH

A student of any age may be an unaccompanied youth. When determining whether a student qualifies as a McKinney-Vento eligible the district must determine if the student is unaccompanied. If the student is unaccompanied, it needs to be indicated on the student's enrollment record.

Definition - An unaccompanied homeless youth is a youth who meets the definitions of unaccompanied youth and homeless included in the McKinney-Vento Homeless Assistance Act (42 USC §§11431-11435, 2001).

- The Act defines unaccompanied youth as, "a youth not in the physical custody of a parent or guardian" (42 USC §11434a(6), 2001). This means that the youth is not living with a parent or guardian, and includes youth who are residing with a caregiver who does not have legal guardianship and youth who are living on their own.
- The McKinney-Vento Act defines homeless children or youth as, "individuals who lack a fixed, regular, and adequate nighttime residence."

To be eligible for services under the McKinney- Vento Act as an unaccompanied homeless youth, the student must lack a fixed, regular, and adequate nighttime residence, and not be in the physical custody of a parent or guardian.

Age Restrictions - The McKinney-Vento Act includes no program-specific age requirements to qualify as an unaccompanied homeless youth. Thus, if a youth is eligible for K-12 public education in South Dakota, he or she may be enrolled and served as an unaccompanied homeless youth.

State Reporting Fields

*Resident District: [Dropdown]

*County: Hughes

Citizenship: [Dropdown]

Enrollment Status: [Dropdown] *Percent Enrolled: 100 Absent Days: 4.02

Homeless Status: [Dropdown]

- D: Doubled Up/Sharing Housing
- E: Emergency/Transitional Shelter
- H: Hotels/Motels
- U: Unsheltered

504 Plan:

Unaccompanied Youth:

Migrant Indicator:

Assessment Exemption:

Callouts:

- If the student has been identified as homeless by the Homeless Liaison in your district, the appropriate housing situation needs to be identified here.
- For a student to qualify as an "Unaccompanied Youth" the student must lack a fixed, regular and adequate nighttime residence, and not be in the physical custody of a parent or guardian.

FIRST YEAR IN COUNTRY, 504 AND MIGRANT

If you have student that are considered First Year In Country, is on a 504 Plan or is a Migrant student, you will need to check the appropriate box below.

Gifted: N: No

Homeless Status: [Dropdown]

State Exclude:

First Year In Country:

Title 1: [Dropdown]

Title 1 Reading:

Title 1 Vocational:

Supporting Guidance:

Health/Dental/Eye Care:

504 Plan:

Unaccompanied Youth:

Transportation Category: [Dropdown]

Migrant Indicator:

Assessment Exemption:

Title 1 Social Science:

Title 1 Science:

Title 1 Math:

Callouts:

- If a student is on a 504 plan
- Check if the student is 1st year in Country
- If a student is Migrant

LEP (LIMITED ENGLISH PROFICIENT) AKA ELL (EARLY LANGUAGE LEARNER)

The LEP information is located on its own tab: Index>Student information>Program Participation>LEP

Teri Jung

- Student Information
 - General
 - Counseling
 - Academic Planning
 - Program Participation**
 - LEP
 - Custom Programs
 - Health
 - Medicaid
 - PLP
 - Response to Intervention
 - Special Ed
 - Student Locator
 - Reports
- Census
 - My Data

Grade: 01 DOB: 10/21/2008 Gender: F

LEP | LEP Assessments | LEP Services | LEP Accommodations

Save | Delete

Enter the Program Status

Enter the date the student was identified

Active LEP Record

*Program Status: LEP

Identified Date: 09/29/2014

Expected Exit Date: [Date Picker]

Program Exit Date: [Date Picker]

First Year Monitoring: [Dropdown]

Second Year Monitoring: [Dropdown]

Parent Notified: [Date Picker]

Parent Declined:

Comments: [Text Area]

- Modified by: Jung, Teri 01/06/2015 08:28

** To update read only fields, please go to Census->People->Identities

Home Primary Language: KAR: Karen languages

First Entered US School: 09/22/2014

Callouts:

- Districts are not to enter an exit date. The state will submit a file to IC with a list of students that have tested proficient. IC will then enter an exit date on the LEP tab.

CREATING AN LEP RECORD

1. To create an LEP Record, you must first enter the Date Entered US, Date Entered US School and the Home Primary Language. These fields are located on the Identities and Demographics tabs. The Date Entered US School is the date that is used as the start date for the 1st Year in Country calculation for Accountability.

The screenshot shows the 'Demographics' tab for a student named Quest, Hadji J. The form includes the following fields and callouts:

- Person Information:** Last Name (Quest), First Name (Hadji), Middle Name (J), Suffix (dropdown), Gender (Male), Birth Date (01/08/1997), Soc Sec Number (dropdown).
- Race/Ethnicity:** State Race/Ethnicity (WH: White, not Hispanic), Federal Designation (6: White), Race(s) (White), Hispanic/Latino (N: No), Race/Ethnicity Determination (dropdown).
- Birth Country:** (dropdown menu).
- Date Entered US:** (text input field) - Callout: "Enter the date entered the United States"
- Date Entered US School:** (text input field) - Callout: "Enter date first entered US School"
- Date Entered State School:** (text input field)
- Birth Verification:** (dropdown menu)
- Home Primary Language:** (dropdown menu showing "SPA: Spanish; Castilian") - Callout: "Select the Home Primary Language"

2. On the LEP Tab, select a Program Status. This value indicates the student's current LEP status.
 - LEP - Student is currently receiving LEP services.
 - Exited LEP - Student has exited the LEP program.
 - Pending - Student has been identified as possibly needing LEP services by the school but no formal LEP determination has been conducted.
 - Not LEP - The student is not eligible/does not require an LEP program.
3. If the student has taken an Initial Determination test (WAPT test) and was found eligible, enter the Identified Date. This date should reflect the date the student took the test and was identified as eligible for LEP services.
4. If the student is eligible and currently receiving LEP services, you can enter the Expected Exit Date. (This is not a required field) This is the date the student is expected to exit the LEP program.
5. A file will be submitted to Infinite Campus with a list of students that have tested proficient on the WAPT test. Infinite Campus will exit all students from the LEP program and will populate an Exit Date on their LEP tab. The students will no longer be reported as LEP on state or district reports. Federal reporting continues to track LEP students for two years beyond the date entered in this field.
6. If the student took the Initial Determination test (WAPT test), enter the Parent Notified date. This is the date the letter was sent to the student's parent(s) indicating test results and if the student is eligible or not eligible for LEP services.
7. If the student's parent(s) were notified and refused LEP services, mark the Parent Declined checkbox.
8. Enter any Comments about the student's LEP record.
9. Select the Save button.

Teri Jung

Grade: 01 DOB: 10/21/2008 Gender: F

LEP LEP Assessments LEP Services LEP Accommodations

Save Delete

Enter the Program Status

Enter the date the student was

Active LEP Record

*Program Status LEP

Identified Date 09/29/2014

Expected Exit Date

Program Exit Date

First Year Monitoring:

Second Year Monitoring:

Parent Notified

Parent Declined

Comments

- Modified by: Jung, Teri 01/06/2015 08:28

LEP

Home Primary Language: KAR: Karen languages

First Entered US School: 09/22/2014

Districts are not to enter an exit date. The state will submit a file to IC with a list of students that have tested proficient. IC will then enter an exit date on the LEP tab.

TRANSFER OF STATE REPORT FIELDS

A process is in place on the South Dakota District Edition of Infinite Campus that transfers several State Reporting fields on the student's enrollment when an individual student transfers within South Dakota. We have defined the process as to which state reporting elements transfer/do not transfer in the below scenarios.

1. **Same Year, same district:** during the same school year, a student re-enrolls in a school or transfers to a different school that is part of the same district. (e.g. student in 2016-17 school year at Aberdeen District drops out of Central HS and re-enrolls during the 2016-17 at Central HS, or student in 2016-17 school year at Aberdeen District C.C. Lee Elementary transfers to Aberdeen District Simmons Elementary in 2016-17)
2. **Same year, different district:** during the same school year a student transfers to a different district that is part of South Dakota schools on Infinite Campus. (e.g. student in 2016-17 school year at Aberdeen District C.C. Lee Elementary transfers to Pierre District Jefferson Elementary in 2016-17).
3. **Different year, same district:** during the next school year a student enrolls or transfers to a different school that is part of the same district. (e.g. student in the 2015-16 school year at Aberdeen district drops out of Central HS and re-enrolls during 2016-17 at Central HS, or student in the 2015-16 school year at Aberdeen District C.C. Lee Elementary transfers to Aberdeen District Simmons Elementary in 2016-17). Only data from the school year directly before the current year will transfer.
4. **Different year, different district:** during the next school year, a student transfers to a different district that is part of the SD schools on Infinite Campus. (e.g. student in the 2015-16 school year at Aberdeen District C.C. Lee Elementary transfers to Pierre District Jefferson Elementary for the 2016-17 school year) Only data from the school year directly before the current year will transfer.

