

Pupil Accounting & Special Education

MPAAA

Fall Conference 2019

Presenter: Jennifer S. Tindall

September 16, 2019

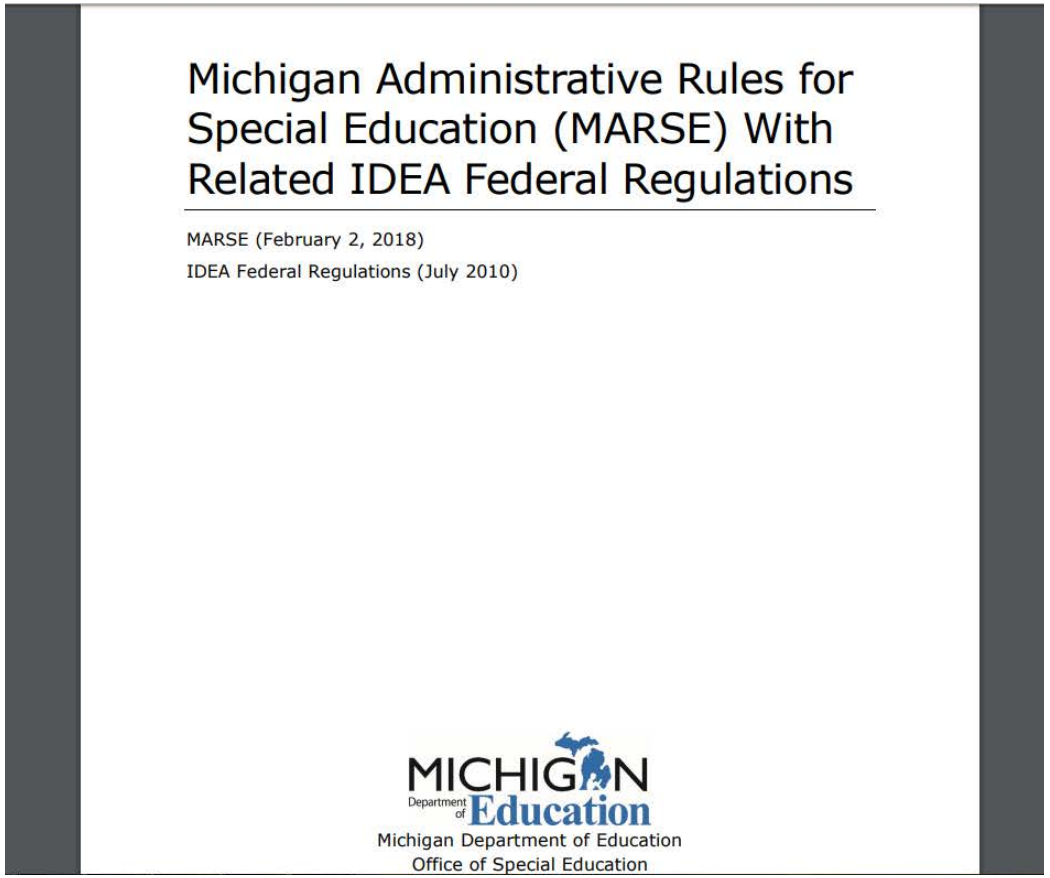
Pupil Accounting + Special Education



Learning Objective

- Rules and Regulations for Special Education
- Enrollment of a Special Education Student (105/105C)
- Part Time vs Reduced (Shortened Day)
- Special Education Program Codes, Component, & Setting
- Reporting the General and Special Education FTE
- Worksheet A and B…The Lapeer Community Schools Approach
- Early Childhood Programs and Reporting
- Additional Reporting….Discipline, Seclusion & Restraint, and Restorative Practices
- If there's time….Homeschool and Virtual

Rules and Regulations for Special Education



Federal Regulations

- The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation.

- IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.

Free Appropriate Public Education (FAPE) 300.17

Special education and related services are:

- Provided at public expense
- Under public supervision and direction
- At no cost to the parent
- Special Education is a guarantee



FAPE 300.101

- Must be available to **ALL** children residing in the state between ages 0-26
- Includes children with disabilities who have been **suspended or expelled** from school
- Each state must **ensure** that **FAPE** is available to any individual child with a disability who needs special education and related services

Special Education
300.39

- Specially designed instruction
- At no cost to the parents
- To meet the unique needs of a child with a disability



Student with a Disability



A student with a disability is defined as any person from birth to age 26 who is determine by an Individual Education Program Team (IEPT) or a hearing officer to have one or more of the impairments, that necessitates special education, or specially designed instruction.

A pupil with a disability who is not more than 25 years of age as of September 1 and has not graduated from high school.

Age Limitations
Section Three
Page: 3-3

- **C.** A special education pupil who is **enrolled and receiving instruction in a special education program or service** approved by the department, who has not achieved (met all the requirements to be eligible to receive) a high school diploma, and who is **less than 26 years of age as of September 1** of the current school year shall be counted in membership.

Requesting Records



Records Request

THE REVISED SCHOOL CODE (EXCERPT)
Act 451 of 1976
380.1135

- **(4)** Within **14 days** after enrolling a transfer student, the school shall request **in writing** directly from the student's previous school a copy of his or her school record.
- Any school that compiles records for each student in the school and that is requested to forward a copy of a transferring student's record to the new school shall comply **within 30 days after receipt of the request.**

Enrollment
105/105C
Section 5-I

- 4) A local school district that enrolls a **special education pupil** under **schools of choice** will become that pupil's **resident district** for purposes of developing and implementing an individualized education plan (IEP) and will become responsible for the education of and providing (or arranging for the provision of) services for the pupil.

Better Known As…Stuck-EEE



Enrollment
105/105C
Section 5-I

- Section 105c (contiguous) contains an additional requirement that the **choice district** must enter into a **written cooperative agreement** with the special education pupil's **resident district** as to the payment of **added costs** associated with the pupil's programs and as to how services will be handled.
- The written agreement shall address how the agreement shall be amended in the event of significant changes in the costs or level of special education programs or services required by the pupil.

Enrollment
105/105C
Section 5-I

- If a nonresident pupil was enrolled under Section 105c and that pupil subsequently is **determined eligible for special education** services, the district must enter into a **written cooperative agreement** with the special education pupil's resident district as to the payment of added costs for programs and services.
- If it is determined that a pupil is eligible for special education services **prior to the pupil being enrolled** under Section 105c by the district for the **first time**, and the district and resident district **fail to reach** a written agreement regarding the coverage of added costs of special education programs and services for the pupil, **the pupil shall not be enrolled**.

Removal of a Student Under SOC 5-I-4

- **Q #6 How does a district remove a schools of choice pupil?**
- A #6 Once a student has been enrolled through schools of choice, the pupil may only be exited if the pupil is enrolled in another district or if the pupil is expelled under the same policy established for resident pupils.

