

Bridging the Gap: Special Education and MSDS

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Disclaimer

- ▶ This is how we process special education data in our district to prepare for general collections.

Process and Procedures - Special Education Department

- ❖ Special Education Department
 - ❖ Teacher Meetings to review Caseloads
 - ❖ Teacher Worksheets Distributed for first review
 - ❖ Items reviewed:
 - ❖ Program Code
 - ❖ Building Code
 - ❖ Grade
 - ❖ SE Certification
 - ❖ Student Schedule



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Elementary, Middle, and High School Special Education Teachers: Count Day procedures for the October 7, 2015 Student Count

Timeline: First Draft on Wednesday, September 16, 2015
Second Draft on Wednesday, September 23, 2015

Wednesday, September 16, 2015: Each Special Education teacher will receive their first DRAFT copy of their count sheet to review and make correction to Send to -

Wednesday, September 23, 2015: Each special education teacher will receive a Second DRAFT copy of their count sheet from Ann Vierk. As case manager it is your responsibility to review the count sheet and provide an update.

Please review for accuracy for students enrolled on your caseload. Remember a student must be enrolled, physically attending school, and have a schedule.

If you notice a student on your caseload that has been "missing" it is your responsibility to follow up with the general education teacher, attendance secretary, building administrator, counselor and parent.

If the student has dropped or is enrolled in another district but is still on your caseload, you need to inform Ann Vierk immediately. Be prepared to provide a drop date to Ann. If there is errors/correction needed including IEP amendments, you need to make your corrections and contact Ann by Friday, October 2, 2015.

Areas to Review: Caseload teacher name, Program Code Number (Resource Room is 194, EI is 140, CI is 120, and ECSE is 191) Building Code, Grade, and SE Certification.

The next step is to review the SE FTE hours on the count sheet. This information **MUST** align with the students IEP program time and their schedule.

Wednesday, October 7, 2015: Each special education teacher will receive their final count sheet from Ann Vierk. Again, review the information in reference to the above areas to review. The **ONLY** changes should be if a new student enrolls on count day or drops on count day. If all is accurate and correct, you need to sign in blue or black ink, date Wednesday, October 7, 2015 and return to Ann by Friday, October 9, 2015 by Noon.

Please do not just place in the mail and think your responsibility is complete.

This process will be complete when our department has physically received your individual, signed, count sheet. We will provide you with confirmation that your portion is complete.

Thank you for your cooperation and understanding in the special education reporting of student count.

Lapeer Community Schools
Pupil Accounting Report by Provider (Section 52)
As of 2016-02-11

Provider:

School: 00245

Program Code: 194

Student Name	Res Dist	ASH Bldg	Dis	Hrs/Wk	Sp.Ed. FTE	Grade	Gen.Ed. FTE	Int. FTE	Age
	44010	00245	SLA	30.00	0.05	6	0.95	1.00	12
	44010	00245	LD	30.00	0.03	7	0.97	1.00	13
	44010	00245	ASST	30.00	0.02	6	0.98	1.00	12
	44010	00245	LD	30.00	0.03	6	0.97	1.00	12
	44010	00245	CHI	30.00	0.01	6	0.99	1.00	12
	44050	00245	LD	30.00	0.01	6	0.99	1.00	12
	44010	00245	LD	30.00	0.03	7	0.97	1.00	13
	44010	00245	CHI	30.00	0.05	6	0.95	1.00	12
	44010	00245	LD	30.00	0.05	7	0.95	1.00	13
	44010	00245	CI	30.00	0.07	6	0.93	1.00	12
	44010	00245	CI	30.00	0.05	6	0.95	1.00	12
	44010	00245	CHI	30.00	0.02	6	0.98	1.00	12
	44010	00245	LD	30.00	0.05	6	0.95	1.00	12
	44010	00245	LD	30.00	0.05	7	0.95	1.00	13
	44010	00245	HI	30.00	0.15	7	0.85	1.00	13

DatePrinted: 02/11/2016

Pupil Accounting Report by Provider (Section 52)

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Process and Procedures - Pupil Accounting Department

- ▶ Data processed into Student Management System
 - ▶ Data import from IEP Writer Program
 - ▶ Manual data entry
- ▶ Generate Reports to compare systems and data
- ▶ Run Error Check
- ▶ Submit to MSDS for further validation