Below are the fields from the State Reporting section of the student enrollment tab that transfer/do not transfer in certain scenarios. The appropriate DOE Program Office has determined the transfer/do not

transfer status based on the four transfer scenarios outline above.

- **Homeless Status – status**
 - Same year, same district: TRANSFER
 - Same year, different district: TRANSFER
 - Different year, same district: DO NOT TRANSFER
 - Different year, different district: DO NOT TRANSFER
- **Migrant Indicator – checkbox**
 - Same year, same district: TRANSFER
 - Same year, different district: DO NOT TRANSFER
 - Different year, same district: DO NOT TRANSFER
 - Different year, different district: DO NOT TRANSFER
- **First Year in Country – checkbox**
 - Same year, same district: TRANSFER
 - Same year, different district: TRANSFER
 - Different year, same district: DO NOT TRANSFER
 - Different year, different district: DO NOT TRANSFER
- **Student in Foster Care – checkbox**
 - Same year, same district: TRANSFER
 - Same year, different district: TRANSFER
 - Different year, same district: DO NOT TRANSFER
 - Different year, different district: DO NOT TRANSFER
- **Student of Active Military Parent – checkbox**
 - Same year, same district: TRANSFER
 - Same year, different district: TRANSFER
 - Different year, same district: DO NOT TRANSFER
 - Different year, different district: DO NOT TRANSFER
- **Unaccompanied Youth - checkbox**
 - Same year, same district: TRANSFER
 - Same year, different district: TRANSFER
 - Different year, same district: DO NOT TRANSFER
 - Different year, different district: DO NOT TRANSFER
- **Gifted Status**
 - Same year, same district: TRANSFER
 - Same year, different district: TRANSFER
 - Different year, same district: TRANSFER
 - Different year, different district: TRANSFER
- **504 Plan - checkbox**
 - Same year, same district: TRANSFER
 - Same year, different district: TRANSFER
 - Different year, same district: TRANSFER
 - Different year, different district: TRANSFER
- **Citizenship Status**
 - Same year, same district: TRANSFER
 - Same year, different district: TRANSFER
 - Different year, same district: DO NOT TRANSFER
 - Different year, different district: DO NOT TRANSFER
- **LEP – Current: Date, Status & Primary Language**

- Same year, same district: TRANSFER
- Same year, different district: TRANSFER
- Different year, same district: TRANSFER
- Different year, different district: TRANSFER
- **Meal Status – Current: Date & Status**
 - Same year, same district: TRANSFER
 - Same year, different district: TRANSFER
 - Different year, same district: DO NOT TRANSFER
 - Different year, different district: DO NOT TRANSFER
- **Title I – Current: Date, Yes/No, All Title 1 checkboxes**
 - Same year, same district: DO NOT TRANSFER
 - Same year, different district: DO NOT TRANSFER
 - Different year, same district: DO NOT TRANSFER
 - Different year, different district: DO NOT TRANSFER
- **Black Hills On-Line Learning and DIAL Flags**
 - DOES NOT TRANSFER OR ROLL FORWARD

CREATING AN ENROLLMENT HISTORY

To populate the graduation tab with the first point of entry into 9th grade for a student who transfers in from an Out-of-State school, a BIE school or a Private school, you will need to create an enrollment history. First you will need to use the Student Locator and enroll the student. Once you have done that, you will open the enrollment record and click on “New Enrollment History.”

Doe, John
Grade: 10 Gender: M

Transportation Fees Lockers Graduation Athletics AdHoc Letters Waiver

Summary **Enrollments** Schedule Attendance Flags Grades Transcript

Save Delete Print Enrollment History New **New Enrollment History**

Edit	Grade	Type	Calendar	Start Date	End Date
	10	P	14-15 Carthage High School (100%)	09/04/2014	
	9	P	Out of State	09/02/2014	

Enrollment Editor

*Calendar Name: [] *Grade: NCES Grade [9]

Out of State: [] *Start Date: 09/02/2013 End Date: 5/16/2014 *Service Type: [P: Primary]

Start Status: [00: Current Student] Start Comments: [Transfer from ND]

Once you have saved the record, you will see a 9th grade enrollment for your student. If you look closely, you will notice that the icon on the enrollment history is different than the regular enrollment. This tells you that you created an enrollment history.

Doe, John
Grade: 10 Gender: M

Transportation Fees Lockers Graduation Athletics AdHoc Letters Waiver
Summary **Enrollments** Schedule Attendance Flags Grades Transcript

Print Enrollment History New New Enrollment History

Edit	Grade	Type	Calendar	Start Date	End Date
	10	P	14-15 Carthage High School (100%)	09/04/2014	
<i>Start Status: 00 Current Student</i> <i>End Status:</i>					
	9	P	Out of State	09/02/2013	05/16/2014
<i>Start Status: 00 Current Student Transfer from ND</i> <i>End Status:</i>					

You will notice that the enrollment history record as a different icon than the regular enrollment record.

If you go to the students grad tab, you will see that it has been populated with the first point of entry and the cohort year has also been populated.

Doe, John
Grade: 10 Gender: M

Summary Enrollments Schedule Attendance **Graduation** Flags Grades Transcript C
Transportation Fees Lockers Athletics AdHoc Letters Waiver

Save

The following fields can only be filled out once a student has entered 9th grade:
Date First Entered the 9th Grade
NGA Cohort End Year
NCLB Cohort End Year

Enrollment History Data	
Graduation Detail: Carthage 48-2 (48002)	
General Graduation Information	
Diploma Date:	<input type="text"/>
Diploma Type:	<input type="text"/>
Diploma Period:	<input type="text"/>
Date First Entered the 9th Grade:	09/02/2013
NGA Cohort End Year:	2017
NCLB Cohort End Year:	2017
Post Grad Location:	<input type="text"/>
Post Grad Plans:	<input type="text"/>

The first point of entry in to 9th grade and the cohort year has been populated.

8TH GRADERS TAKING 9TH GRADE COURSES

8th graders should only have one enrollment record. This should be a primary enrollment in the middle school as an 8th grader.

Enrollment Editor					
Edit	Grade	Type	Calendar	Start Date	End Date
	08	P	Fillmore Middle School 10-11	07/07/2010	
Start Status: 00 Last year, public school, same district					
End Status:					
	07	P	09-10 Fillmore Middle School	08/12/2009	06/04/2010
Start Status: 00 Last year, public school, same district					
End Status: 01 Change in grade level					
	06	P	08-09 Fillmore Middle School	09/02/2008	06/01/2009
Start Status: 00 Last year, public school, same district					
End Status: 01 Change in grade level					

****No 9th grade enrollment exists****

Student's schedule should include all courses taken at the middle school and/or any courses taken at the high school.

	Term Q1 (09/09/10-10/01/10)	Term Q2 (10/02/10-10/31/10)	Term Q3 (11/01/10-11/30/10)	Term Q4 (12/01/10-06/01/11)
1	8000-1 8th Grade Math Conway, Carol 			
2	8001-1 8th Grade Reading Bell, Caroline 			
3	8002-1 8th Grade Writing Letchford, Carol 			
4	8003-1 8th Grade Science Alderson, Chris 			
5	9009-1 HS Algebra Ellis, Celia 			
6	8004-1 8th Grade Social Studies Beck, Kelvin 			
7	8005-1 8th Grade Art Trollope, Carol 			

****HS Algebra will show up on the HS Transcript, but a 9th grade enrollment at the high school is not needed. This is causing the incorrect cohort year to populate on the graduation tab.****

Follow these steps to replicate this type of scheduling:

1. Create the HS course at the middle school
 - a. Same course number
 - b. Same course name
 - c. Same state code
 - d. Make sure the transcript box is checked
 - e. Make sure the GPA weight box is populated if the course should count towards GPA

2. Create a section of this course with the high school teacher as the primary teacher (teacher of record)
 - a. High school teacher will need a district assignment at the middle school (make sure the teacher box is checked for this assignment)
 - b. High school teacher will need to choose the middle school from the toolbar to grade this student/these students and to take attendance
3. Schedule all pertinent students into this section
4. Make sure the grading task associated with this course has the following:
 - a. Same score group that is being used at the high school
 - b. Same credit amount as the high school
 - c. Same credit type as the high school

Fillmore Middle School Transcript				Bakos, Jacob	
Tel: (767)777-7777 Fax: (767)767-7997				Student Number: 045460091 Grade: 08	
610 James Burgess Rd, Suwanee, MN 45666				Generated on 04/11/2011 02:12:08 PM Page 1 of 1	
Enrollment History			Transcript Statistics		Student #: 045460091
Start	End	Grade	School	Cumulative GPA (Weighted)	3.6650
09/02/2008	06/01/2009	06	Fillmore Middle School	Class Rank	1 of 1
08/12/2009	06/04/2010	07	Fillmore Middle School	Percentile	0.00%
07/07/2010		08	Fillmore Middle School		
<hr/>					
Courses Taken 2010-2011 Grade 08					
from 0105 Fillmore Middle School					
Course	Mark	Weight	Credit		
9009 HS Algebra	B+	1.000	0.500		
9009 HS Algebra	A	1.000	0.500		
			Total Credits: 1.000		
<hr/>					
Credit Summary					
<u>High School</u>		<u>Attempted</u>	<u>Earned</u>		
Mathematics		1.000	1.000		
Total		1.000	1.000		