Special Education Program Codes and Special Education Component



Michigan Department of Education Eligibility Categories

- Cognitive Impairment
- Emotional Impairment
- Hearing Impairment
- Visual Impairment
- Physical Impairment
- Other Health Impairment
- Speech & Language Impairment
- Specific Learning Disability
- Severe Multiple Impairment
- Autism Spectrum Disorder
- Traumatic Brain Injury
- Deaf-Blindness
- Early Childhood Developmental Delay

Eligibility vs Program Code



Tip: *Eligibility does not determine program placement.*

Program Service Codes

110- Programs for Severe Multiple Impairments

120-Program for Moderate Cognitive Impairment

130-Program for Severe Cognitive Impairment

140-Program for Emotional Impairment

150-Program for Specific Learning Disability

160-Program for Hearing Impairment

170-Program for Visual Impairment

180-Program for Physical or Otherwise Health Impairment

Program Service Codes

190- Programs for Mild Cognitive Impairment

191-Early Childhood Special Education (classroom)

192-Program for Severe Language Impairment

193-Program for Autism Spectrum Disorder

194-Program for Elementary/Secondary Resource Room

270-Early Childhood Special Education (services)

Components



Special Education Component

Primary Education Setting

- Location of where Special Education Programs/Services are provided to the pupil
- Reports the Least Restrictive Environment (LRE)
- Codes are categorized by age

Full Time Equivalency (FTE)

- Amount of Time assigned to the certified teacher for the program
- Calculated by a denominator of 1,098

Special Education Component

Primary Disability

- Identifies a special education pupil
- Found in the IEP
- Required in the component
- Is a two digit code
- ECDD cannot be used when they child is 8 years or older on the count date

Program Service Code

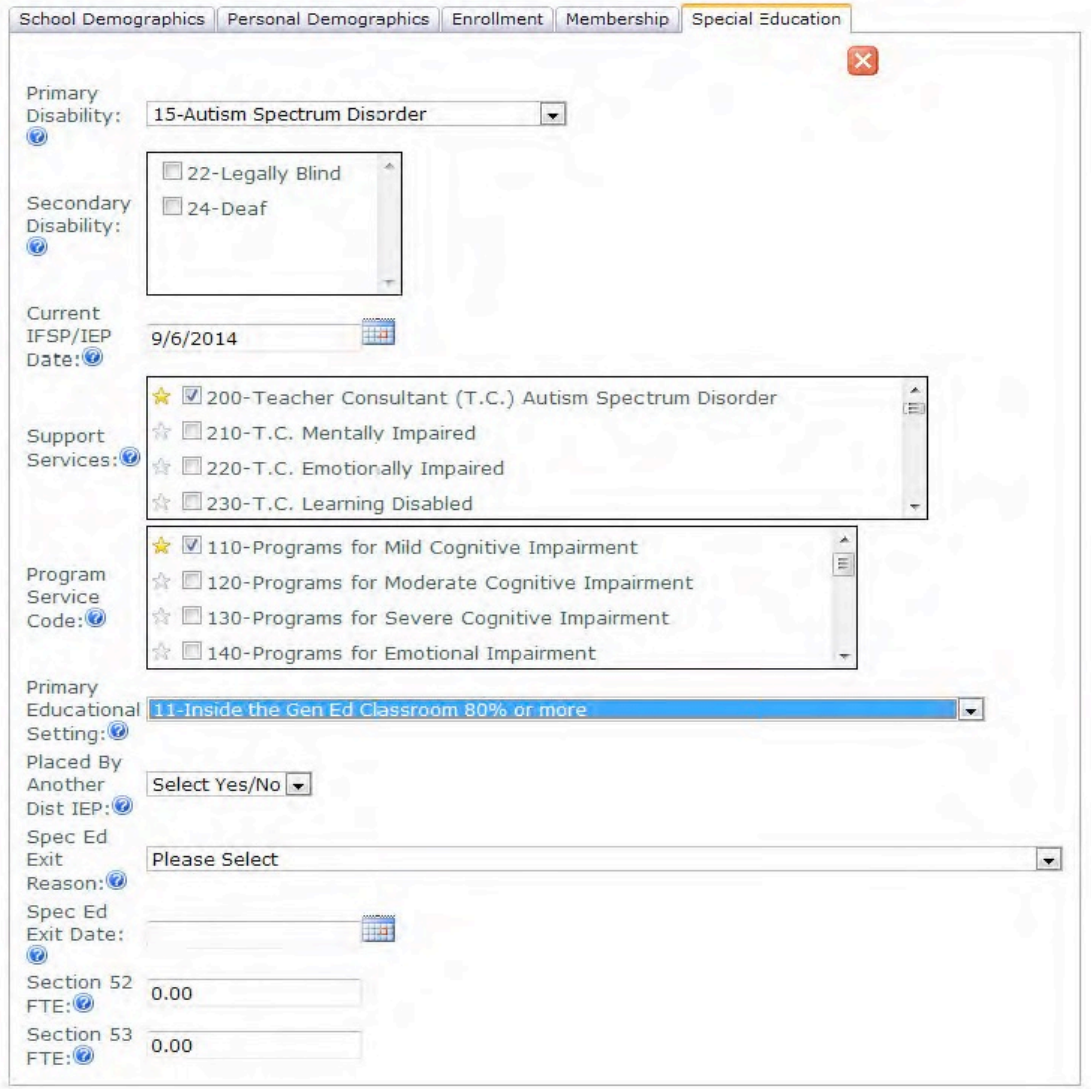
- Program in which the pupil is participating
- Required to report special education FTE
- Is the placement of the pupil
- Is not the pupil's disability
- Is NOT required to match eligibility
- Is a three digit code (110-270)
- Cannot be 191 or 270 if pupil is 8 years of age

Special Education Component

- Pupils with disabilities are participating in special education programs or services
- To claim FTE under Section 52 or Section 53
- To exit, the student who is no longer enrolled in a special education program or receiving special education service