FTE

- ▶ How do you calculate FTE?
 - ▶ Number of hours of service*number of weeks of school year/1098 (30 Hour Student Week)

FTE's for Special Education Students - CHEAT SHEET

FTE's for 30 Hour Week	
Hours Per Week	FTE
1	0.03
2	0.07
3	0.10
4	0.13
5	0.17
6	0.20
7	0.23
8	0.27
9	0.30
10	0.33
11	0.37
12	0.40
13	0.43
14	0.47
15	0.50
16	0.53
17	0.57
18	0.60
19	0.63
20	0.67
21	0.70
22	0.73
23	0.77
24	0.80
25	0.83
26	0.87
27	0.90
28	0.93
29	0.97
30	1.00

FTE's for 12 Hour Week	
Pre-School Students	
Hours Per Week	FTE
1	0.08
2	0.17
3	0.25
4	0.33
5	0.42
6	0.50
7	0.58
8	0.66
9	0.75
10	0.83
11	0.92
12	1.00

FTE's for 30 Hour Week	
Under One Hour	
Minutes Per Week	FTE
15	0.01
20	0.01
25	0.01
30	0.02
40	0.02
45	0.03
50	0.03
55	0.03
60	0.03

NOTE: If a student is receiving anything less than 15 minutes special education services then they should be put on the TC case list.

THERE ARE NO FTE'S FOR STUDENTS WITH LESS THAN 15 MINUTES

4/28/2015

Lapeer Community Schools
Pupil Accounting Report Program Summary
 As of 2016-02-10

Classroom Teachers	Program	Total Sp. EA FTE			Total Head Count		
		Sect.53	Sect.52	Total	Sect.53	Sect.52	Total
	120 Program for Moderate Cognitive Impairment R. 340.1739						
		0.00	4.33	4.33	0	13	13
		0.00	7.83	7.83	0	11	11
		0.00	5.09	5.09	0	16	16
		0.00	2.83	2.83	0	7	7
		0.00	5.83	5.83	0	9	9
	Program Totals	0.00	27.71	27.71	0	56	56
	140 Program for Emotional Impairment R. 340.1741						
		0.00	0.78	0.78	0	6	6
		0.00	1.52	1.52	0	7	7
		0.00	1.24	1.24	0	4	4
	Program Totals	0.00	3.54	3.54	0	17	17
	191 Early Childhood Special Education (Classroom) Program R340.1734						
		0.00	20.00	20.00	0	20	20
		0.00	15.00	15.00	0	15	15
	Program Totals	0.00	35.00	35.00	0	35	35
	194 Resource Program R. 340.1749						
		0.00	0.79	0.79	0	17	17
		0.00	0.76	0.76	0	21	21
		0.00	0.82	0.82	0	16	16
		0.00	2.99	2.99	0	19	19
		0.00	0.85	0.85	0	19	19
		0.00	1.24	1.24	0	23	23
		0.00	1.24	1.24	0	20	20
		0.00	0.85	0.85	0	15	15
		0.00	1.47	1.47	0	13	13
		0.00	0.74	0.74	0	23	23
		0.00	0.76	0.76	0	18	18
		0.00	1.90	1.90	0	23	23
		0.00	1.18	1.18	0	17	17
		0.00	2.71	2.71	0	20	20
		0.00	1.50	1.50	0	19	19
		0.00	0.78	0.78	0	22	22
		0.00	0.43	0.43	0	5	5
		0.00	0.60	0.60	0	15	15
		0.00	0.98	0.98	0	22	22
		0.00	3.29	3.29	0	19	19

Date Printed: 03/10/2016 Pupil Accounting Report Program Summary Page 1

MISD/MSDS Error Check

▶ Macomb Error Check

❖ Run Data Validation Report and include warnings

❖ Primary Ed Setting

❖ Create File Export

09/07/2013 8:09:05 PM **Data Validation Report** Page 1
For count date: 10/02/2013