When the student enters high school, the school name in the upper left-hand corner will update to the high school. The transcript record will identify that the student took this course during his/her 8th grade year, but credits will count toward high school graduation requirements. Districts have the ability to choose whether these marks will affect cumulative GPA by going into System Administration > Calendar > Calendar > Grades (see below)

Grade Level Detail	
Name (locked)	08
*Sequence Number	12
*State Grade Level Code	08: Eighth Grade
Standard Day	376
Maximum Membership Days (<= instructional days)	
Whole Day Absence (minutes)	
Half Day Absence (minutes)	
Maximum Approved School Choice Applications	0
Kindergarten Code	
Exclude from cumulative GPA/Rank calculations	<input type="checkbox"/>
Exclude from state reporting	<input type="checkbox"/>
Exempt from Assignment	<input type="checkbox"/>
Standard Code (SIF code)	

DUAL CREDIT & COURSE CODES

Dual credit is an opportunity for high school students who meet admissions standards to enroll in postsecondary institutions in South Dakota and simultaneously earn credits for both their high school diploma and postsecondary degree or certificate.

Students can earn dual credit by directly enrolling into a postsecondary institution's coursework. These courses are offered by the postsecondary institution's faculty members, are governed by the postsecondary institution's policies, and follow the postsecondary institution's established processes for admissions, registration, billing and grade reporting.

Students are able to choose from a number of on-campus and online classes, including general education and career and technical education courses. Click on the link to see a full list of courses:

<http://sdmylife.com/educators/advanced-education-opportunities>. If you have any questions on Dual Credit courses, contact Amber Rost at amber.rost@state.sd.us or Sam Shaw at sam.shaw@state.sd.us.

When transcribing dual credit courses it is essential that you use the right coding. Names can be abbreviated. Codes are found at <http://sdmylife.com/educators/advanced-education-opportunities>.

6		
7	Course Number	Course Name
8	AIS-257-B001	Early Amer Ind Hist & Culture
9	AIS-257-B002	
10	AIS-257-B203	
11	AIS-257-B601	Early Amer Ind Hist & Culture
12	ANTH-210-B205	Cultural Anthropology

Include dash between letters & #'s
Delete the section #

There are two options to transcribe dual credit courses as stated below:

Option #1

- Use the course code editor to add the course into your school's offerings. (like other state codes)
- Enroll students like other courses

Option #2

- Use the transcript tab in IC and add the course after the student has completed the course.

For Concurrent Courses:

- College level courses taught by a teacher in your district
- Courses may or may not be listed on the Dual Credit course offerings on SDMyLife.com
- If the course is not listed on SDMyLife.com – use the code 99999 to transcribe the course

For Private College Dual Credit Offerings

- Continue to use the code 99999 to transcribe the course

FRAM (FREE AND REDUCED PRICED LUNCH)

The Eligibility tool under FRAM (Index>FRAM>Eligibility) shows a student's eligibility for receiving free or reduced-price meal services. Eligibility records are updated when a household applies for benefits, generally at the start of a school year or during the school year. When a household is approved for free or reduced meal benefits, the student is eligible for the current school year, plus an additional 30 days into the next school year.

Schools are responsible for updating each student's FRAM tab with their lunch eligibility status. Pathway is: Student>FRAM>Eligibility.

The screenshot shows the 'Eligibility Editor' interface. At the top, there is a table with columns: Eligibility, State Code, Certified Type, Start Date, End Date, and School Year. The data row shows: Reduced, R, Income, 08/25/2010, 09/28/2011, 10-11. Below the table is an 'Eligibility Detail' form. Fields in the form include: Eligibility (Reduced), Certified Type (Income), Application Name, School Year (10-11), Start Date (08/25/2010), End Date (09/28/2011), Reference Number, and State Eligibility Code (R : Reduced). Red asterisks are placed before 'Certified Type', 'Start Date', and 'End Date'. A callout box with a blue border and white background contains the text 'All fields in RED must be entered.' and has a blue arrow pointing to the red asterisks.

Eligibility for Free/Reduced Priced Lunch are entered through one of the following methods:

- **Manually Entered Eligibilities** – New eligibility records can be created manually on the Eligibility tool. This method is most often used when a district does not use the FRAM (Application Wizard)
- **Updated/Imported Eligibilities** – Existing student eligibilities can be imported to the Eligibility tool through use of the Eligibility Import Wizard. The Eligibility Import Wizard may have been used to upload direct certification information received through the iMATCH process.
- **Auto-Populated Eligibilities** – When a FRAM application is processed through the (Application Wizard), the resulting eligibility will be directly populated from the wizard to the Eligibility tool. These records will display as read-only information and cannot be modified or deleted.

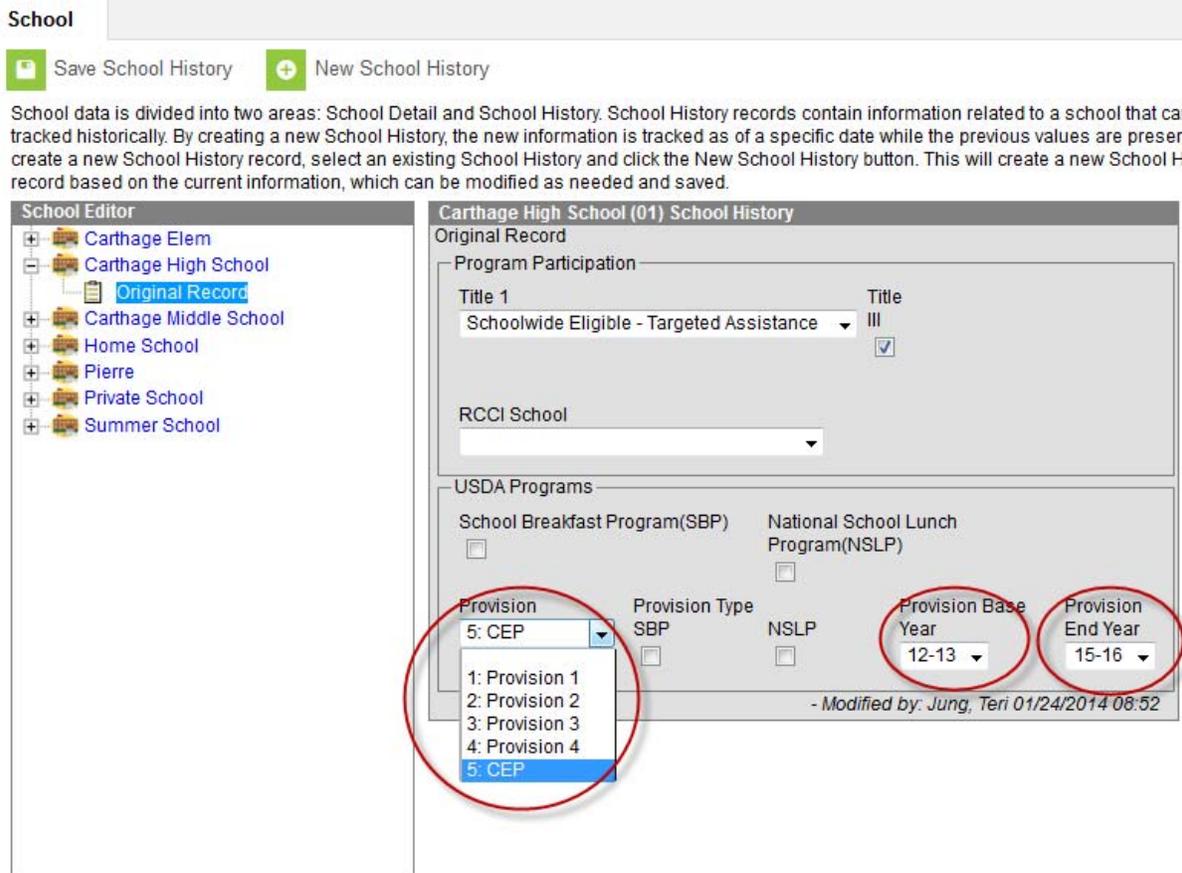
Additional information on how to enter your Free/Reduced Price information into Infinite Campus can be found on the Campus Community.

COMMUNITY ELIGIBILITY PROVISION IN INFINITE CAMPUS

The Community Eligibility Provision (CEP) provides an alternative approach for offering school meals to districts and schools in low income areas, instead of collecting individual applications for free and reduced price meals.

The CEP allows schools that predominantly serve low-income children to offer free, nutritious school meals to ALL students attending that school through the National School Lunch and School Breakfast Programs. The CEP uses information from other programs, including the Supplemental Nutrition Assistance Program (SNAP)

and the Temporary Assistance Program for Needy Families (TANF) instead of traditional paper applications. If your district is participating in CEP or any other Provisional food program, you will need to update each school's USDA Programs information in Infinite Campus. The pathway to do so is: System Administration>Resources>School.