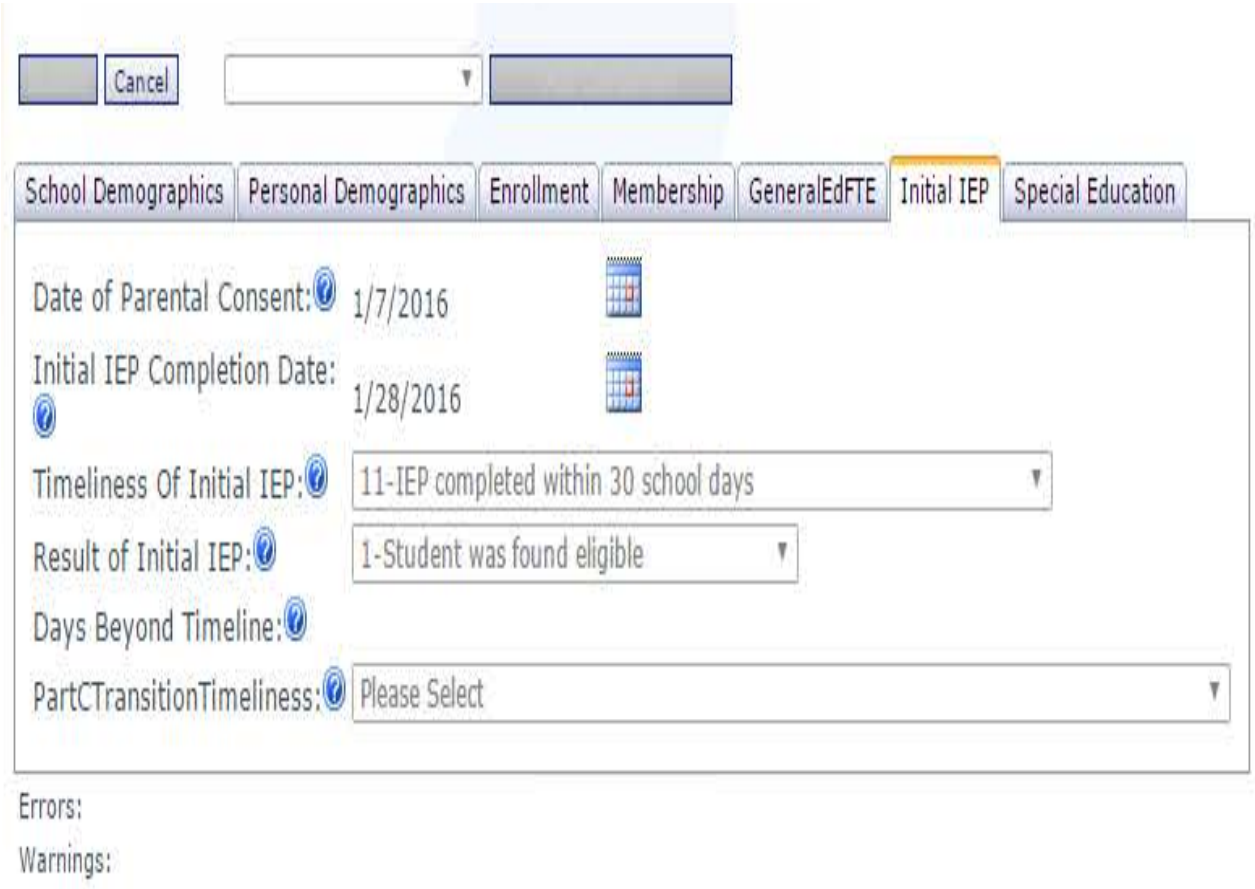
MSDS – Special Education Component

- 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



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*



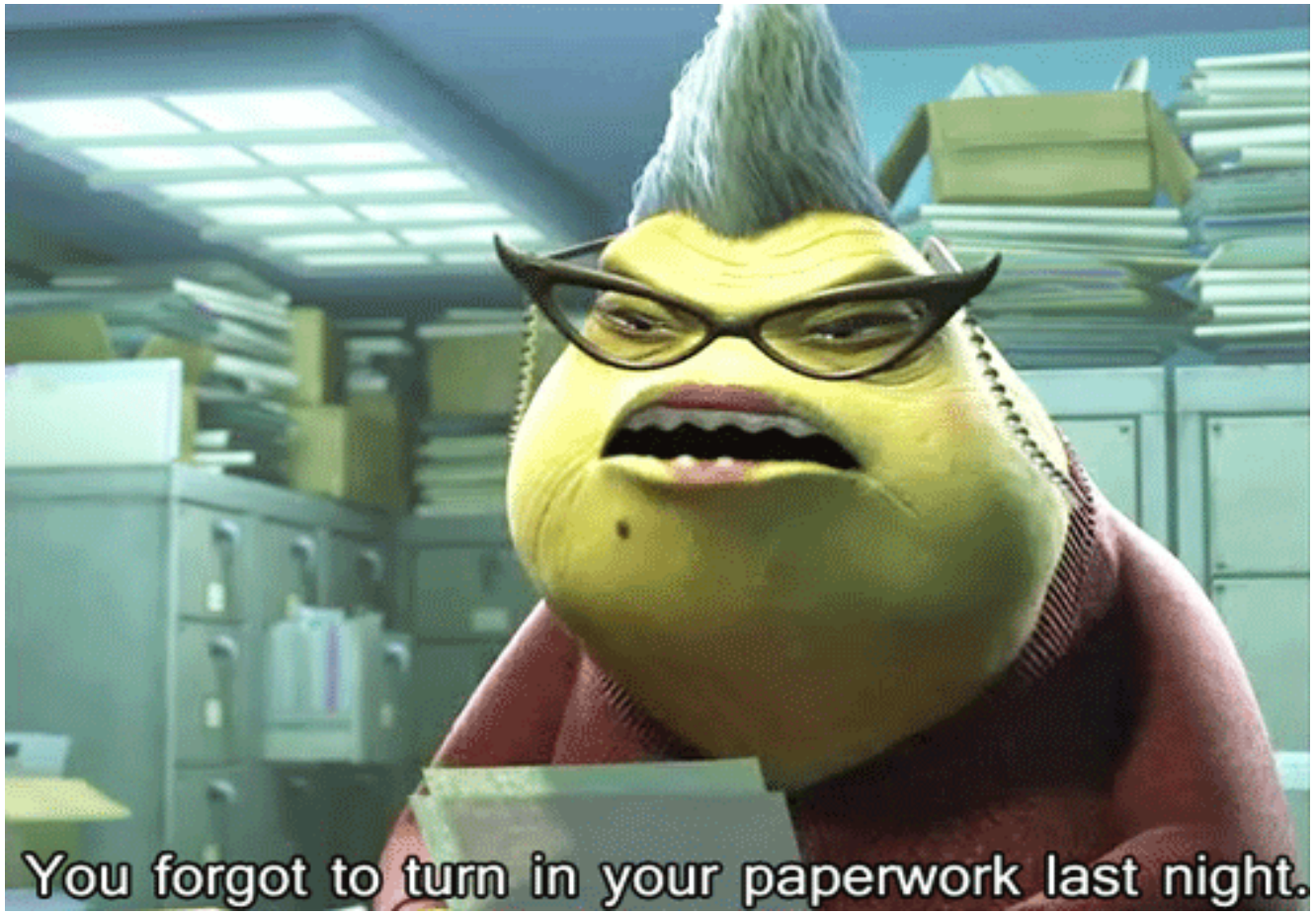
MSDS – Special Education Reporting

- 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)

