The LEA Special Education Points of Contact Monthly Webinar will start momentarily

LEA Special Education Point of Contact

Monthly Webinar

Focus: Child Count

Sept. 21, 2016

Agenda

Overview of the Child Count Process

Data Systems and Reports

Child Count and the OSSE Support Tool

Announcements & Reminders

Overview of the Child Count Process

Child Count Regulations

Role of the LEA SE POC in Child Count

Child Count Timeline

LEA Responsibilities

Child Count Data Certification

Child Count Regulations

- Child Count is a federally mandated data collection.
  - The State must count and report the number of children with disabilities receiving special education and related services on any date between October 1 and December 1 of each year (34 CFR § 300.641(a)).
- Child Count serves as the official special education enrollment number for the District of Columbia.

Role of the LEA SE POC in Child Count

LEA SE POCs work together with LEA administrators, registrars, data managers and enrollment staff to ensure:

- All IEPs are accurate and up to date
- Necessary IEP amendments are finalized
- All students with disabilities served by their LEA are accurately documented

Additionally, LEA SE POCs liaison with OSSE via the OSSE Support Tool to troubleshoot Child Count issues.

Child Count Timeline

Phase I	• LEAs attend Enrollment Audit and Child Count Training	Aug. 12, Sept 6, 9, or 12, 2016
Phase II	• LEAs access, review, and resolve all Child Count data anomalies	Aug. 22—Nov. 18, 2016
Phase III	• LEAs sign Enrollment Audit and Anomalies Acknowledgement Form	Oct. 7, 2016
Phase IV	• LEA signs Certification Form	Dec. 2, 2016

LEA Responsibilities

Data Type	Examples	Action required
Demographic	•Name •DOB •Race •Ethnicity	• Review • If accurate, no action required • If inaccurate, make update in source system (PowerSchool, ASPEN, SchoolForce , ProActive, etc.)
Special Education*	•Disability* •IEP date •Educational Environment •Dedicated Aide	• Review Disability: If accurate, no action required; If inaccurate, make update in source system (SEDS) • Review IEP Date: If accurate, no action required; If inaccurate, make update in source system (SEDS) • Review Environment: If accurate, no action required; If missing or inaccurate, update in source system (SEDS) • Review/update dedicated aide information to ensure accuracy. If inaccurate, make update in SEDS

**Please note that any change in disability category needs to be supported by data via the evaluation/eligibility determination process pursuant to IDEA.*

IEP Amendments for Child Count Purposes

Present time – Oct. 5, 2016, 5 p.m.

1. View error and anomalies list in Qlik report on **daily basis**.
2. Amend IEPs to rectify errors and/or anomalies.
3. If question arises for particular error/anomaly listed in report, submit question in OST.
4. OSSE **locks all data on Oct. 5, 5 p.m.** and uses this data set to analyze for additional errors or anomalies.

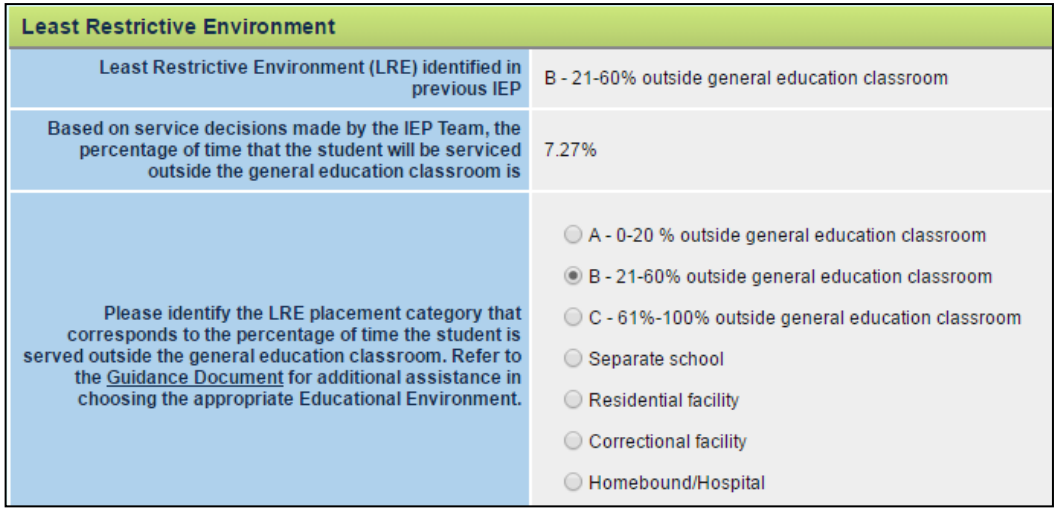
Oct. 6 – Nov. 18, 2016

- Repeat Steps 1-3 as listed above.
- If IEP amendment finalized during this time period, LEA SE POC must additionally **submit OST ticket after amendment is finalized**, to alert OSSE that a change has been made. Otherwise OSSE will assume Oct. 5 data is still current.

IEP Amendments for Child Count Purposes

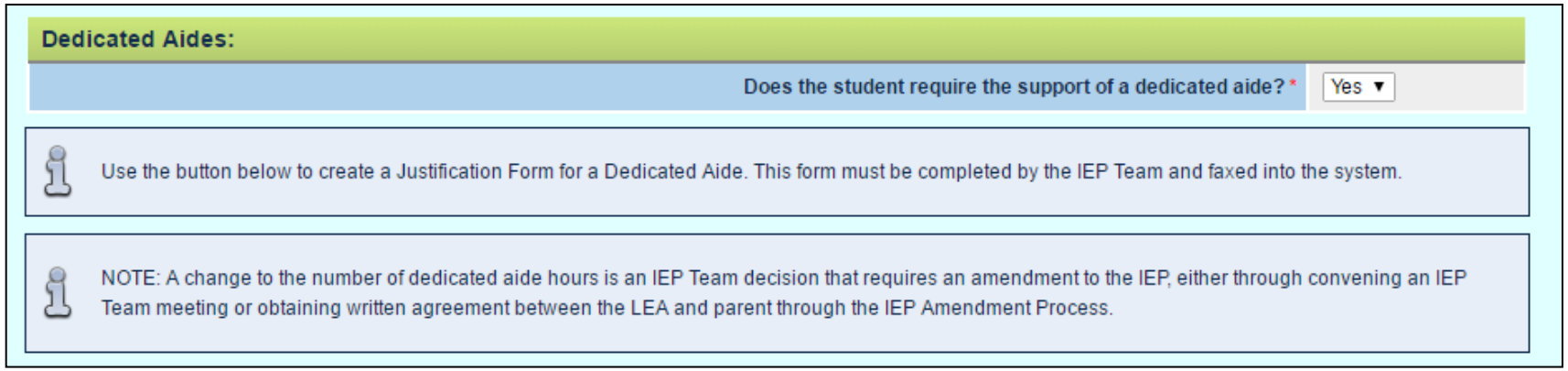
Top 3 most common IEP amendments needed for Child Count:

1. **Educational Environment**
   - SEDS does not automatically change the LRE selection (radio button) when services are updated on the IEP. This must be done manually in SEDS prior to finalizing the IEP.
2. **Setting, frequency, and length of services**
3. **Dedicated Aide**



Least Restrictive Environment

Least Restrictive Environment (LRE) identified in previous IEP	B - 21-60% outside general education classroom
Based on service decisions made by the IEP Team, the percentage of time that the student will be serviced outside the general education classroom is	7.27%
Please identify the LRE placement category that corresponds to the percentage of time the student is served outside the general education classroom. Refer to the Guidance Document for additional assistance in choosing the appropriate Educational Environment.	○ A - 0-20 % outside general education classroom ◉ B - 21-60% outside general education classroom ○ C - 61%-100% outside general education classroom ○ Separate school ○ Residential facility ○ Correctional facility ○ Homebound/Hospital



Dedicated Aides:

Does the student require the support of a dedicated aide? * Yes ▼

Use the button below to create a Justification Form for a Dedicated Aide. This form must be completed by the IEP Team and faxed into the system.