Schools need to update the USDA Programs area of Infinite Campus with the appropriate information. Schools must select the correct Provisional program or CEP to populate the Provision box along with updating their correct Provision Base Year and Provision End Year.

There are 3 ways a student can be receiving a FREE lunch. They are:

- The student is eligible for a free lunch because they are attending a school who is participating in a Provisional program or CEP. In this case, ALL students in the school receive a free lunch regardless of their household's income. (See **Screen Print #1** below on how the student's record should appear in Infinite Campus).
- The student is eligible for a free lunch because they are automatically eligible due to receiving TANF and/or SNAP (food stamps) from the Department of Social Services. This information comes through the iMatch process which includes a data match between DSS and DOE. (See **Screen Print #2** below on how the student's record should appear in Infinite Campus).
- The student is eligible for a free lunch through the normal application process. (See **Screen Print #3** below on how the student's record should appear in Infinite Campus).

- Students may also be eligible for REDUCED PRICED lunch through the normal application process. (See **Screen Print #4** below on how the student's record should appear in Infinite Campus).

SCREEN PRINT #1 - FREE/NON-DIRECT/INCOME = COMMUNITY ELIGIBILITY PROVISION OR PROVISION II OR PROVISION III

Quest, Johnny
Grade: 12 #13010003 DOB: 02/12/2012 Gender: F

Eligibility

Save New Delete

School Year	Eligibility Type	Eligibility	State Code	Certified Type	Start Date	End Date
13-14	Meal	Free	F	Income	09/05/2013	09/26/2014

Eligibility Detail

*School Year: 14-15 *Start Date: 08/18/2014 *EndDate: 05/29/2015 Application Name: Reference Number:

*Eligibility Type: Meal *Eligibility: Free *Source: Non-Direct Direct *Certified Type: Income

State Eligibility Code: No State Code

Above record would indicate a student who is receiving a Free Lunch due to being enrolled in a school offering the CEP (Community Eligibility Provision) or Provision II or Provision III.

SCREEN PRINT #2 - FREE/DIRECT/SNAP (OR TANF, FOSTER CHILD, HOMELESS, MIGRANT) = DIRECT CERTIFICATION PROCESS

Quest, Johnny
Grade: 12 #13010003 DOB: 02/12/2012 Gender: F

Eligibility

Save New Delete

School Year	Eligibility Type	Eligibility	State Code	Certified Type	Start Date	End Date
13-14	Meal	Free	F	Income	09/05/2013	09/26/2014

Eligibility Detail

*School Year: 14-15 *Start Date: 08/18/2014 *EndDate: 05/29/2015 Application Name: Reference Number:

*Eligibility Type: Meal *Eligibility: Free *Source: Non-Direct Direct *Certified Type: SNAP Letter Method

State Eligibility Code: No State Code

Above record would indicate a student who was on the Direct Certification list received from DSS to indicate they are receiving SNAP and/or TANF benefits and therefore eligible for Free Lunch.

If student is a Foster Child, Homeless or Migrant student, the appropriate selection should be selected from the list as these students are also Direct Certified.

SCREEN PRINT #3 - FREE/NON-DIRECT/INCOME = NORMAL APPLICATION PROCESS

The screenshot shows the Infinite Campus interface for a student named Johnny Quest. The page title is "Quest, Johnny" with details: Grade: 12, #13010003, DOB: 02/12/2012, Gender: F. The "Eligibility" section includes a table with the following data:

School Year	Eligibility Type	Eligibility	State Code	Certified Type	Start Date	End Date
13-14	Meal	Free	F	Income	09/05/2013	09/26/2014

Below the table is the "Eligibility Detail" form with the following values:

- *School Year: 14-15
- *Start Date: 08/18/2014
- *EndDate: 05/29/2015
- *Eligibility Type: Meal
- *Eligibility: Free
- *Source: Non-Direct
- *Certified Type: Income
- State Eligibility Code: No State Code

A callout bubble points to the record with the text: "Above record would indicate a student who went through the normal application process and is receiving Free Lunch."

SCREEN PRINT #4 - REDUCED/NON-DIRECT/INCOME = NORMAL APPLICATION PROCESS

The screenshot shows the Infinite Campus interface for the same student, Johnny Quest. The "Eligibility" section includes a table with the following data:

School Year	Eligibility Type	Eligibility	State Code	Certified Type	Start Date	End Date
13-14	Meal	Free	F	Income	09/05/2013	09/26/2014

Below the table is the "Eligibility Detail" form with the following values:

- *School Year: 14-15
- *Start Date: 08/18/2014
- *EndDate: 05/29/2015
- *Eligibility Type: Meal
- *Eligibility: Reduced
- *Source: Non-Direct
- *Certified Type: Income
- State Eligibility Code: No State Code

A callout bubble points to the record with the text: "Above record would indicate a student who went through the normal application process and is receiving a Reduced Price Lunch."

REQUIRED DATA ELEMENTS FOR UPLOAD SCHOOL DISTRICTS

CALENDARS

Prior to uploading a file, a calendar for each attendance center including Home School AND Sped Out of District Placement for the current year and all required grade levels for that calendar must be setup within the SD State Edition user interface. If this is not done, an error message will be displayed when an upload is attempted.

STUDENT ENROLLMENTS

Upload districts must utilize the most current File Interface Specifications when uploading their Fall Enrollment data into the State Edition. The file specs can be found on the DOE website at <http://doe.sd.gov/ofm/documents/16-Upload.pdf>. Please see the previous guidance provided regarding unique enrollment situations.

SECTION II – ACCOUNTABILITY – YEAR END DATA

TIMELINE

Accountability - Year End Data: Final student data must be reported by the second Friday in June.

If you have been diligent about keeping your student data current throughout the school year, the end of the year data collection will not be overwhelming for your school district. To review the proper coding of important data fields within each student's enrollment record, be sure to review the Fall Enrollment and Child Count sections of this Desk Guide. Important end of the year items that must be reviewed and updated are highlighted on the following screen prints.

STUDENT ENROLLMENTS

General Enrollment Information

Calendar: 15-16 Carthage High School
 Schedule (read only): Main
 *Grade: 09
 Class Rank Exclude:
 *Start Date: 08/20/2015
 No Show:
 End Date:
 End Action:
 *Service Type: P: Primary
 Start Status: 00: Current Student
 End Status:
 Start Comments:
 End Comments:

Future Enrollment

Next Calendar:
 Next Schedule Structure:

State Reporting Fields

*Resident District: Alpena 36-1: 36001
 *Serving (Attending) District: Armour 21-1: 21001
 *County: Jerauld
 Citizenship:
 Enrollment Status:
 *Percent Enrolled: 100
 *Absent Days:

Other Fields:

Gifted: N: No
 Homeless Status:
 State Exclude
 First Year In Country
 Title 1: *
 Title 1 Reading
 Title 1 Supporting Guidance
 Title 1 Social Science
 Title 1 Vocational
 Title 1 Health/Dental/Eye Care
 Title 1 Math

Callout 1: If the Resident and Serving (Attending) districts do not match, you must indicate the correct enrollment status for the student.

Callout 2: This field is an autopopulated field based on the student's attendance. The field will be populated after you have completed a resync of your data.

Callout 3: If your school is a SCHOOL WIDE TITLE I school the date field and the Yes/No field will be updated by Infinite Campus. If your school is a TARGETED ASSISTED TITLE I school, you are responsible for updating these fields along with the Title Services the student is receiving.

Special Ed Fields

* Effective Date 01/20/2016	Special Ed Program	Special Ed Category
	Primary Disability	Multiple Disability 1
	Multiple Disability 2	Multiple Disability 3
	Multiple Disability 4	Multiple Disability 5
End Date	Exit Code	

Physical Therapy Hours Recreational Therapy Hours

Occupational Therapy Hours Speech/Language Therapy Hours

Psych Mobility Hours

Social Life Hours

Transp Technology

ASD Severity Behaviors Level ASD Severity Communication Level

Participates in Alt. Assessment

Annotations:

- Red circles around: Effective Date, Special Ed Program, Special Ed Category, Primary Disability, Multiple Disability 1, Multiple Disability 2, Multiple Disability 3, Multiple Disability 4, Multiple Disability 5, End Date, Exit Code, and Participates in Alt. Assessment.
- Yellow note: "If your student is receiving Special Education services, all fields with a RED circle should be reviewed for accuracy."
- Blue callout: "If the student is a Special Education student and IS graduating, you must update both of these fields. The correct exit code in this situation would be either: 2: Graduated (high school diploma OR 03: Graduated (IEP team modified diploma
- Blue callout: "This box should only be checked if the student participates in the Alternative Assessments available for those students who are severely disabled. This is not to be checked for those students who participate in the regular assessment with accommodations."