How to Report the Special Education FTE

- Pupils in Special Education must be enrolled in a special education program
- Pupils in Special Education receiving a related service only are counted in membership under their classroom teacher (either special education or general education)
- Pupils in Special Education must be listed on Worksheet A or Worksheet B in order to complete the DS 4061

How to Report the Special Education FTE



Section 52 vs Section 53 Pupil's

Section 52

- All Pupils enrolled in Special Education unless they meet Section 53 requirements

Section 53

- Placed by a court or state agency if the pupil resides in another ISD at time of placement
- May be residents of an institution operated by an agency (CMH)

Section 53 Continued…

- A pupil who is a former resident of an agency institution placed in a community settings other than the pupil's home
- A pupil enrolled in an education program longer than 180 days, but less than 233 in a residential child caring institution
- A pupil is placed by a parent for the purpose of a suitable home if the parent resides in another ISD at the time of placement

Worksheet A and B Instructions

- Generated from the student management system or completed by the teacher
- Teachers are reported by the program code of their special education approval and assigned teaching position
- Worksheets reflect enrolled students

- FTE is based upon the ratio or actual clock hours per week in the special education classroom to the actual clock hours of the normal school week in that building

Or

- FTE may be calculated as a ratio of the time spent in special education daily to the time spent in a general education classroom

Process and Procedures by the 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

LAPEER COMMUNITY SCHOOLS
District of Choices

ADMINISTRATION & SERVICES CENTER
250 Second Street, Lapeer MI 48446
phone (810) 667-2401 fax (810) 667-2411
www.lapeerschools.org

Elementary, Middle, and High School Special Education Teachers:
Count Day procedures for the October 2, 2019 Student Count

J Sinclair 8-27-19

Timeline: First Draft on Monday, September 9, 2019
Second Draft on Monday, September 23, 2019

Monday, September 9, 2019: Each Special Education teacher will receive their first DRAFT copy of their count sheet to review and make corrections to send to Beth Darga by September 12, 2019.

Monday, September 23, 2019: Each special education teacher will receive a second DRAFT copy of their count sheet from Beth Darga. As case manager it is your responsibility to review the count sheet and provide an update by September 26, 2019.

New! **No IEP meetings to be held during the week of September 30 – October 4, 2019.**

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 Beth Darga immediately. Be prepared to provide a drop date to Beth. If there are errors/corrections needed including IEP amendments, you need to make your corrections and contact Beth by Friday, September 17, 2019.

Areas to Review: Caseload teacher name, Program Code Number (Resource Room is 194, MI is 140, CI is 120, and ECSE is 191) Building Code, Grade Level, and SE Certification. NEW! In the resident district section, highlight any codes that don't begin with "44".

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 2, 2019: Each special education teacher will receive their **final** count sheet from Beth Darga. 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 2, 2019, and return to Beth by Thursday, October 3, 2019, 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 and has been approved by Beth and/or Jennifer. 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.

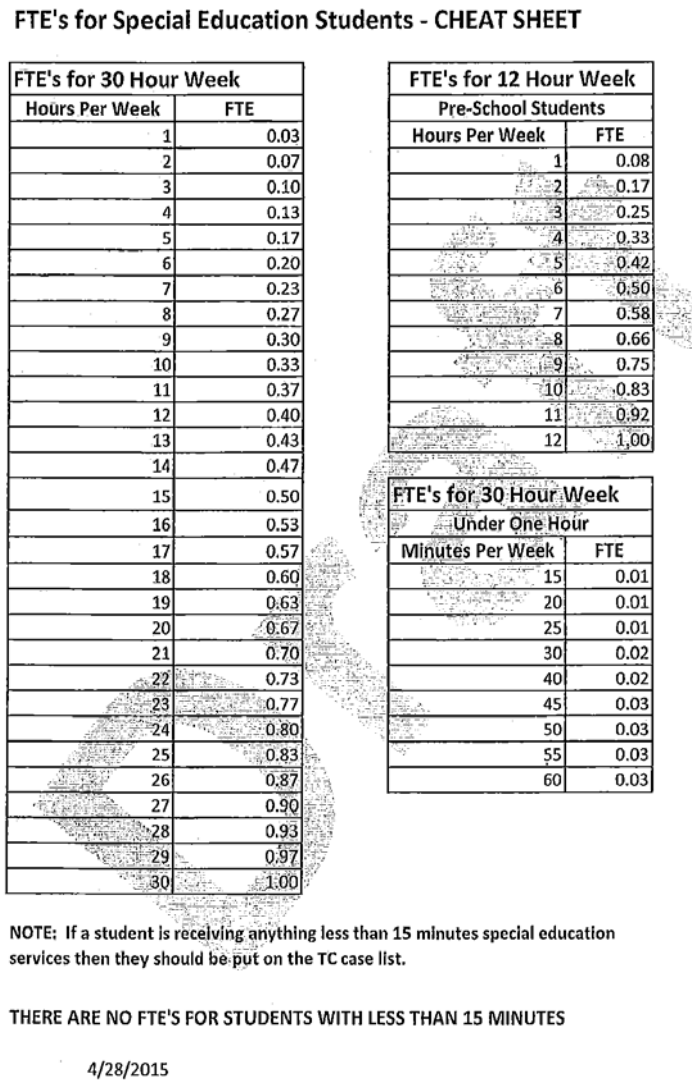
Process and Procedures by the Pupil Accounting Department