NOTE: A change to the number of dedicated aide hours is an IEP Team decision that requires an amendment to the IEP, either through convening an IEP Team meeting or obtaining written agreement between the LEA and parent through the IEP Amendment Process.

Child Count Data Certification

Checklist prior to data submission:

- Ensure all students listed were receiving services as of **Oct. 5, 2016.**
- Ensure all demographic and special education information is accurate for all students.
- Ensure the educational environment indicated on the IEP is accurate.

After submission:

- Review and resolve all data anomalies, no later than **Nov. 18**, 2016, to be considered timely.

Child Count Data Certification

OSSE will review data submissions for errors, which include, but are not limited to:

- Students duplicated across LEAs
- Students with missing demographic information
- Students that are not ages 3 through 21
- Students older than 7 years old with primary disability of developmental delay
- Discrepancies in Educational Environment
- Students with excessively high (>35 hours) or low (<0.5) hours

- **LEAs will have access to the Unified Errors Report in SLED, which will provide a compilation of all the issues identified in their data.**

Child Count Data Certification

- **Due Dates:** The Child Count Data Anomalies Acknowledgement Form must be signed by Oct. 7, 2016 at 5 p.m.
  - The Child Count Certification form must be signed and submitted by Dec. 2, 2016.
- **Signature:** The forms must be e-signed by the **Head of LEA**
- **Method of Submission:** The Certification and Data Anomalies Acknowledgement Form will be e-signed in SLED in the Enrollment Audit section.

Child Count Data Certification

Forms: The Enrollment Audit Certification and Child Count Data Anomalies Acknowledgement Form are available in SLED under the Reports tab. The form will be populated with the October 5th Student Counts and Data Anomalies from the Enrollment Audit Report.

- In the case in which the SLED Student Counts do not accurately reflect your LEA's enrollment, there is a space to write in an updated Student Count.
- Any changes must be accompanied by an **OSSE Support Tool (OST) Ticket number** that is open to address the specific issue.

Child Count Data Certification

Submission

- DCPS will certify the data for students with IEPs attending Dependent Charter schools, since these LEAs elected DCPS as their LEA for special education.
- Failure to submit timely documentation could result in:
  - **Impact on local determinations**
  - **Impact on funding**
- Follow directions for submitting the Child Count Certification as outlined in the OSSE Enrollment Audit and Child Count Handbook.

Child Count Data Certification Form

LEA Certification of FFY 2017 Child Count and Educational Environments Data

I, _____ , _____ at _____
Printed name Title Name of LEA

certify that the data provided to the Office of the State Superintendent of Education (OSSE) for Federal Fiscal Year 2017 from the OSSE Child Count View in SLED are valid and reliable. Furthermore, I certify that the data provided are consistent with the requirements of Part B of the Individuals with Disabilities Education Act (IDEA), and all applicable laws and regulations under the District of Columbia.

The number of students receiving special education services at my LEA is: _____.

I understand that if data anomalies are not resolved by the specified deadline, my LEA will be issued a finding from the IDEA LEA Monitoring Team.

BY SIGNING BELOW, I CERTIFY THAT I HAVE THE AUTHORITY TO CERTIFY THE ACCURACY AND RELIABILITY OF THIS DATA FOR MY LEA AND THAT MY LEA WAS PROVIDING SPECIAL EDUCATION SERVICES TO THE STUDENTS ON THE ATTACHED LIST AS OF OCT. 5, 2016.

Printed Name Title

Signature Date

OSSE must receive this certificate and data report from SLED by Nov. 18, 2016 at 3p.m. EST for your data submission to be considered timely.

Data Systems and Reports

Overview of State Data Systems

Statewide Longitudinal Education Data (SLED)

Child Count Data Verification

Qlik Sense Data Visualization Tool

OSSE Unified Data Errors and Anomalies

Overview of State Data Systems

State Longitudinal Education Data System (SLED)

- The system where the official Enrollment Audit and Child Count data are displayed.

Special Education Data System (SEDS)

- The primary system for inputting and updating special education student records.

SY2016-2017 Enrollment Audit QuickBase Application

- The system LEAs use to submit residency, resolution, appeals, and ELL/LEP documentation.

OSSE Support Tool (OST)

- LEA SE POCs and LEA Data Managers use the OST to submit a request for support from OSSE and also to resolve anomalies.

eSchoolPLUS

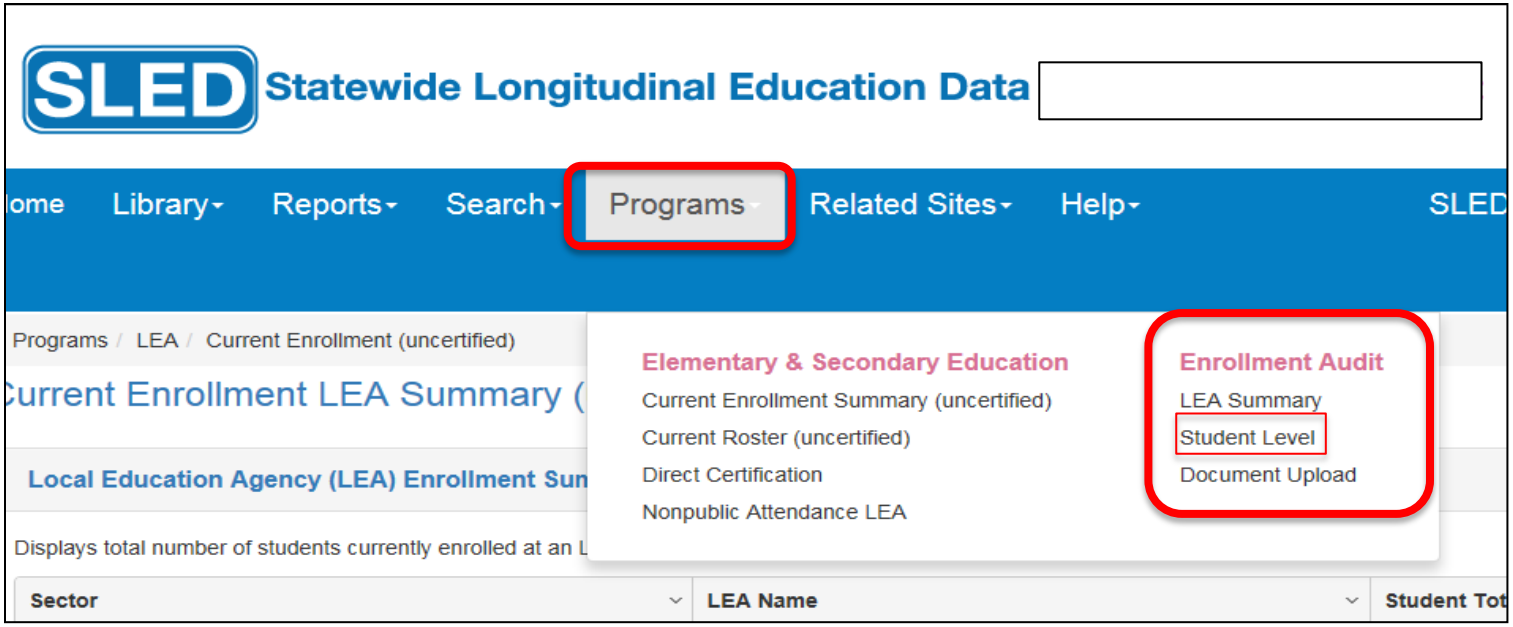
- The system LEAs use to update LEA Points of Contact and Calendars.