IMPORTANT ACCOUNTABILITY RELATED DATA ELEMENTS TO CHECK INCLUDE:

All enrollments for each student in your district have been reviewed for accuracy. Districts can run the Student Enrollment Extract report to assist in their review of enrollment records. The report can be found at Index>SD State Reporting>Student Enrollment Extract. This report can be used to quickly identify if you have end dated all your students, entered attendance information for all your students, verify your LEP data, etc.

**Special note for Sioux Falls. You will need to contact the DOE Data Management Office who will download the report and send it to you for your review.

Run state published Ad-Hocs and resolve all identified errors. Index>Ad Hoc Reporting>Filter Designer>State Published. The following Ad-Hocs are related to Accountability: Migrant, Homeless, Unaccompanied Youth, Citizenship, FRAM, LEP, Race/Ethnicity, Title I and Graduation Cohorts.

For Rapid City, Brandon Valley and Yankton ONLY - All Accountability Ad Hoc reports built for your districts have been run and all errors have been resolved. These Ad-Hocs are found at: Index>Ad Hoc Reporting>Filter Designer>District Level AYP Accountability Queries.

Every Calendar that your district has in Infinite Campus has the correct calendar "Type" selected and they have all been adjusted to account for snow days, Christmas vacation, etc. If calendars are not set up correctly, your instructional minutes will not calculate correctly. **Remember per SDCL 13-26-1 the required minimum hours for Kindergarten is 437.5 hrs/school year. Grades 1 - 5 is 875 hrs/school year. Grades 6 – 12 is 962.5 hrs/school year.**

All students who attended your school district (even for a short time) have an enrollment record in Infinite Campus.

All foreign exchange students have been identified by updating the Citizenship field on their ENROLLMENT tab.

All students continuing into the next school year have an End Date, End Action and End Status of "11 – Student Continues" on their ENROLLMENT tab.

All Resident District, Serving (Attending) District, County of Residence and Membership days have been properly identified and entered on the ENROLLMENT tab for each student. This data is forwarded to each county within the State of South Dakota and to the Office of School and Public Lands for funding purposes for your school district.
LEP (Limited English Proficiency) and 1st Year in Country students have been identified and their data entered into Infinite Campus on the LEP and the DEMOGRAPHICS tabs. Only students who were identified as LEP using the state approved identification test should be coded as LEP.
All migrant students have been identified and are properly identified in Infinite Campus.
All homeless students have been properly identified and entered into Infinite Campus on the ENROLLMENT tab.
All foster care students have been properly identified and entered into Infinite Campus on the ENROLLMENT tab.
All students of Active Military Parents have been properly identified and entered into Infinite Campus on the ENROLLMENT tab.
If you are operating a Targeted Assistance Title I Program in any of your schools, all students receiving Title I Math and/or Title I Reading services are properly updated within Infinite Campus on the ENROLLMENT tab.
All students with disabilities (SPED) have been properly identified and entered into Infinite Campus in the SPED section of the ENROLLMENT tab.
Students receiving Free or Reduced Priced Lunch have been identified and have had their lunch eligibility entered on the FRAM tab. This includes all students in Provisional and CEP schools.
Attendance is entered for every student and a resync of the data has been completed. The Absent Days box on each student's ENROLLMENT tab is correctly reflecting the number of days the student was absent during the current school year. To do a resync you will need to go to: System Administration>Data Utilities>Resync State Data – Check the AttendanceSDMinute, CustomStudent and Enrollment boxes then choose “Send Resynch” at the bottom of the screen.
All student enrollment overlaps have been resolved between your district and any private and/or BIE schools. Any unresolved overlaps that exist on the 2nd Friday in June will be resolved by DOE staff. We encourage you to run you own overlap report within Infinite Campus. You can find the report under Student Information>Reports>Enrollment Overlap.
Dual Enrollments – When a student is dually enrolled, they can only have one primary enrollment. The second or lesser enrollment must be marked as “partial”. This is coded in the Service Type field on the General Enrollment tab.
Transfers – When a student transfers from your district to another district, be sure to update your student data in a timely manner. Please use the Student Records Transfer functionality within Infinite Campus to transfer the record to the receiving district. Periodic updates will help eliminate duplicate records. If a student is absent for an extended period of time and you do not receive a request for transcripts for the student, refer to the following administrative rule: 24:17:03:06. Mandatory dropping of students. Any student who has an unexcused absence of 15 consecutive school days shall be dropped from the count of the attendance center retroactive to the last day the student attended school or had an excused absence. An excused absence includes medical illness and enrollment in a short-term group care education program for up to 90 consecutive school days.

Drops – If the student returns any time after the 15 school days, the student must still be dropped and then re-enrolled. Create a new enrollment record and use the day he/she returns as the status start date.

Verify that you properly code any students who have dropped out of school during the school year as (02: Discontinued education – dropped out).

- A dropout is defined as a student that:
 - Was enrolled in school at some time during the school year;
 - Was not enrolled on the last day of school;
 - Has not graduated from high school or completed a state approved program;
 - Does not meet any of the following exclusionary conditions:
 - Transfer to another accredited education program
 - Temporary absence due to suspension or illness
 - Excused from public school attendance (SDCL13-27-3)
 - Death
 - Summer Dropouts – these are students who were not dropouts at the close of the previous school year but who failed to enroll in the current school year. Summer dropouts are reported as dropouts for the grade and school year for which they fail to report. For example, a student who completes the 10th grade but does not show up for the current school year will be reported as a dropout for the current school year. To manage this information in Infinite Campus, enroll the student with the normal start date for the school year and end the enrollment using the same date. This will cause the student to be enrolled for one day.

Verify that the student's start and end dates on their Enrollment Record are correct. Yes, all students must have an end date on their enrollment record. These dates are used to determine if a student has been enrolled for a "Full Academic Year" (FAY) for Accountability purposes.

For enrollments, to be included in FAY, the student must have been enrolled in your school district from October 1 through May 1st. This also includes Students with Disabilities.

If the student has left your district, make sure you update the exit date and enter an appropriate exit code for the student.

If the student has a special education record, you need to make sure that the special education record has been ended along with their enrollment record. **Please note that the code numbers differ between the regular enrollment and the special education enrollment.

All HS graduates for the current school year have their End Date, End Action and End Status fields updated on their ENROLLMENT tab. **Remember:** Enter the last day of your school year, NOT the date of the graduation ceremony in the End Date field. The End Status should be updated to a 04 - Student Graduated.

****DO NOT** mark 8th Graders as Graduates.

****If the student is a Special Education student and is graduating you must also update the SPED fields on the ENROLLMENT tab with an end date and end status. Remember the SPED codes are different. The correct SPED exit codes for graduation are: 2 – Graduated (high school diploma) OR 03 – Graduated (IEP team modified diploma). **If you code a SPED student as a graduate, the student is no longer eligible to receive services in the upcoming school year.****

All high school graduates for the current school year have their Diploma Date, Diploma Type and Diploma Period updated on their GRADUATION tab.

All high school graduates NCLB Cohort End Year have been checked to ensure that it is accurately reflecting the correct graduation cohort year on the GRADUATION tab.

The following fields can only be filled out once a student has entered 9th grade:
Date First Entered the 9th Grade
NGA Cohort End Year
NCLB Cohort End Year

The screenshot shows a web-based form for a student's graduation record. The form is organized into sections with expandable/collapsible headers. The following fields are circled in red:

- Diploma Date: 5/17/2015
- Diploma Type: 1: Regular Diploma
- Diploma Period: SP: Spring
- Date First Entered the 9th Grade: 08/24/2011
- NGA Cohort End Year: 2015
- NCLB Cohort End Year: 2015

Other visible fields include Post Grad Location and Post Grad Plans, both shown as dropdown menus.

REQUIRED DATA ELEMENTS FOR UPLOAD SCHOOL DISTRICTS

STUDENT ENROLLMENTS

Upload districts must utilize the most current File Interface Specifications when uploading their end of the year student data into the State Edition. The file specs can be found on the DOE website at <http://doe.sd.gov/ofm/documents/16-Upload.pdf>.

Please see the previous guidance provided regarding important end of the year data reporting responsibilities. Upload districts are also required to utilize all the Accountability Ad-Hoc Queries built for your use and available within the State Edition of Infinite Campus. All errors must be resolved.

SECTION III – STUDENTS WITH DISABILITIES DECEMBER CHILD COUNT

REQUIREMENTS FOR SPECIAL EDUCATION REPORTING AND CHILD COUNT SUBMISSION

Starting in December 2014, DOE implemented a new process for the collection of Child Count data. Districts now upload a data file – extracted from their district edition of Infinite Campus – to a DOE database.