- 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

Suggestion:
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

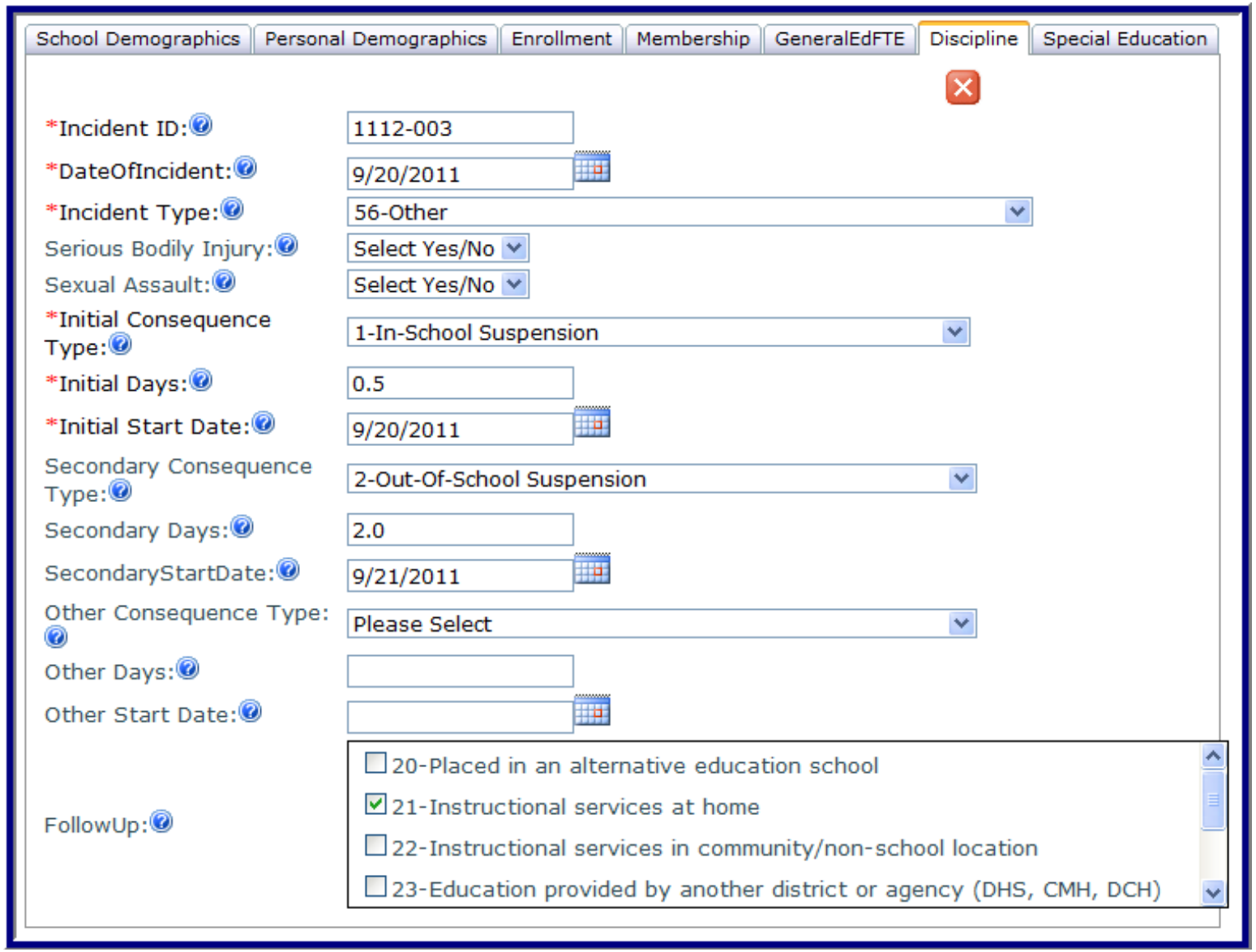
For count date: 10/02/2013

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 Disabilitiy - 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
		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.
01330	Simpson, Bart	General Ed FTE - GE FTE - GE FTE may not be claimed when district is an ISD and residency code is not 12
		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.
01330	Smith, Ranger	School Demographics - Grade or Setting - At least one Adult Ed component is required when grade 20 is selected

There are 10 records on file.

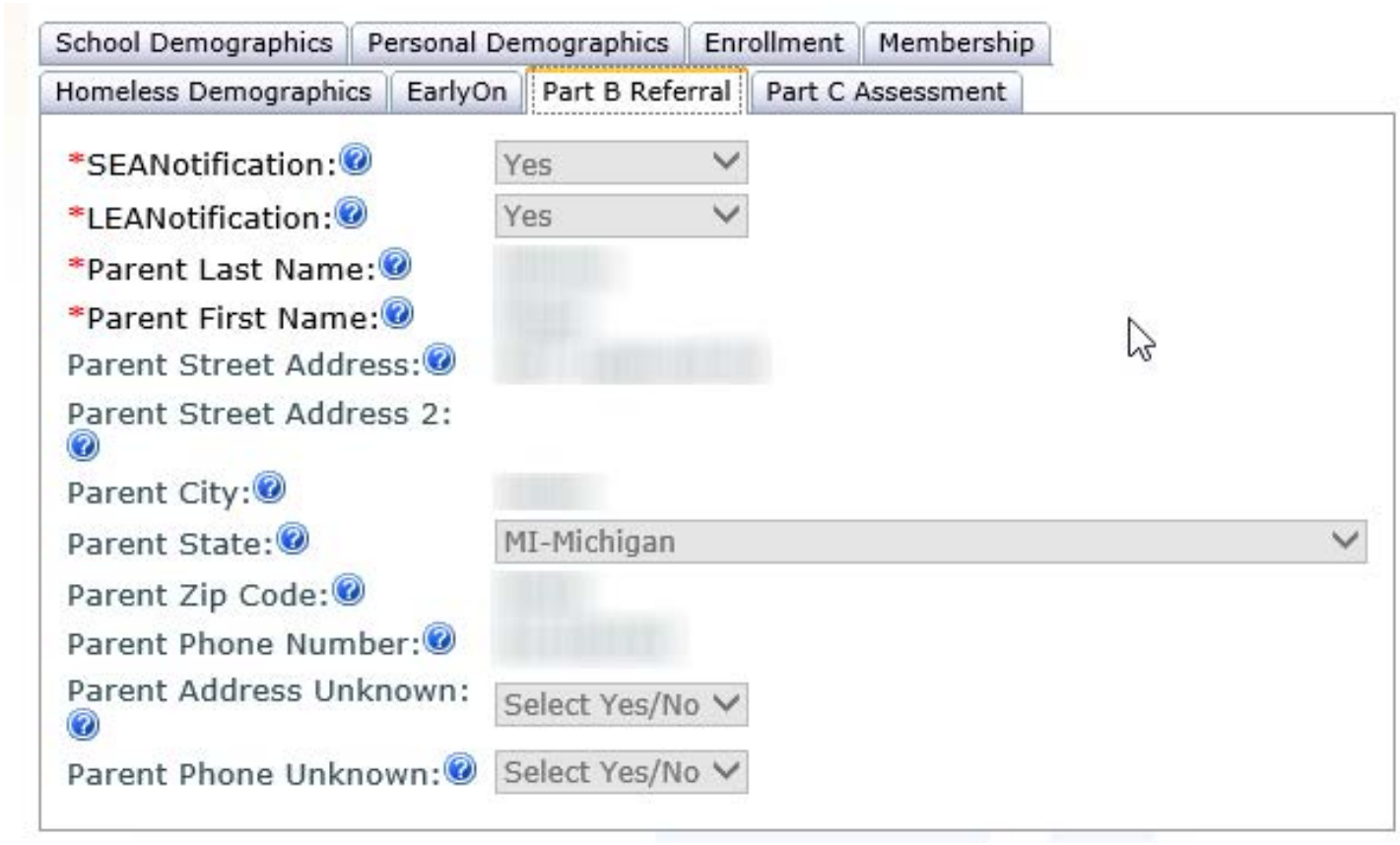
Discipline Component

- *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*



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*



Early Childhood Special Education

R 340.1862 Individualized family service plan; time lines; eligibility.