Schl	Name	Error Message
01330	Bear, Yogi	Special Ed Assessment - Exit Assessment Date - must be blank when Entry Assessment Date is submitted
01330	Duck, Donald	General Ed FTE - GE FTE - GE FTE may not be claimed when district is an ISD and residency code is not 12
01330	Flintstone, Wilma	WARNING - Special Ed - Primary Disability - Special Ed is normally submitted when grade is 30
01330	Gilroy, Zelda	Enrollment - Enrollment Date - Date must not be less than birth date Enrollment - Enrollment Date - Must be greater than date of birth.
01330	Mouse, Minnie	Membership - Student Residency - If the reported Resident LEA Number is a constituent district of the ISD, then Student Residency must be 08, 09, 11, 12, 13, 14, or 15
01330	Rogers, Roy	Membership - Student Residency - If the reported Resident LEA Number is a constituent district of the ISD, then Student Residency must be 08, 09, 11, 12, 13, 14, or 15 General Ed FTE - GE FTE - GE FTE may not be claimed when district is an ISD and residency code is not 12
01330	Simpson, Bart	WARNING - School Demographics - Grade or Setting - grade is outside the expected range for the student's age General Ed FTE - GE FTE - must be zero when not Special Ed and age is 20 or older on Sept 01 General Ed FTE - GE FTE - GE FTE may not be claimed when district is an ISD and residency code is not 12
01330	Smith, Ranger	WARNING - School Demographics - Grade or Setting - grade is outside the expected range for the student's age General Ed FTE - GE FTE - must be zero when not Special Ed and age is 20 or older on Sept 01 School Demographics - Grade or Setting - At least one Adult Ed component is required when grade 20 is selected

There are 10 records on file.

MSDS - Special Education Component

- ▶ Primary Disability
- ▶ Secondary Disability
- ▶ IEP Date
- ▶ Support Services
- ▶ Program Service
- ▶ Primary Education Setting
- ▶ Placed in another District by IEP
- ▶ Special Education Exit Reason
- ▶ Special Education Exit Date
- ▶ Section 52 FTE
- ▶ Section 53 FTE

Special Education Attendance

Primary Disability: 15-Autism Spectrum Disorder

Secondary Disability: 22-Legally Blind
 24-Deaf

Plan Date: 4/11/2017

Type of Plan: 01-IESP

Additional Plan Date:

Support Services: 200-Teacher Consultant (T.C.) Autism Spectrum Disorder
 210-T.C. Mentally Impaired
 220-T.C. Emotionally Impaired
 230-T.C. Learning Disabled

Program Service Code: 110-Programs for Mild Cognitive Impairment
 120-Programs for Moderate Cognitive Impairment
 130-Programs for Severe Cognitive Impairment
 140-Programs for Emotional Impairment

Primary Educational Setting: 02-Public or Private Special Education School Building at Public Expense

Placed By Another Dist IEP: Select Yes/No

Spec Ed Exit Reason: Please Select

Spec Ed Exit Date:

Section 52 FTE: 0.00

New this fall - this is draft version

MSDS - Special Education Reporting

- ▶ What other components may be required?
 - ▶ Initial IEP Component
 - ▶ Discipline Component
 - ▶ Early On Component (for children birth to three)
 - ▶ Initial IFSP Component (for children birth to three)
 - ▶ Part C Assessment Component (for children birth to three)
 - ▶ Part B Referral Component (for children birth to three)

Initial IEP Component

- ▶ Date of Parental Consent
- ▶ Initial IEP Completion Date
- ▶ Timeliness of Initial IEP
- ▶ Result of Initial IEP
- ▶ Days Beyond Timeline
- ▶ Part C Transition Timeliness

Cancel

School Demographics Personal Demographics Enrollment Membership General EdFTE **Initial IEP** Special Education

Date of Parental Consent: 1/7/2016

Initial IEP Completion Date: 1/28/2016

Timeliness Of Initial IEP: 11-IEP completed within 30 school days

Result of Initial IEP: 1-Student was found eligible

Days Beyond Timeline:

PartCTransitionTimeliness: Please Select

Errors:

Warnings:

Discipline Component

- ▶ Incident ID
- ▶ Date of Incident
- ▶ Incident Type
- ▶ Serious Bodily Injury
- ▶ Sexual Assault
- ▶ Initial Consequence Type
- ▶ Initial Days
- ▶ Initial Start Date
- ▶ Secondary Consequence Type
- ▶ Secondary Days
- ▶ Secondary Start Date
- ▶ Other Consequence Type
- ▶ Other Days
- ▶ Other Start Date
- ▶ Follow Up

The screenshot shows the 'Discipline' component of a software application. The form is titled 'Discipline' and is part of a larger system with tabs for School Demographics, Personal Demographics, Enrollment, Membership, GeneralEdFTE, Discipline, and Special Education. The form contains various fields for incident details, consequences, and follow-up actions.