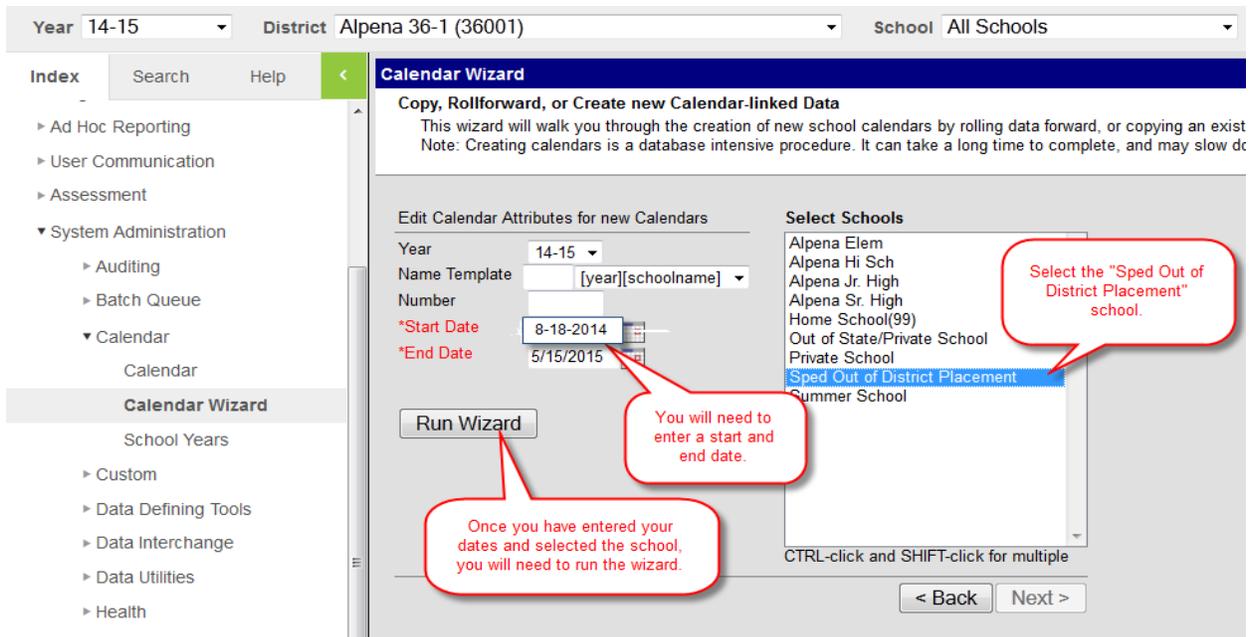
For more information on how to extract, upload and submit a Child Count data file to DOE, see the below website or you may contact Susan Woodmansey at (605) 773-4748 or susan.woodmansey@state.sd.us

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

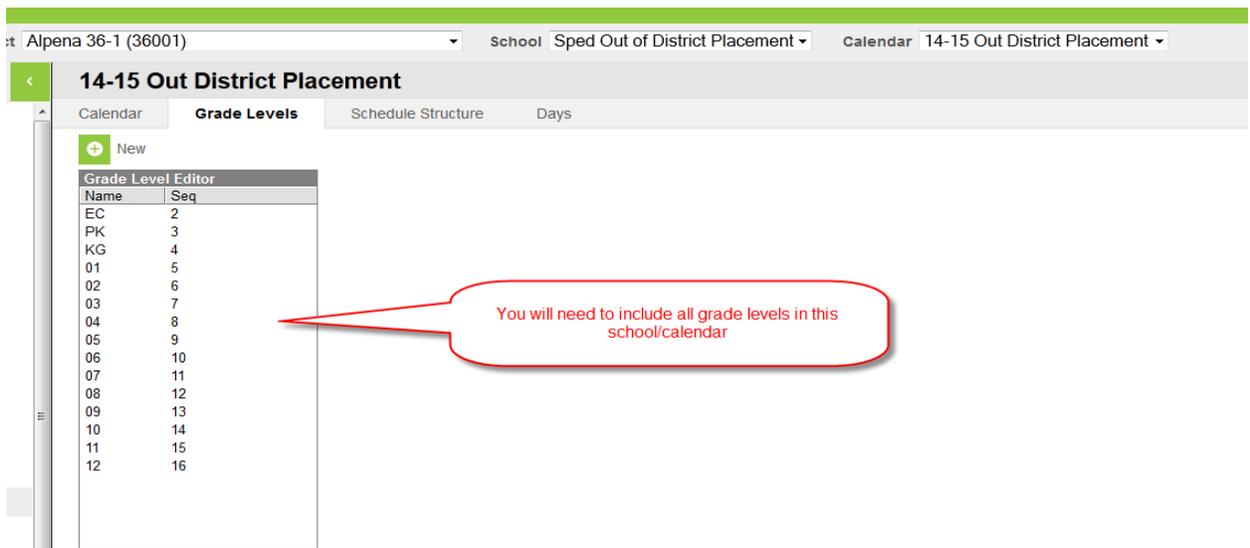
One important new change to the process was the addition of a new school #97 in each public school district. This new school, #97 Sped Out of District, was created to provide a way for each district to report their out of district special education students. Previously the information was required to be reported by the serving school and frequently districts were unable to sign off and finalize their data because they needed to wait for this serving district to correctly enter their special education data on behalf of their students. Now each public school district has the responsibility to report the special education data for ALL their students – both those served in the district and those placed out of district.

CREATING YOUR NEW CALENDAR

The screenshot shows a web application interface for the 'Calendar Wizard'. On the left is a navigation menu with the following items: Index, Search, Help, Ad Hoc Reporting, User Communication, Assessment, System Administration (with sub-items: Auditing, Batch Queue, Calendar, and Calendar Wizard), and School Years. The 'Calendar Wizard' item is highlighted. The main content area has a blue header with the title 'Calendar Wizard'. Below the header, the text reads: 'Copy, Rollforward, or Create new Calendar-linked Data'. A note follows: 'This wizard will walk you through the creation of new school calendars by rolling data forward, or copying an existing calendar. Note: Creating calendars is a database intensive procedure. It can take a long time to complete, and may slow down the system.' Below this is a section titled 'Select Wizard Mode' with three radio button options: 'Create new blank Calendars' (which is selected), 'Create new Calendars by rolling forward selected data (last-years data will be added to a newly created calendar)', and 'Copy data into Existing Calendars'. At the bottom right of the main area are two buttons: '< Back' and 'Next >'.



Once the wizard is done running, go to Calendar tab. Verify that your dates are correct. The next step is to enter grade levels. You will need to enter EC-12.



All students enrolled in this new school, must be identified as a special education students and be placed out of district. If the public school district is responsible to ensure the student is provided FAPE (Free and Appropriate Education) and they are assigned out of district, the student should be reported in this new school. The student will be enrolled in the Sped Out of District Placement school as follows:

KEY DATA REPORTING FIELDS FOR STUDENTS IN SCHOOL #97

Key Data Fields for this school are as follows:

- Percent Enrolled = 1% (a student must have at least an enrollment of 1% to be included in Child Count),

- Service Type of “N”, Serving (attending) District = identify the school in which the student is placed and,
- Enrollment Status = “P – tuition paid by district”

The Out of District Placement facility will continue to enter a general enrollment record as they have previously and the student will be reported as enrolled 100%. This will cause an overlap, but DOE will allow when created based on students also reported in the Sped Out of District school.

IMPORTANT NOTE: Students served at either; the School for the Blind & Visually Handicapped (06302) or SD Human Services Center (63304) should also be reported by the resident district in School #97 – Sped Out of District and the enrollment status should be reported as “P-tuition paid by the district”. This does not obligate the resident district to pay any tuition but does allow the student to be included in the child count. The district does have some financial responsibility on behalf of these placements for transportation and to monitor the IEP – therefore it is appropriate for this record to reflect an enrollment status of P.

The special education information should also be completed to report and reflect ALL the services that are on the IEP for accurate reporting for child count.

Summary **Enrollments** Flags Assessment Behavior Graduation Records Transfer Accountability

Save Delete Print Enrollment History New

Title 1 Reading
 Title 1 Supporting Guidance
 Title 1 Social Science
 Title 1

Title 1 Vocational
 Title 1 Health/Dental/Eye Care
 Title 1 Math

Special Ed Fields

Effective Date	Special Ed Program	Special Ed Category
08/21/2014	F: Residential Program	0355: Residential Facility
	Primary Disability	Multiple Disability 1
	525: Specific Learning Disability	
	Multiple Disability 2	Multiple Disability 3
	Multiple Disability 4	Multiple Disability 5
End Date	Exit Code	

Data fields that need to be filled out are, Program, Category, & the Disability. If these fields are not populated, the student will not show up on your SD child Count.

HOW TO MAKE A CHANGE IN THE SPECIAL ED FIELDS WITHIN THE ENROLLMENT RECORD

- When a student has a change in their IEP< the correct way to make the change on the enrollment record is, by ending the Special Ed Fields with an exit date and an exit coded : 11: change in IEP
- You will then create a new Special Ed record within the enrollment record with the new information.
- When ending and starting a record, please do not use the same end/start date.

A District can run the SD Child Count Report at any time during the year and we encourage you to run this report monthly to verify that all students have been correctly identified.