- Eligibility for Michigan special education services for all children with a disability birth to age 3 shall be determined by and documented in an individualized family service plan.

- Determination of eligibility for Michigan special education services, for a child birth to 3 with a disability shall follow all time lines and requirements

- Approved related services staff shall work under the educational direction of an approved or endorsed early childhood special education teacher

Early Childhood Special Education

R 340.1862 Individualized family service plan; time lines; eligibility.

Special education services for children birth to 3 with disabilities shall be all of the following:

(a) Determined by the child's individual needs and specified in an individualized family service plan

(b) Provided by an approved or endorsed early childhood special education teacher or approved related services staff

(c) Provided for not less than **72 clock hours over 1 year**. The time line begins upon receipt of signed parental consent to provide services

(d) Provided in an appropriate early childhood setting, school setting, community setting, or family setting

(e) Have a parent participation and education component

Early Childhood Special Education

- Special Education Early Childhood Programs
  Administrative Rule 340.1754

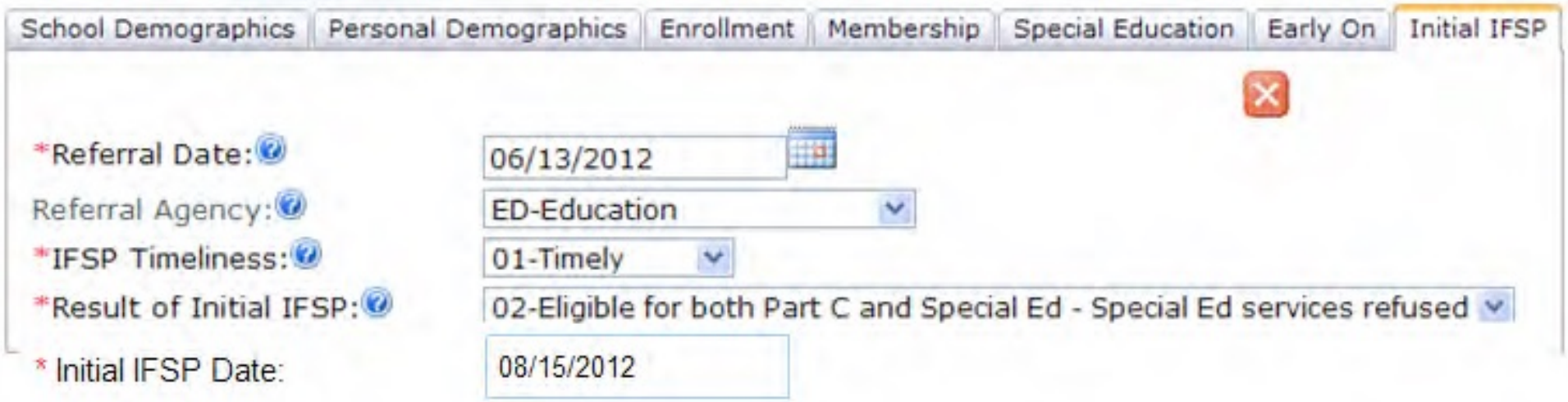
- **Special education programs which are operated under R340.1754 are typically classroom programs for pupils with an IEP aged 3 to 5**.

All of the following must be met:

1. *The instruction must be provided by an approved or endorsed early childhood special education teacher.*
2. *The program shall be available for a MINIMUM of 360 clock hours and 144 days.*
3. *The program shall not have more than twelve students for one teacher and one aide at any one time.*