Fields and values shown:

- *Incident ID: 1112-003
- *DateOfIncident: 9/20/2011
- *Incident Type: 56-Other
- Serious Bodily Injury: Select Yes/No
- Sexual Assault: Select Yes/No
- *Initial Consequence Type: 1-In-School Suspension
- *Initial Days: 0.5
- *Initial Start Date: 9/20/2011
- Secondary Consequence Type: 2-Out-Of-School Suspension
- Secondary Days: 2.0
- SecondaryStartDate: 9/21/2011
- Other Consequence Type: Please Select
- Other Days: [Empty]
- Other Start Date: [Empty]
- FollowUp:
 - 20-Placed in an alternative education school
 - 21-Instructional services at home
 - 22-Instructional services in community/non-school location
 - 23-Education provided by another district or agency (DHS, CMH, DCH)

Seclusion/Restraint Component

- ▶ Date
- ▶ Number of times student was secluded
- ▶ Number of times student was restrained

The screenshot shows the 'Seclusion and Restraint' component of a software application. The form is titled 'Seclusion and Restraint' and contains fields for Date Occurred, Number Of Times Secluded, and Number Of Times Restrained.

Fields and values shown:

- *Date Occurred: 1/18/2018
- Number Of Times Secluded: 00
- Number Of Times Restrained: 01
- Errors:
- Warnings:

Early On Component

- ▶ Service Coord Agency
- ▶ Primary Service Setting
- ▶ Service Code
- ▶ Current IFSP Date
- ▶ Timely Start of Service
- ▶ Part C Exit Reason
- ▶ Part C Exit Date
- ▶ Transition IFSP
- ▶ Transition Conference

Part C Assessment Component

- ▶ Data Source
- ▶ Other Source Comments
- ▶ Assessment Date
- ▶ Assessment Type
- ▶ Parent Input
- ▶ Parent Input Date
- ▶ Social Relationships
- ▶ New Social Relationships
- ▶ Knowledge Skills
- ▶ New Knowledge Skills
- ▶ Actions
- ▶ New Actions

Part B Referral Component

- ▶ SEA Notification
- ▶ LEA Notification
- ▶ Parent Last Name
- ▶ Parent First Name
- ▶ Parent Street Address
- ▶ Parent Street Address (2)
- ▶ Parent City
- ▶ Parent State
- ▶ Parent Zip Code
- ▶ Parent Phone Number
- ▶ Parent Address Unknown
- ▶ Parent Phone Unknown

Initial IFSP Component

- ▶ Referral Date
- ▶ Referral Agency
- ▶ IFSP Timeliness
- ▶ Result of Initial IFSP
- ▶ Initial IFSP date

Early Childhood Special Education Assessment Component

- ▶ Assessment Tool
- ▶ Other Tool Comments
- ▶ Entry Assessment Date
- ▶ Exit Assessment Date
- ▶ Outcome 1A, 1B
- ▶ Outcome 2A, 2B
- ▶ Outcome 3A, 3B

Screenshot of the Assessment Component interface showing the following fields:

- Assessment Tool: 03-Battelle SCREENER
- Other Tool Comments: [Empty text box]
- Entry Assessment Date: 8/15/2010
- Exit Assessment Date: [Empty date picker]
- Outcome 1A: 2-Between Not Yet and Emerging
- Outcome 1B: Select Yes/No
- Outcome 2A: 1-Not Yet
- Outcome 2B: Select Yes/No
- Outcome 3A: 3-Emerging
- Outcome 3B: Select Yes/No

Are you sharing your reports?

- ▶ Who are the key players in your district?

Reports from MSDS - Staging Area

- ❖ Initial IEP Report
- ❖ Discipline and Consequence Summary
- ❖ Missing Student Report
- ❖ Missing LEP and Special Education Data
- ❖ Primary Disability Count
- ❖ Early Childhood Special Education Assessment Count
- ❖ Early Childhood Special Education List
- ❖ FTE Summary

Hot Topics

- ▶ Part C to Part B Initial IEP on or before the 3rd birthday - how do you monitor them?
- ▶ Multiple IEP events between collection windows - how do you monitor them?
- ▶ Discipline - any need to monitor?
 - ▶ MDE Audit
- ▶ Other topics from members?

Questions