You must have the rights to run the report. If you do not, please see your Campus Administrator. The path to this report is: SD State Reporting>SD December Child Count Report

Index Search Help < **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:

Generate Extract

Select Calendars

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

list by school

- Carthage Elementary
- 13-14 Carthage Elementary
- Carthage High School
- 13-14 Carthage High School
- Carthage Middle School
- 13-14 Carthage Middle School
- Home School
- Out of District Placement

Enter the effective date that you want to run this report on. If a date is not entered, it will default to December 1st.

You can run this report for all schools in your district by highlighting each school. Another way to run the report is by each individual school.

Select SD December Child Count Report

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.

TIMELINE

In accordance with 24:17:03:02 – Students with Disabilities Child Count student data must be reported in the Statewide Information Management System according to the below timeline:

December Child Count Data: 10 business days following December 1st.

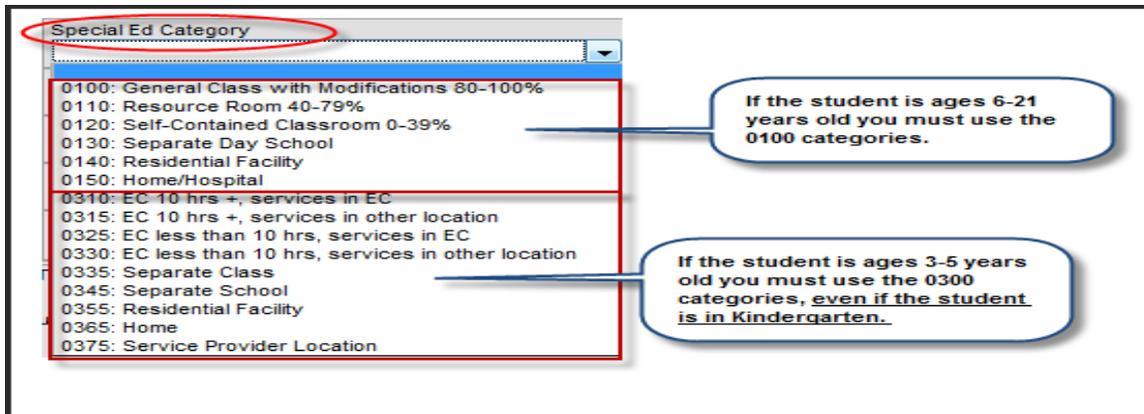
ENROLLMENTS FOR STUDENTS WITH DISABILITIES

In addition to the previous data elements listed above in Section I, there are additional data elements which must be reported for Students with Disabilities in order for the Department of Education to accurately and timely compute your district’s Special Education State Aid allocation and to complete other required state and federal reporting.

On the following screen shots, you will find the Special Ed Fields area of the Enrollment Tab with the fields that must be completed.

EFFECTIVE DATE - Used to document:

- Date student first becomes eligible to receive special education services
- Date a transfer student begins receiving special education services
- Date a change in category or disability takes effect
- First day of school for a continuing student upon creating a new calendar year



SPECIAL ED. PROGRAM/INSTRUCTIONAL PROGRAM TYPE

This data field will be used to correlate a type of instructional program identified for each special education student to expenditures reported on the annual financial report. The instructional program type should not be assigned by a student's primary disability. For example, costs associated with an instructional financial report. Below are examples and guiding principles to determine instructional type; however it is up to each district to allocate their costs and identify a student's special education instructional program in a way that best suits their district's programs and staffing patterns.

- Programs for Mild to Moderate Disabilities (A) – typically this will include students who spend the majority of the day in the general class settings and/or provided special education services for less than 50% of the regular day (for example, a district operating a 6 hour school day, a student provided special education services for less than 15 hours a week). Generally, these students will fall into the category of 100: General Class or 110: Resource Room.
- Programs for Severe Disabilities (B) – student receiving special education for more than 50% of the day. This should not include students placed in day or residential programs. Generally these students will fall into the category of 120: Self Contained or 110: Resource Room.
- Speech Only (C) - Primary disability of 550: Speech, only receiving speech/language.
- Early Childhood (ages 3-5) (D) – special education programs for preschool children ages 3-5.
- Day Program (E) - programs for students assigned to day programs offered by the district or assigned out of district. This may include students placed in community based service centers, cooperative day programs, etc.
- Residential Program (F) – programs for students served in a 24 hour residential school, such as Children's Care Hospital.
- Homebound Program (G) – special education services provided in the student's home, i.e., programs for severely ill students unable to attend school for a period time.

SPECIAL EDUCATION CATEGORY

Ages 6-12 - The categories are as follows:

- **General Classroom with Modifications (0100):** Inside the general class 80% or more of the day. (These are children who received special education and related services outside the general classroom for less than 21% of the school day). This may include children with disabilities placed in:
 - General class with special education/related services provided within regular classes;
 - General class with special education/related services provided outside regular classes;

- General class with special education services provided in resource rooms
- Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.
- **Resources Room (0110):** Inside general class no more than 79% of the day and no less than 40% percent of the day. (These are children who received special education and related services outside the general classroom for at least 21% but no more than 60% of the school day). Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This may include children placed in:
 - General rooms with special education/related services provided within the general room;
 - General rooms with part-time instruction in a regular class
 - Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the general classroom.
- **Self-contained Classroom (0120):** Inside the general class less than 40% of the day. (These are children who received special education and related services outside the general classroom for more than 60% of the school day). Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This category may include children placed in:
 - Self-contained special classrooms with part-time instruction in a general class; or
 - Self-contained special classrooms with full-time special education instruction on a general school campus
 - Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.
- **Separate Day School (0130):** Includes students who received education programs in public or private separate day school facilities made up solely of students with disabilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate schools. This may include children placed in:
 - Public and private day schools for students with disabilities;
 - Public and private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in general school buildings for the remainder of the school day; or
 - Public and private residential facilities if the student does not live at the facility.
- **Residential Facility (0140):** Includes students who received education programs and lived in public or private residential facilities made up solely of students with disabilities during the school week. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private residential facilities. This may include children placed in:
 - Public and private residential schools for students with disabilities; or
 - Public and private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or general school buildings for the remainder of the school day.

- Do not include students who received education programs at the facility, but do not live there.
- **Home/Hospital Program (0150):** A student is in this category if he/she is homebound/hospitalized and is receiving special education/related services as specified on an IEP.
- **Ages 3 through 5** – (Until a student turns 6, they must use the 3 through 5 year old codes, even if they are enrolled in Kindergarten. Upon turning 6 the appropriate age 6-21 code needs to be used). Use the following decision rules to determine the appropriate educational environment category for reporting each 3 through 5 year olds. Please note that the order of the categories as listed does not reflect a continuum from least to most restrictive.
- **Regular Early Childhood Program:** A Regular Early Childhood Program is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEP's). This category may include, but is not limited to:
 - Head Start;
 - Kindergartens;
 - Preschool classes offered to an eligible pre-kindergarten population by the public school systems;
 - Private kindergartens or preschools; and
 - Group child development center or child care.

If the child is attending a Regular Early Childhood Program, he/she is to be reported within codes 310, 315, 325, or 330 as directed below. If the child does not attend a Regular Early Childhood Program at all, skip to the next section.

- **EC 10 Hours+, services in EC (0310):** Children attending a regular early childhood program 10 hours or more per week and receiving the majority of hours of special education and related services in the regular early childhood program.
- **EC 10 hours+, services in other location (0315):** Children attending a regular early childhood program 10 hours or more per week and receiving the majority of hours of special education and related services in some other location.
- **EC less than 10 hours, services in EC (0325):** Children attending a regular early childhood program less than 10 hours and receiving the majority of hours of special education and related services in the regular early childhood program.
- **EC less than 10 hours, services in other location (0330):** Children attending a regular early childhood program less than 10 hours and receiving the majority of hours of special education and related services in some other location.

If the child is NOT attending a Regular Early Childhood Program as defined above, the child is to be reported within codes 335, 345, 355, 365, or 375. Such children would be either 'Attending a Special Education Program' OR 'Attending neither a Regular Early Childhood Education Program or a Special Education Program' of any kind.

If the child attends a Special Education Program, as defined below, report the child in category 335, 345, or 355.

- **Special Education Program:** A Special Education Program includes less than 50 percent nondisabled children (i.e., children not on IEP's). Special education programs include, but are not

limited to:

- Special Education Classrooms in
 - Regular school buildings
 - Trailers or portables outside regular school buildings
 - Child care facilities
 - Hospital facilities on an outpatient basis
 - Other community-based settings
- Separate schools
- Residential facilities

STATE SPECIAL ED AID FUNDING

Level for disability funding calculation	Disability
Level 1	Specific Learning Disabled, Speech/Language Impairment, Other Health Impaired, and Developmentally Delayed
Level 2	Emotional Disturbance, and Cognitive Disability
Level 3	Deaf/Blind, Hearing Impairments, Orthopedic Impairments, Visually Impaired, Deafness, and Traumatic Brain Injury
Level 4	Autism
Level 5	Multiple Disabilities (must include 2 or more level 2, 3 or 4 disabilities, not including Deaf/Blind)

http://legis.sd.gov/Statutes/Codified_Laws/DisplayStatute.aspx?Type=Statute&Statute=13-37-35.1

Note: Residential (140) and Day School (130) Special Ed Categories can only be used if the facility only serves students with disabilities. The Special Ed Program can be Residential or Day School to reflect the funding expended.