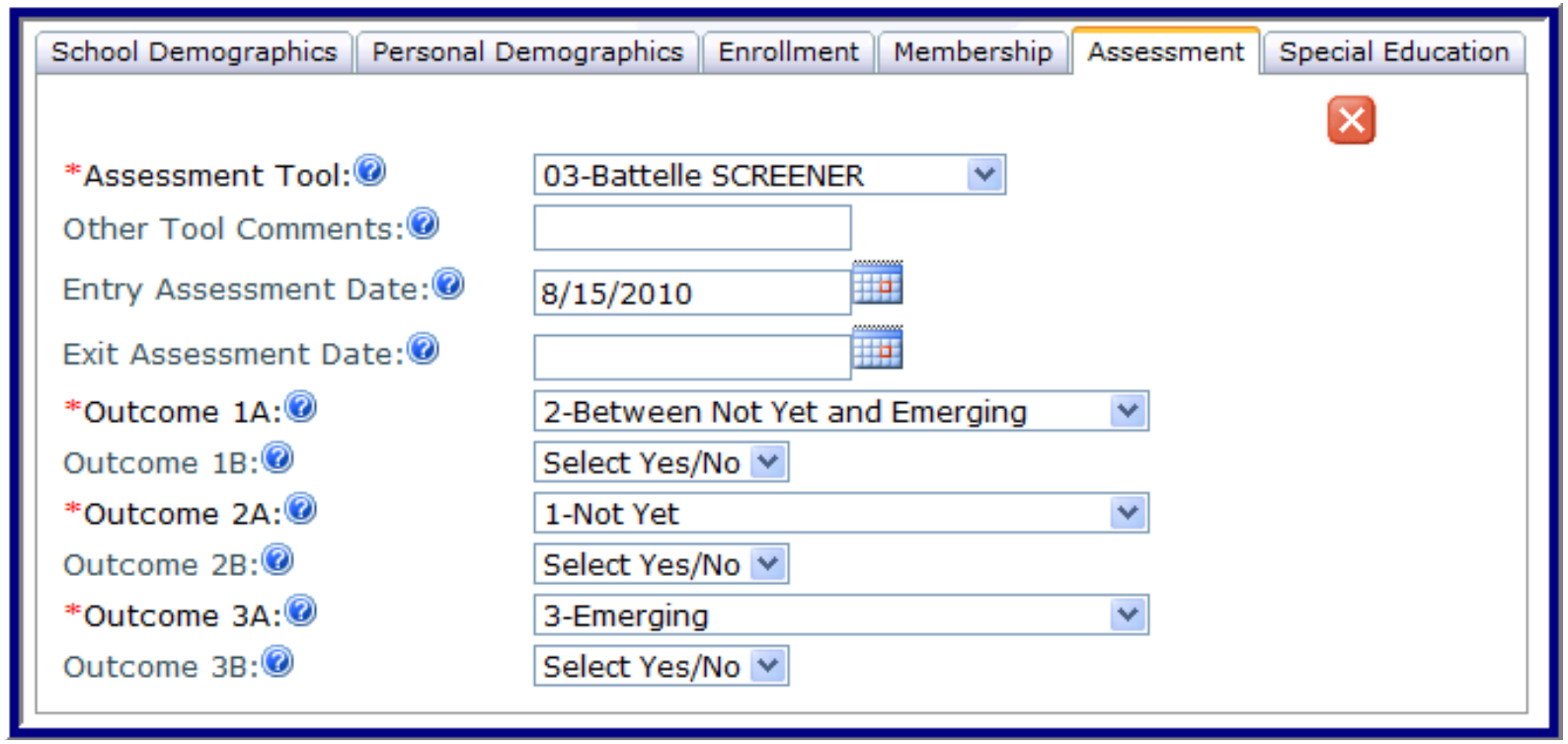
Initial IFSP Component

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



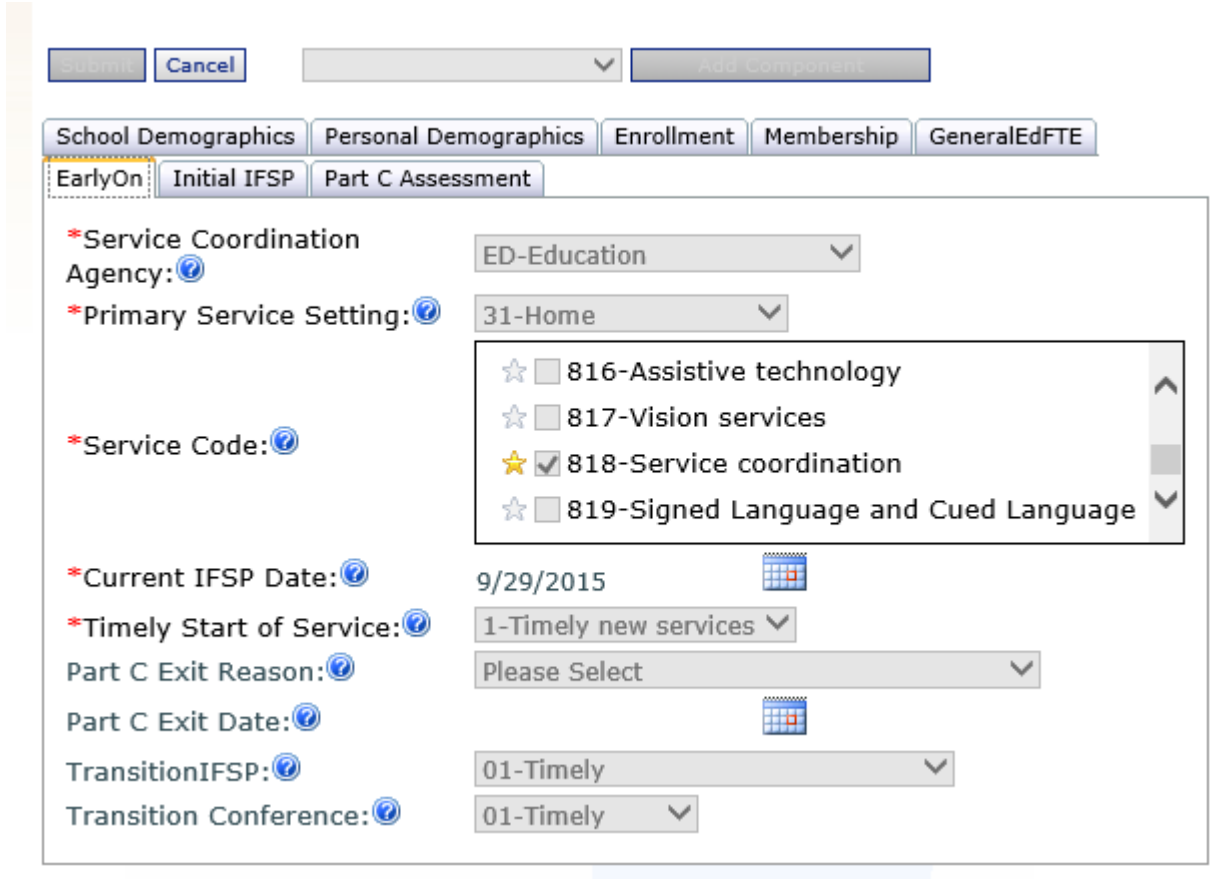
Early Childhood Special Education Assessment Component