Qlik Sense

- Data visualization tool that includes a Unified Data Errors application.

Access to SLED

1. Navigate to https://sled.osse.dc.gov and log-in with your SLED credentials*.
2. Click on Programs in the menu bar and the Enrollment Audit report options are shown in the dropdown menu.



*To gain SLED access, email SLED.info@dc.gov. Training is required before access can be granted, so make sure any individuals who need access request it as soon as possible.

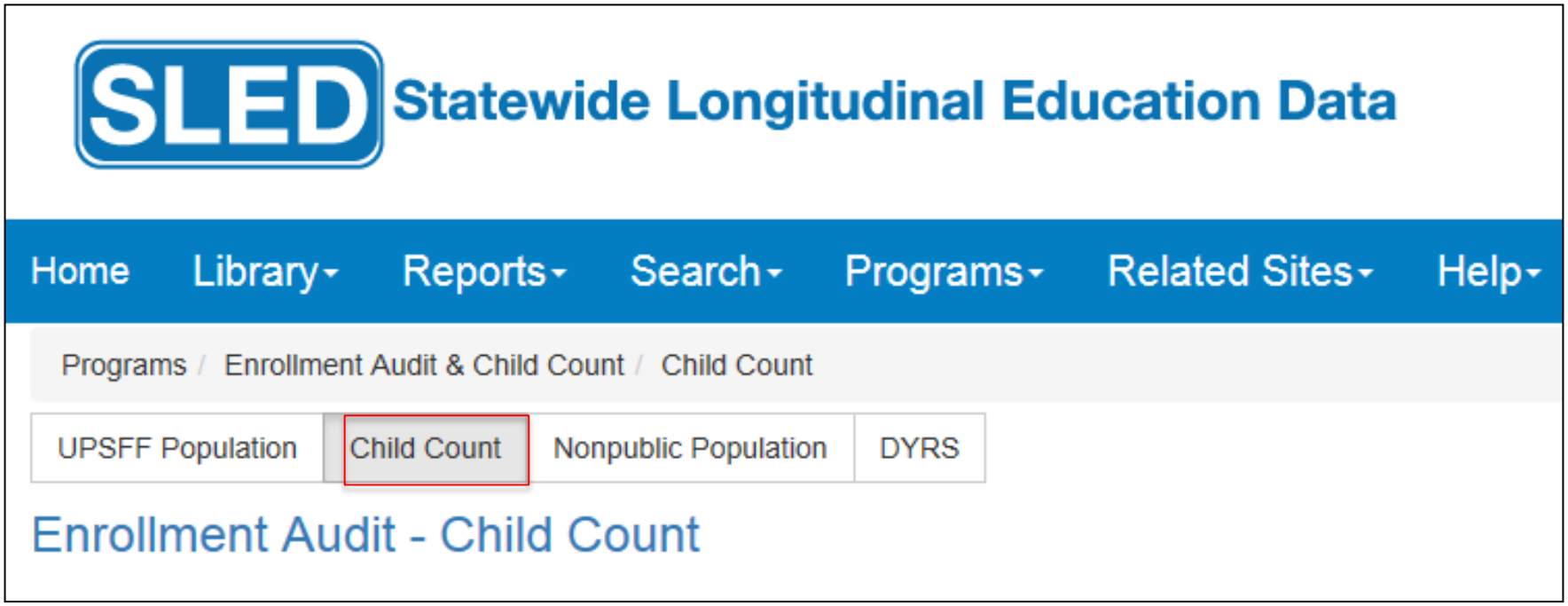
Enrollment Audit Reports in SLED

In the Enrollment Audit section select Summary or Student Level:

- The **Summary** report shows the LEA (and school) total enrollment counts for UPSFF and Child Count.
- The **Student Level** report shows the student level data that corresponds to the Summary report. Select the population of interest from the following drop-down menus:
  - **Enrollment Audit UPSFF Population:** The view displays only the students enrolled and attending DC public and public charter schools.
  - **Child Count Population:** This view displays only those special education students who are part of the annual Child Count.
  - **Nonpublic Population:** This views displays only those special education students who are enrolled in DC LEAs but attending nonpublic programs.

Child Count Data View in SLED

Click on “Child Count” to view students at LEA who receive special education services.



Child Count Data Verification

Data Element	Source System	Description
USI	LEA SIS	10 digit USI assigned by OSSE/SLED
First Name	LEA SIS	Student's First Name
Last Name	LEA SIS	Student's Last Name
DOB	LEA SIS	Student's Date of Birth
Age on 10/5/2016	LEA SIS	Student's age calculated from DOB as of 10/5/16
Gender	LEA SIS	Student's Gender
Grade	LEA SIS	Student's Grade
Race	LEA SIS	Student's Race
LEP	LEA SIS	Student's Limited English Proficiency Status
LEA	LEA SIS	Student's attending LEA as of 10/5/2016

Child Count Data Verification

Timeline of Activities:

- Review student demographic data.
- If any of the student demographic data is inaccurate, the data should be corrected in the LEA Student Information System (SIS).
- Data is collected nightly from the LEA's SIS and reflected the next day in OSSE's systems.

Tip: Work closely with your LEA Data Manager or registrar to ensure that all data is accurate and up to date in all systems.