Note: Multiple Disabilities - This should be coded if a student is identified by the IEP team as having Multiple Disabilities during the eligibility determination meeting. Do not include speech if it is only a related service.

SPECIAL EDUCATION SERVICES: THERAPY HOURS

The cells in this portion of the special education enrollment field are static fields and not tied to the effective date and end date for the category and disability codes. If changes in these fields are made, the special education enrollment does not need to be ended, simply correct the information and save.

If the student's IEP includes therapy services, report the number of hours per week for each service. (If

services are provided on a monthly basis, it is necessary for Campus reporting purposes only, divide by 4 to calculate hours per week.) Assistive Technology and Transportation do not require the number of hours, but are simply check boxes. (There may be more than one.) You should always code speech hours regardless of whether Speech is primary disability or related service.

STUDENTS TAKING AN ALTERNATIVE ASSESSMENT

Physical Therapy Hours	Recreational Therapy Hours	Audiological Services Hours
Occupational Therapy Hours	Speech/Language Therapy Hours	School Health Services Hours
Psychological Therapy Hours	Orientation/Mobility Hours	Counseling Services Hours
Social Work Service Hours	Other Service Hours	<input type="checkbox"/> Participates in Alt. Assessment
Transportation	Assistive Technology	

The District should check this box if the student is taking an Alt. Assessment.

IEP PROGRAM EXIT REASON

- **1** - Not receiving SE Services: Use this code when the IEP team determines that the student no longer is eligible to receive Special Education services.
- **2**- Graduated (high school diploma): Students with disabilities who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These students met the same standards for graduation as those students without disabilities. Participation in graduation ceremonies to receive a certificate does not qualify the student as a graduate.
- **03**-Graduated: The IEP Team modified the Diploma.
- **4** - Reached maximum age: Students are eligible to receive services to the end of the fiscal year (July 1 to June 30) in which they turn 21.
- **5** - Died
- **6** - Moved known to be continuing: Students with disabilities that moved out of the catchment area or otherwise transferred to another district and are known to be continuing in an educational program. There need not be evidence that the student is continuing in special education, only that he/she is continuing in an education program. This definition includes students with disabilities in residential drug/alcohol rehabilitation centers, correctional facilities, or charter schools if those facilities operate as separate districts, excluding normal matriculation.
- **7** - Moved not known to be continuing: This is used when the student says they are transferring but it is not known if they will be attending a new education program/school.
- **8** - Dropped out: This includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

- **9** - Refused services
- **10** - Completed IFSP prior to reaching maximum age (3) for Part C
- **11** – Change in IEP: When a student has a change in their IEP, the correct way to make the change on the enrollment record is, by ending the Special Ed Fields with an exit date and an exit coded : **11: change in IEP**. You will then create a new Special Ed record within the enrollment record with the new information. When ending and starting a record, please do not use the same end/start date. A change in category or disability requires an enrollment record to be ended and a new record created. Changes in services do not require a new record.
- **12** – Student continues: Do not use this code on records at the end of the year, the Special Ed roll over wizard will only roll forward records that do not have an end date and exit reason.

General Enrollments to SPED Enrollment Crosswalk of Exit Codes	
General Enrollment Field	Special Education Field
01 Expelled	District is obligated to provide FAPE, no exit code is needed.
02 Discontinued education - dropout	Code 8 - Dropped out <i>or</i> Code 7 - Moved not known to be continuing (counts as a dropout for graduation and dropout rates)
03 In-state school transfer	Code 6 - Moved known to be continuing
04 Student graduated, must receive a regular high school diploma (<i>Not a GED or certificate of completion</i>)	Code 2 - Graduated, must receive a regular high school diploma (<i>Not a GED or certificate of completion</i>) Code 03 – Graduated, but IEP team modified course requirements
05 Student died	Code 5 - Died
06 Committed to Institution	Code 6 - Moved known to be continuing
07 Reached maximum age for special education (21)	Code 4 - Reached maximum age

08 Out-of-state school transfer	Code 6 - Moved known to be continuing
09 Colony student completed > grade 8 – religious exemption	9 - Refused services
10 Student retained	Do not end the special ed record or it will not roll forward.
11 Student continues	12 – Student continues (<i>do not use this code on all records at the end of the year, the Special Ed roll over wizard will only roll forward records that do not have an end date and exit reason</i>)
12 Persistently Dangerous Transfer	6 - Moved known to be continuing or 11 - Change to IEP (if the transfer was due to an IEP team decision)
13 School Improvement Transfer	Code 6 - moved known to be continuing
14 Home School Transfer	9 - Refused services or 12- Student continues (if the school will still be providing special education services)
15 Suspended	District is obligated to provide FAPE, no exit code is needed.
16 Home school completer	9 - refused services or 12- Student continues (if the school will still be providing special education services)

17 Discontinued Education – completed GED	Code 8 - Dropped out
18 Discontinued Education – exceeds compulsory age	Code 8 - Dropped out
Does not necessarily require exit code on Enrollment field	1 - Not receiving SE Services
Does not necessarily require exit code on Enrollment field	9 - Refused services. Use this code if parent or student (if own guardian) refused services, but student is still eligible for special education.
Does not necessarily require exit code on Enrollment field	11 – Change in IEP. Use this code if category or disability have changed, such as program type or related service hours.

For more information on the December Child Count, see the link to the Campus Community: <https://community.infinitecampus.com/kb/pages/viewpage.action?pageId=5341195>

REQUIRED DATA ELEMENTS FOR UPLOAD SCHOOL DISTRICTS

STUDENT ENROLLMENTS

Upload districts must utilize the most current File Interface Specifications when uploading their Students with Disabilities December Child Count data into the State Edition. The file specs can be found on the DOE website at: <http://doe.sd.gov/ofm/documents/16-Upload.pdf>

Please see the previous guidance provided regarding Out of District Placements for Students with Disabilities.

SECTION IV – CERTIFIED STAFF

STAFF MEMBERS WITHIN INFINITE CAMPUS

As the South Dakota Department of Education continues to enhance our Statewide Longitudinal Data System (SD-STARS), it is important to make links for certified staff between different systems. In order to maintain FERPA compliance the SDDOE is requesting that all public school districts populate the “email” field and birthdates for all certified staff member in Infinite Campus. To clarify, the SDDOE would like to have the highest possible match rate to ensure that a) we are identifying the right teacher for the right school and b) teachers are seeing the children they serve in the classroom.

The SDDOE has submitted an enhancement to have the birthdate field become a requirement for all staff members. We do not know at this time when the enhancement will be made available in Infinite Campus. At this time we are asking you to enter or correct the birthdates for the staff members that are currently in your system.

SEARCHING FOR A STAFF MEMBER

Index Search Help

Search for a:
Staff

Go

[Advanced Search >>](#)

Search Results: 8

- 12, Julie
- Carlson, Kimmie
- Ellenbecker, Laura
- Ginther, Rob
- Jung, Teri
- Merriman, Judy
- Turner, Linda
- turner, linda

When the profile appears, open the Demographics tab and you will enter the birthdate and the e-mail address. Please enter the appropriate (school) e-mail address.

Gender: F

District Assignments School Choice Credentials Overrides Fees ID History

Demographics Identities Households Relationships Enrollments District Employment

Save Delete Person Summary Report Demographics Data

Person Information

PersonID 1354

*Last Name *First Name Middle Name Suffix

Merriman Judy

*Gender Birth Date Soc Sec Number

Female

Race/Ethnicity (Edit)

State Race/Ethnicity: WH:White, not Hispanic

Federal Designation: 6:White

Race(s): White

Hispanic/Latino: No Data

To help with linking teachers between Infinite Campus and the LDS system, it would be very helpful for SSN numbers to be entered into Infinite Campus.

Personal Contact Information

Other Phone Private Work Phone Private

Cell Phone Private Pager Private

Email Private

Comments

FORMER STUDENTS WHO ARE NOW STAFF MEMBERS OR PARENTS

- Find the students State ID number and copy and paste that into the Comments Section on the Demographics tab. This way you will have it for your records.
- Go to their census page and take out the Local Student Number and save. If the Local Student Number is grayed out, you will need to submit a ticket to Support so they can update it on the backend.
- Go to their enrollment record to see when their end date was for graduation and make that the end date as a member to their parent's household.
- Go to the relationships tab and uncheck all parent/guardian information to the former student and their guardians.
- Delete any doctor or emergency contact relationships from when the former parent was a student and no longer needed.
- You can keep the history of the parent household and the relationship history of parents/grandparents/siblings.
- If the former student has a new name go to the Identities Tab and click on New and type in the new name and comment as to why.
- Make a new household for this former student and their new child and setup like any other household.

LISTSERV

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