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



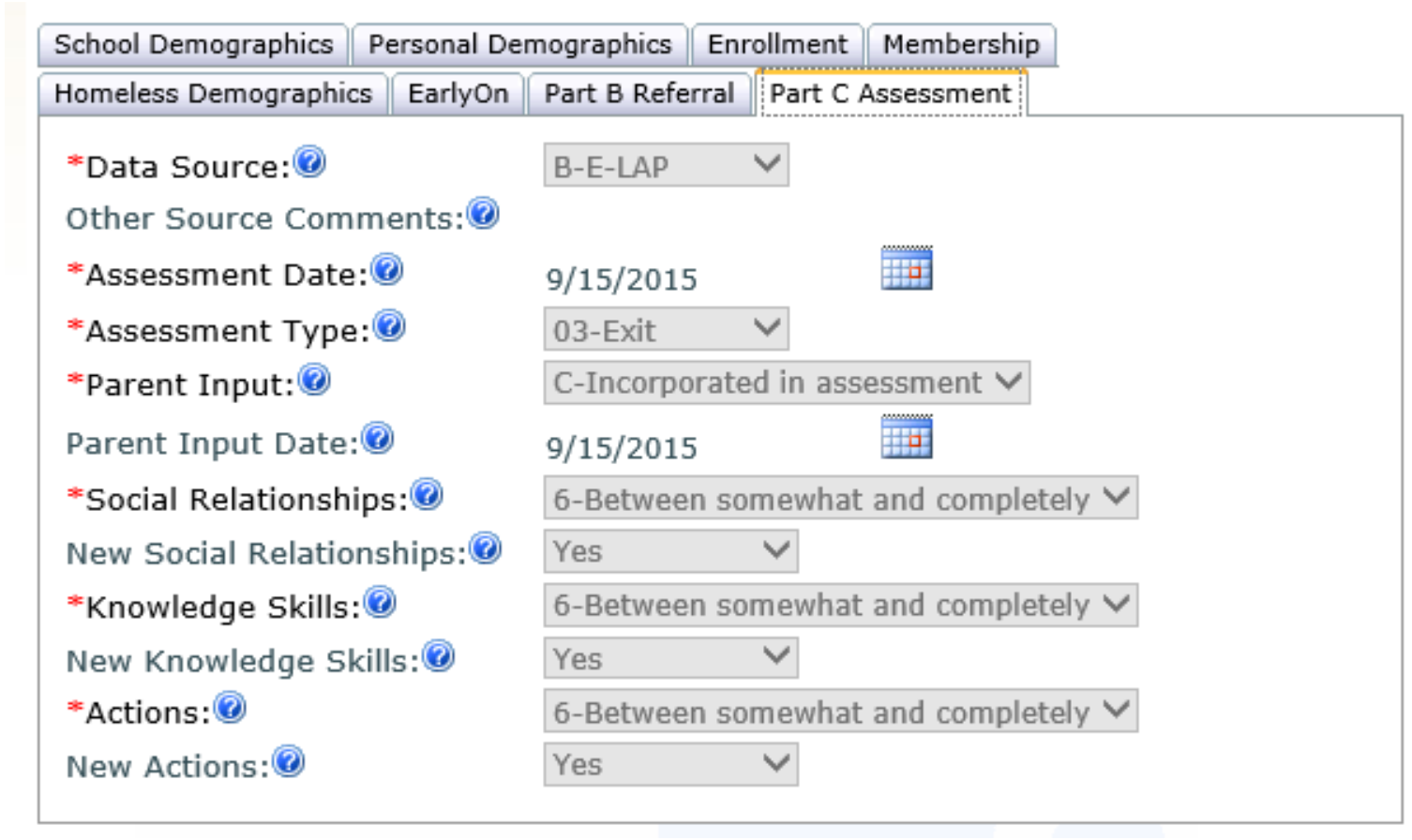
Early On Component

- 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*



Additional Reporting

- *Student Discipline*
- *Seclusion and Restraint*
- *Restorative Practices*
- *Gender Identification*



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

Shortened School Day aka Reduced Day



Policy Guidance

Shortened School Day

Michigan Department of Education Office of Special Education May 2019

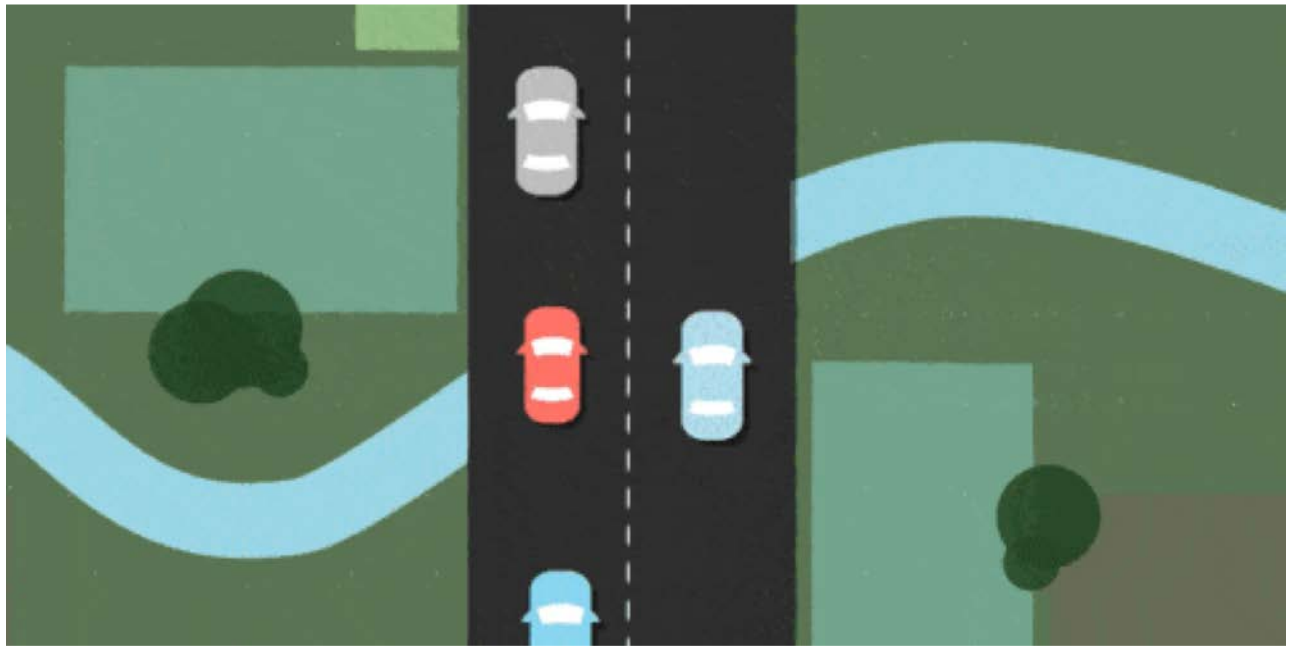
https://www.michigan.gov/documents/mde/ShortenedSchoolDay_655459_7.pdf

5-H Reduced Schedule Pupils

IEP REDUCED SCHEDULE

- **Special Education Pupils Placed by an IEP Team in Less than a Full Day of Instruction -** Special education pupils are to attend the same number of days and hours as are required of any pupil to be counted for a full FTE. The IEP team may shorten the school day for a pupil with disabilities on an individual pupil basis. If the IEP team shortens the day for a medical or emotional reason, the pupil is eligible to be counted for 1.0 FTE. The medical or emotional reason shall be documented in the pupil's record or IEP.
- The documentation supporting such a placement must be provided by a licensed physician as defined by Section 17001(1) of 1978 PA 368, MCL 333.17001(1).
- **IEP Reduced Schedule Due Process** - Prior to placing a pupil on a reduced day due to emotional or behavioral issues, the district is required to consider the use of positive behavioral interventions and supports, as well as other strategies when developing the pupil's IEP when behavioral issues impede the pupil's learning or that of others. 34 CFR § 300.324(a)(2)(i).
- The IEP team must consider the district's obligation to ensure that the pupil receives a Free Appropriate Public Education (FAPE) by providing special education services to meet the pupil's unique educational needs in conformity with an IEP developed using procedures set out in the IDEA. 34 CFR §§ 300.17 and 300.101

Homeschool and Virtual Scenario
A Tale of Two Programs



Homeschool and Virtual Scenario

Local District Offers a Homeschool Program (electives only) and Virtual (core with electives). Family enrolls with a student who is suspected of a disability.

The Impact?

- Child Find
- Additional Resources
- Reporting
- NPSP vs IEP
- Compliance
- Legal Matters


THEFILMJUNKIE
Roads? Where we're going we don't need...

Resources

Michigan Pupil Accounting Manual

https://www.michigan.gov/mde/0,4615,7-140-6605-22360--,00.html

Michigan Administrative Rules for Special Education

https://www.michigan.gov/documents/mde/MARSE_Supplemented_with_IDEA_Regs_379598_7.pdf

MDE Family Matters

https://www.michigan.gov/mde/0,4615,7-140-6598_88187_81739---,00.html

MICHIGAN Department of Education

Jennifer Tindall
Director for Special Education & Student Services
Lapeer Community Schools
jtindall@lapeerschools.org
Office: 810-538-1630

When you're leaving early
from work