Child Count Data Verification

Data Element	Source	Description
Primary Disability	SEDS	Student's primary disability as of 10/5/2016
Most Recent IEP Date	SEDS	Date of Most recent IEP
IEP Event ID	SEDS	Event ID for IEP from which Services are pulled
Most Recent Eligibility Date	SEDS	Date of most recent eligibility as of 10/5/2016
Total Hours Outside General Education Setting	SEDS	Hours for all specialized instruction and related services prescribed on the IEP delivered OUTSIDE of the general education setting.
Total Hours In General Education Setting	SEDS	Hours for all specialized instruction and related services prescribed on the IEP delivered IN of the general education setting.
Total Hours	SEDS	Hours for all specialized instruction and related services prescribed on the IEP regardless of setting
% Outside General Education Setting	SEDS	Total number of hours prescribed on IEP divided by the number of school hours by week
Environment	SEDS	Education Environment from the Least Restrictive Environment page within the IEP Process
Dedicated Aide	SEDS	Whether the student has a dedicated aide prescribed on the IEP.
Dedicated Aide Hours	SEDS	If there is a dedicate aide included on the IEP, the number of hours per week the aide is assigned

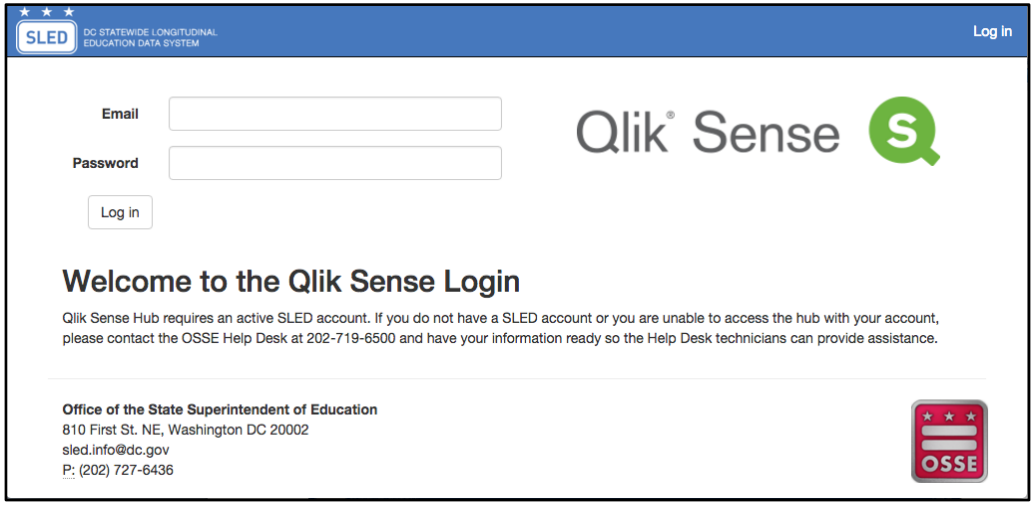
OSSE Unified Data Errors and Anomalies

- In an effort to report consistent and timely data to stakeholders, OSSE has consolidated all demographic, enrollment, attendance and special education data errors and anomalies into a comprehensive error report.
- LEAs can access this report in SLED and in Qlik Sense
- Each error/anomaly has a suggested resolution path and indicates whether it will impact the Enrollment Audit and/or Child Count data collection processes.

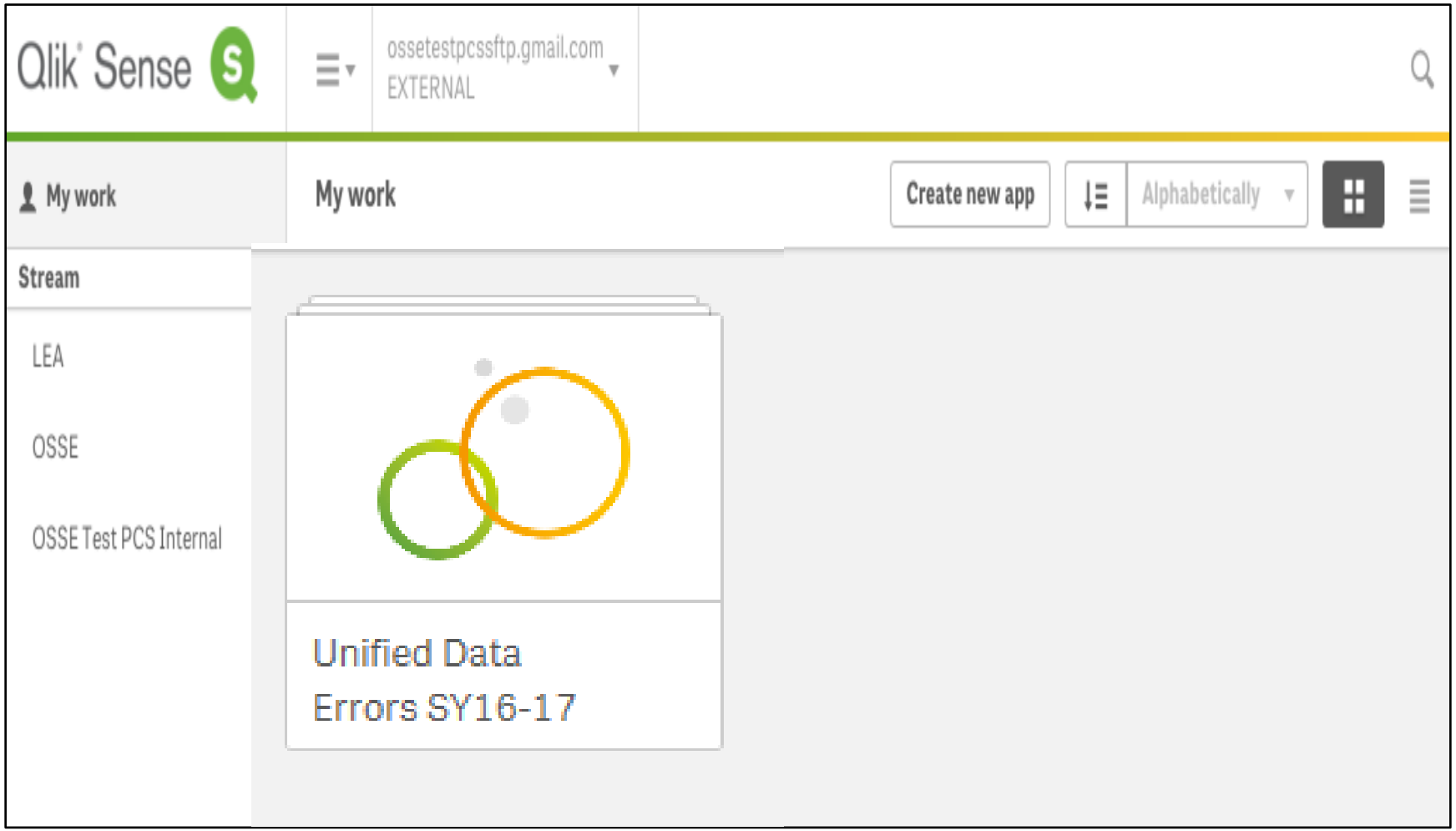
Qlik Sense Overview

- Qlik Sense is a data visualization tool available to LEAs to view reports on various topics, including data errors. To access Qlik users must have
  - **SLED credentials** (email SLED.info@dc.gov for training)
  - **Qlik Token** (LEA Head of School or LEA Data Manager must request that you receive a token. They can send the request to OSSE at OSSE.DARtraining@dc.gov)

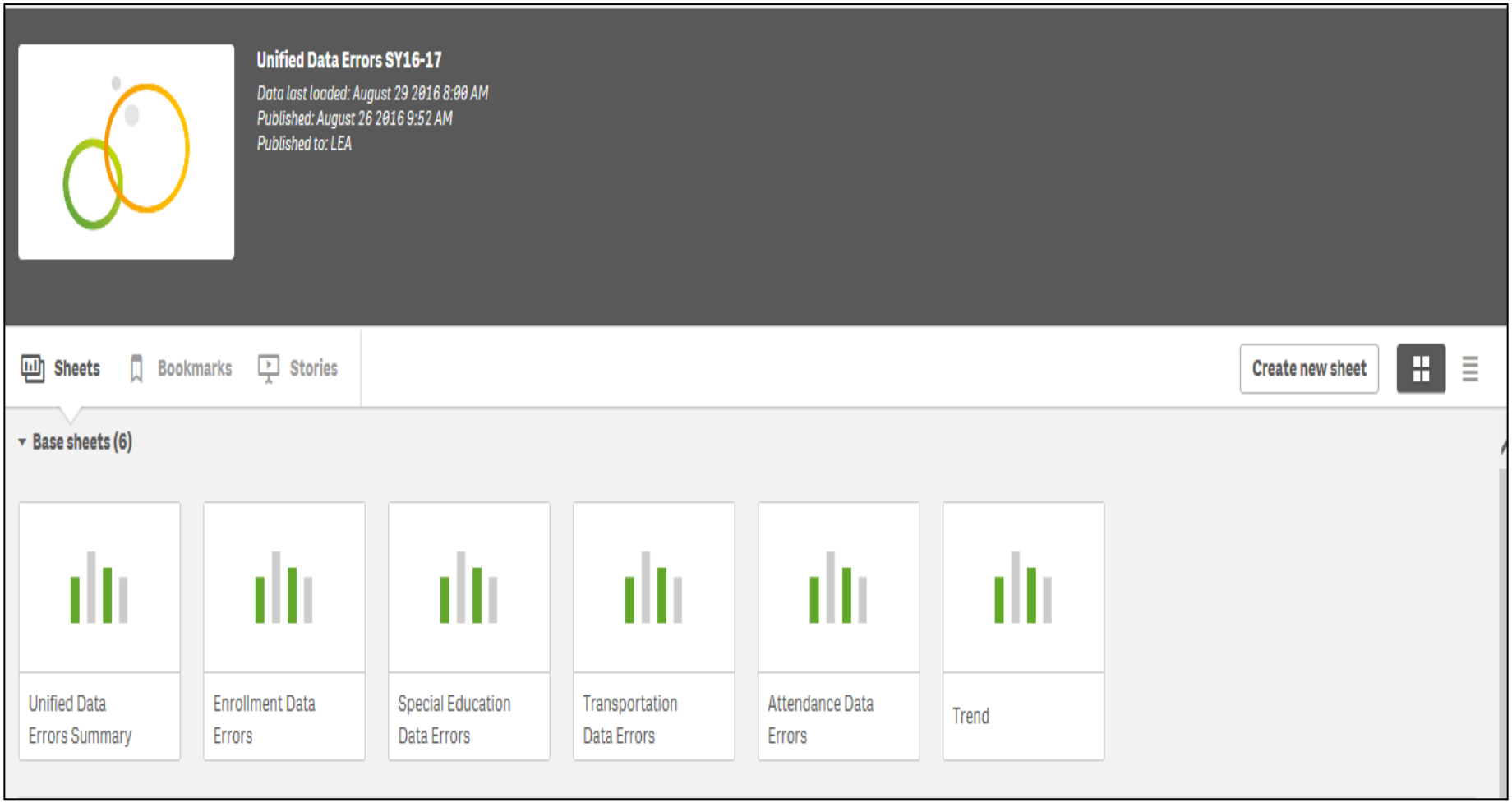
Login to Qlik:
https://analysis.osse.dc.gov
Use SLED login info.



Qlik Sense Home Screen



Unified Data Errors Application in Qlik



Unified Data Errors Application in Qlik

Below are the types of errors and anomalies that will be reported in Qlik:

1. Enrollment
2. Special Education
3. Attendance
4. Transportation

OSSE Unified Data Errors and Anomalies

Definitions

- **Error**: Data entry input by the LEA is deemed incorrect or invalid.
  - Data entry that is deemed incorrect or invalid based on one or more of the following premises:
    - Data entry does not align with data standard defined by OSSE in the Data Collection Template.
    - Data entry does not align with the historical authoritative data OSSE has established in the category within LEAP.
    - Data entry is not a permitted value.

OSSE Unified Data Errors and Anomalies

Definitions

- **Anomaly**: Data entry that deviates from what is standard, normal, or expected.
  - Data entry is possibly incorrect and requires a flag to alert the LEA to assure the entry is correct.
- **Child Count Exclusion**: This is an indication that the error will lead to the student's record being excluded entirely from the Child Count roster.
- **Enrollment Audit Exclusion**: This is an indication that the error will lead to the student's record being excluded entirely from the Enrollment Audit roster.

OSSE Unified Data Errors and Anomalies

Implications

- **Error:**
  - Data must be remedied prior to the student's entry on the Child Count Roster and/or Enrollment Audit.
  - Failure to remedy errors has potential funding implications if not addressed.
  - Failure to remedy errors may impact accurate and timely downstream data submissions including attendance data.
- **Anomaly:**
  - May not present a technical issue.
  - Does not have funding implications.

OSSE Unified Data Errors and Anomalies

Required Actions

Error:

- The action steps in the “suggested resolution” path must be completed for the error to be removed from the report.
- Full resolution of the error will remedy potential funding issues if the resolution is completed in a timely fashion.
- The suggested resolution path may not be the only method that will resolve the error.

Anomaly:

- Anomalies can be removed by completing the “suggested resolution” path.
- Because anomalies may represent accurate information, full resolution of anomalies is not required; however, completion of the resolution path is required to remove anomalies from the error report.

Child Count and the OSSE Support Tool

IEP Amendments

Dedicated Aide Information

Standard Transfer of Records Process

New Transfer of Records Process

Child Count and the OST

LEA SE POCs use the OST to resolve special education anomalies.

Specific instances where information changed in SEDS through an IEP amendment **must also be entered in the OST:**

- IEP amendments finalized **AFTER Oct. 5, 2016, 5 p.m.**
  - If an IEP amendment is completed prior to Oct. 5, 2016, 5 p.m., the data will automatically be captured in the Child Count data in SLED.
- If dedicated aide information is **not accurate in Qlik** on the Unified Errors Report, meaning, the current IEP is already correct and does not need amending, then a ticket **MUST** be entered in the OST explaining this.

Child Count and the OST

- For **IEP AMENDMENTS after Oct. 5,** the OST ticket should include:
  - Student USI
  - Student Last Name
  - Student First Name
  - Student DOB
- In the **ISSUE DESCRIPTION** box, include the following information:
  - IEP Amendment Date
  - IEP Amendment Event ID
  - Child Count data element(s) that need to be updated for Child Count

Child Count and the OST

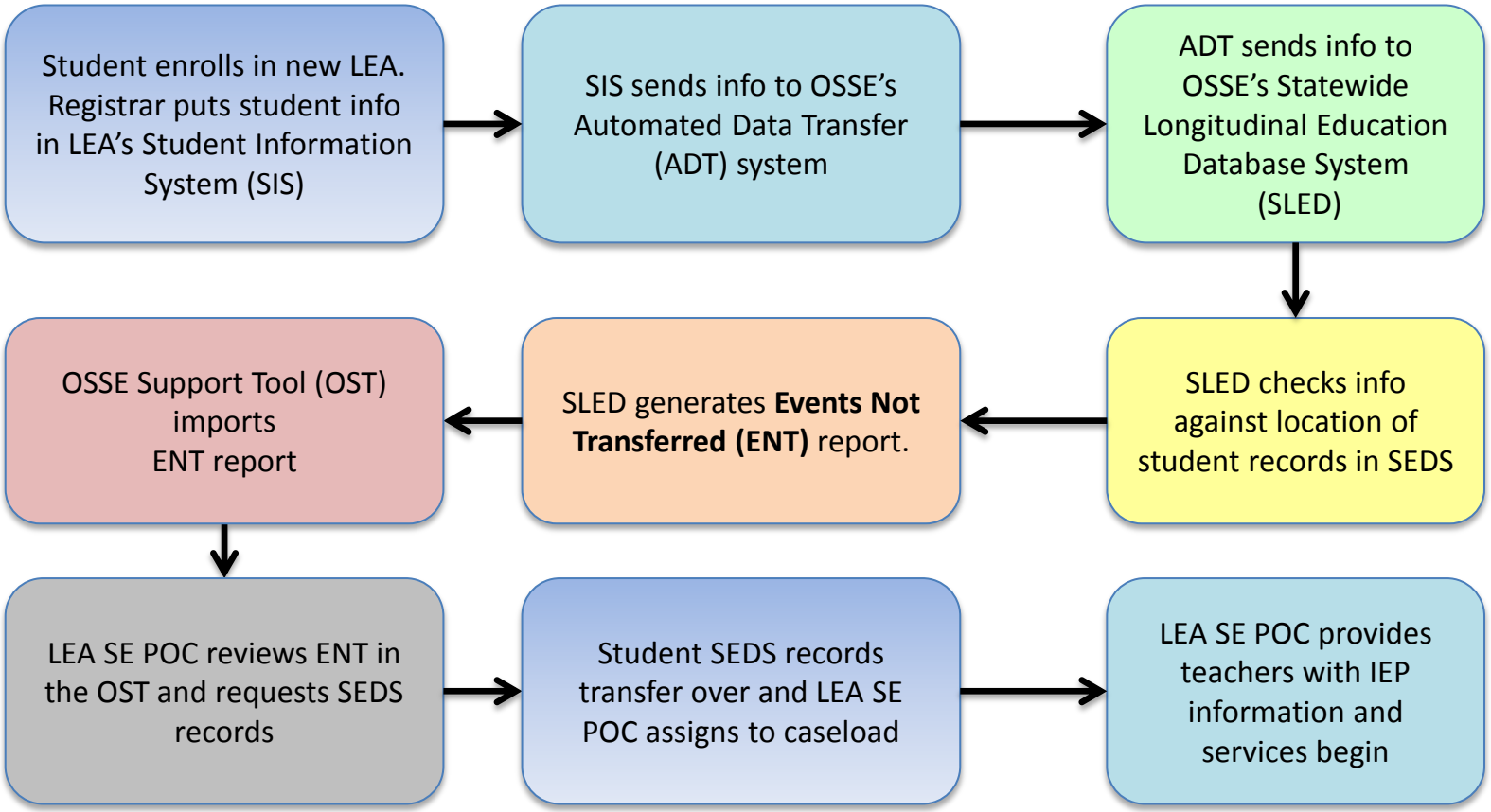
Dedicated Aide: When entering dedicated aide information in the OST, please include the student's name, USI and date of birth.

In the ISSUE DESCRIPTION box, enter the following information:

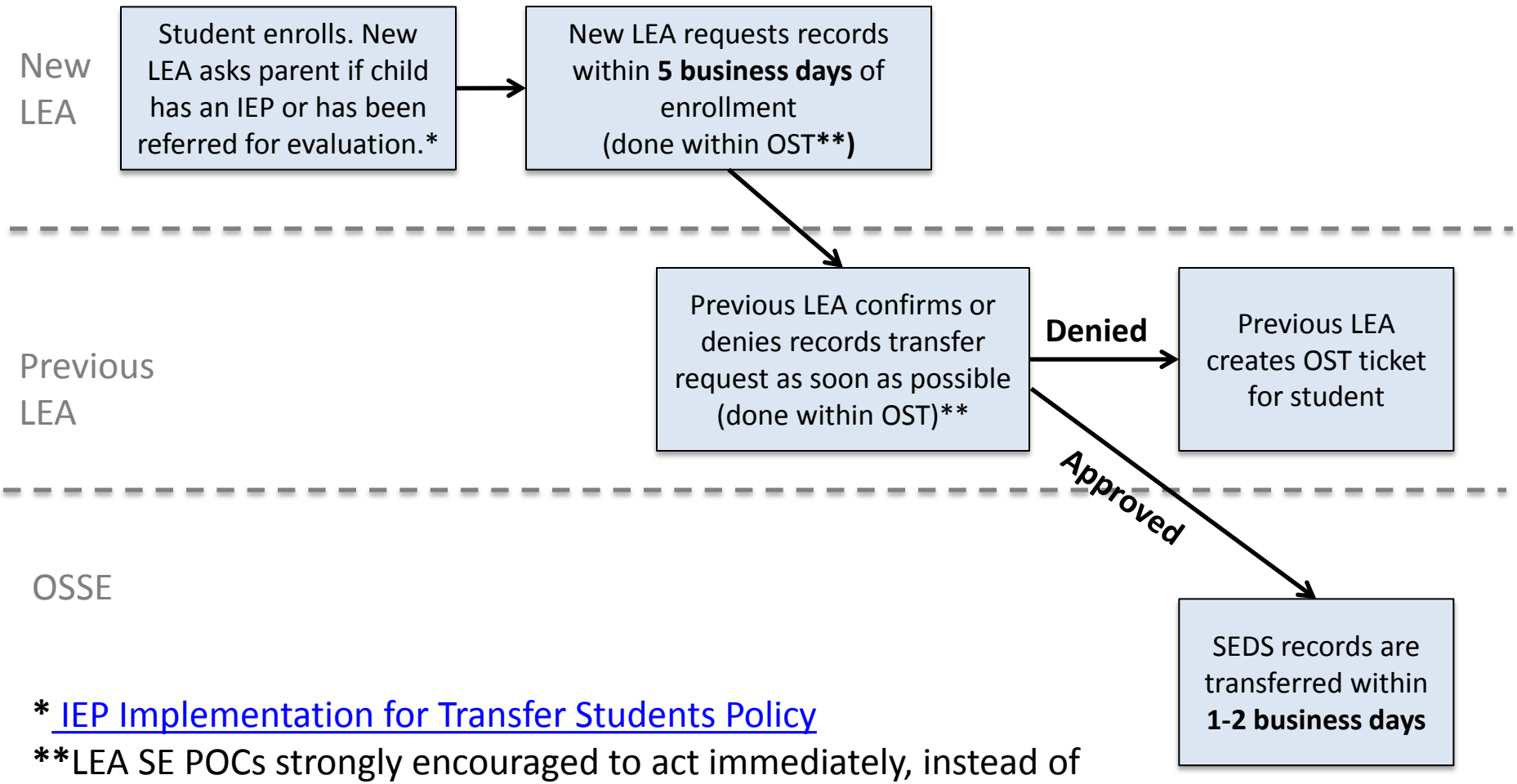
- Dedicated Aide Indicator appearing in the Child Count Tab within SLED
- Dedicated Aide Hours appearing in the Child Count Tab within SLED
- The correct Dedicated Aide Indicator (what the response should be)
- The correct Dedicated Aide Hours (what the hours should be)
- A brief description regarding why this information would need to be updated outside of an IEP Amendment

Special Education Records Transfer Process

LEA SE POCs must ensure that student special education records appear in their LEA's SEDS account prior to the Child Count deadline. This is a multi-step process.



Standard Transfer of Records Process



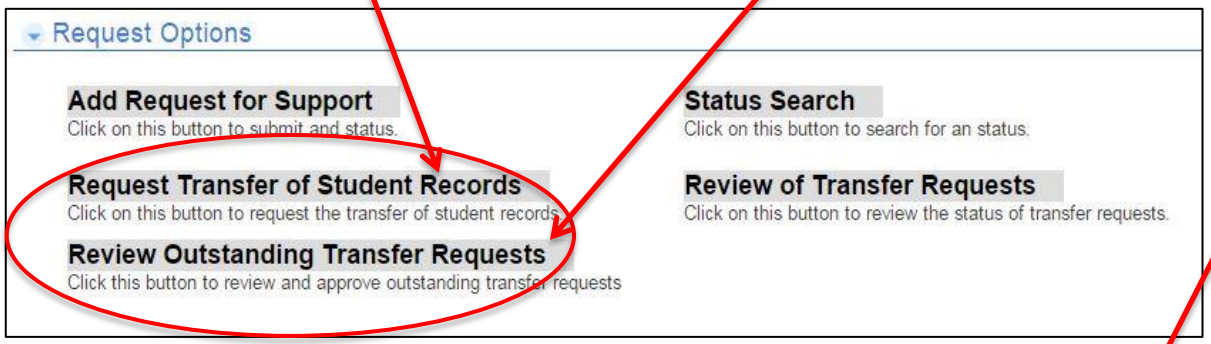
* IEP Implementation for Transfer Students Policy

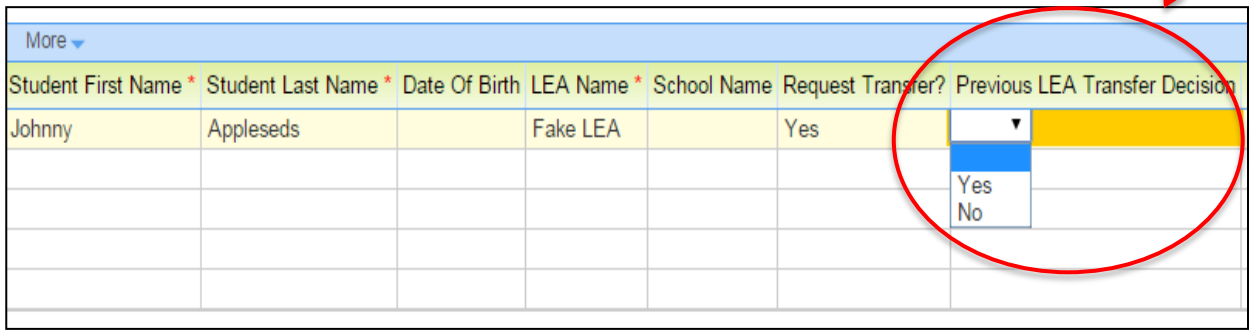
**LEA SE POCs strongly encouraged to act immediately, instead of waiting several days.

Standard Transfer of Records Process

LEA SE POC for the new LEA will initiate the transfer via the OST.

Previous LEA is required to **approve or deny any transfer requests**. This is done using the "Review Outstanding Transfer Requests" button in the OST.





Select **"Yes"** to approve the transfer if the student is no longer at your LEA.

Select **"No"** to deny the request if the student is still attending your LEA. In this case, please submit an OST ticket to resolve confusion as to why the transfer request was made by another LEA.

Standard Transfer of Records Process

Tips for LEA SE POCs to ensure IEP services are provided for new students:

- Upon enrollment, ask the parent if the child has existing special education records, or has been referred for evaluation. If so, immediately request these records from the previous LEA.
- Provide comparable services in the interim, until the official IEP is received.
- Check the OST and the ENT report frequently to check for new students with special education records at another LEA.

New Records Transfer Process

As of September 2016, OSSE has enhanced its records transfer protocol to allow a new LEA to access a transfer student's SEDS record as soon as possible, while still protecting the privacy of student special education records.

Purpose: To expedite the new LEA's ability to prepare for and implement IEP services for students with disabilities.

Please Note: LEA SE POCs should still continue to request and approve records transfers in the OST according to current standard protocol. The new OSSE role will **supplement, not replace**, this process.

New Records Transfer Process

Scenario 1: A student enrolls in a new LEA, and then shows up to the new LEA to begin receiving educational. The LEA wants to begin providing services as soon as possible because the student is already in the building (this is **Stage 5 Enrollment**).

Action: OSSE will automatically initiate a records transfer in SEDS if the following criteria are met:

1. Student reaches **Stage 5 Enrollment** by being physically present
2. Student must be **ACTIVE** in SEDS at current LEA.
3. A previous in-state LEA possesses special education records for that student that the new LEA does not yet possess.

Timeline: Transfer of records will be initiated immediately upon the first day of the student's attendance. If initiated by 5 p.m., records will be available on the second business day.

New Records Transfer Process

Scenario 2: A student enrolls in a new LEA, but has not physically shown up to the school yet (this is **Stage 4 Enrollment**). The LEA wants to plan ahead to provide special education services as soon as possible when the student arrives, but does not yet have access to SEDS records.

Standard Protocol: New LEA uses the OST to request records from the previous LEA.

- If the previous LEA is slow to respond to this request, the new LEA must wait.

New Supplemental Protocol: OSSE will automatically initiate the records transfer after a certain time period, depending on if the LEA uses My School DC data (see next slide).

New Records Transfer Process

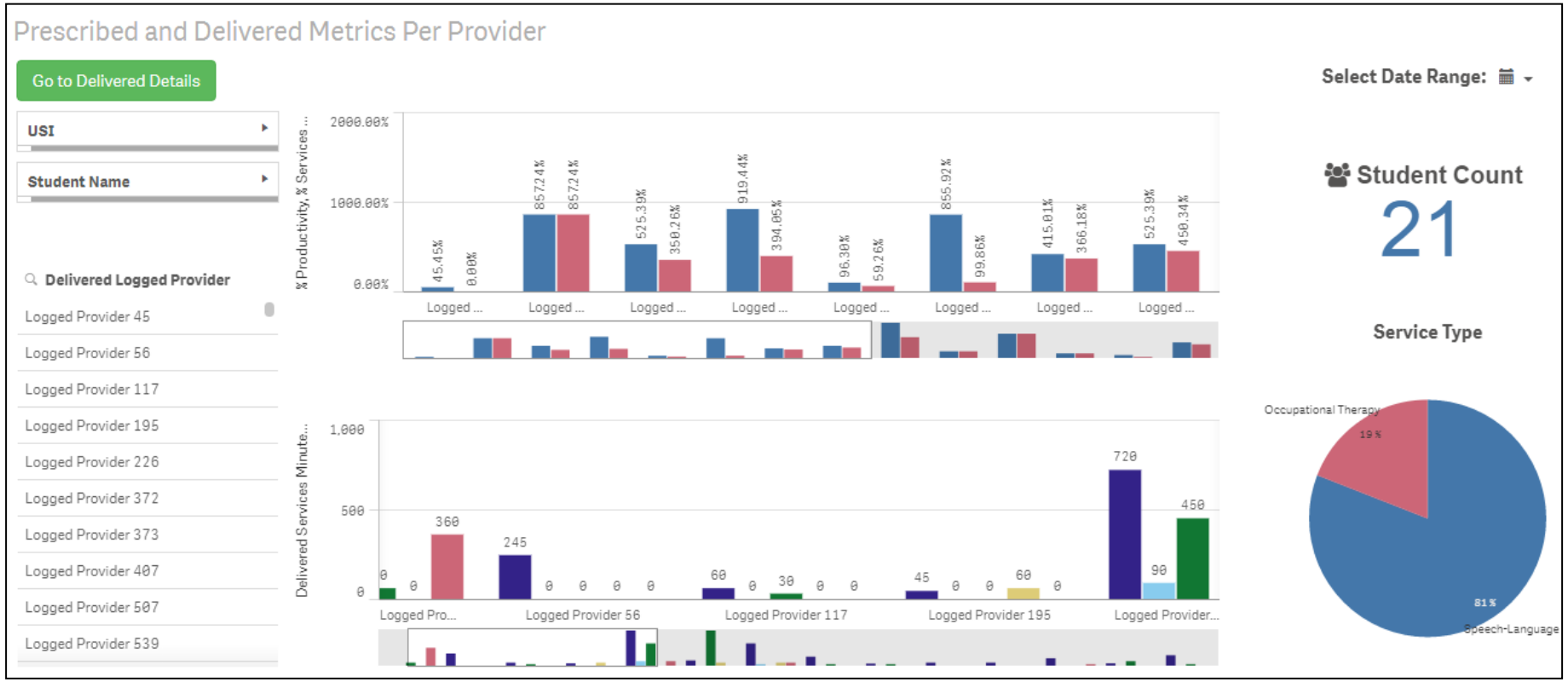
Scenario 2 OSSE Action Taken: OSSE will automatically initiate a records transfer when a student reaches Stage 4 Enrollment, according to the guidelines below:

Stage	Criteria	Transfer Time
Stage 4 Enrollment and My School DC Data	1. Student must be ACTIVE in SEDS at current LEA 2. A previous in-state LEA possesses special education records that the new LEA does not yet possess 3. Records have not been requested by the current LEA and/or no records response has been received from the previous LEA 4. My School DC LEA must match SEDS current LEA*	Records will be available on the second business day. *If the LEA named in My School DC does not match the SEDS current LEA, transfers will be initiated according to the protocol for Stage 4 Enrollment only.
Stage 4 Enrollment only	1. Student must be ACTIVE in SEDS at current LEA 2. A previous in-state LEA possesses special education records that the new LEA does not yet possess 3. Records have not been requested by the current LEA and/or no records response has been received from the previous LEA 4. Records pending transfer for four business days	Records will be available on the fifth business day. In the case of duplicative enrollment, the records will be sent to the LEA who most recently registered the student in their SIS.

Announcements & Reminders

New RSMR Tool Available

- New and improved RSMR Tool available to LEA SE POCs in Qlik Sense includes many easy-to-use visual features
- Register now for a webinar training introducing the new RSMR
- Sept. 22, 10-11 a.m. or Sept. 29, 2-3 p.m.



Alternate Assessment Eligibility Training

OSSE Assessment Team will host a one-hour webinar on students' participation in the alternate assessments and their eligibility requirements.

The webinar will cover:

- Case profiles of students with significant cognitive disabilities taking alternate assessments
- Alternate assessment participation guidelines and documentation requirements
- Eligibility timeline for school year 2016-17, including appeals
- MSAA and DC Science Alt test administration dates and brief test preparation tips

Two broadcast dates: **Sept. 29, 12-1 p.m.; Oct. 12, 1-2 p.m.**

Register here:
https://attendee.gotowebinar.com/rt/5812431158155438594

LEA SE POC Monthly Webinars

- Register for all monthly LEA SE POC support webinars
  - 3rd Wednesday of every month (August—May) from 10-11 a.m.
  - Register here for all 10 webinars
  - Upcoming Featured Training Topics
    - October 2016: Monitoring & Compliance
    - November 2016: Reports Designed for LEA SE POCs
- **December webinar is scheduled for Dec. 21**
  - **POLL QUESTION: Move up to Dec. 14?**

Additional Trainings for LEA SE POCs

- **SEDS Train-the-trainer**
  - For LEA SE POC and/or designated LEA/school-level SEDS trainer
  - Sept. 23, Oct. 14, Oct. 28, 2016 (12:30-3:30 p.m.)
- **Related Services Provider SEDS Train-the-trainer**
  - LEAs may choose an experienced RSP to attend this training who then will return to the LEA to train his/her colleagues
  - Nov. 3, 2016, 12 – 3 p.m.

All training registrations are listed on the OSSE Data Systems Training Registration Page: https://octo.quickbase.com/db/bj339wdcr

Additional Resources for SEDS

Name of Resource	Purpose of Resource	How to Access Resource
LEA Special Education POC Resource Page	The purpose of the page is to inform individuals of training opportunities, important announcements, and resource documents, including: webinar recordings and PowerPoint presentations.	SEDS Resource Site: LEA Special Education POC Resource
SEDS Basic User Manual	The purpose of this resource is to provide users with the SEDS basic user manual. The manual provides step-by-step instructions on how to complete each section of the system.	SEDS Resource Site: SEDS User Manual
LEA SE POC Manual	The purpose of this resource is to provide LEA Special Education POCs with specific instructions on their administrative responsibilities in SEDS.	SEDS Resource Site: LEA SE POC Manual
SEDS Reports Tab User Guide	The purpose of this guide is to provide instructions on how to access SEDS reports. The guide also provides a list of available reports and describes the information contained in each.	SEDS Resource Site: LEA SE POC SEDS Reports Tab User Guide
TOTE Quick Guide	The purpose of this guide is to assist users with submitting a request for specialized transportation for students who qualify for transportation services.	SEDS Resource Site: TOTE 6.0 Quick Guide

LEA Look Forward Weekly Newsletter

Weekly newsletter provides:

- Training announcements and registration links
- Important dates, deadlines, and reminders
- Professional development opportunities

July 27-Aug. 2, 2016

In this issue...

- SPECIAL FEATURE: Getting Start-of-School Ready
- [Action Required by LEAs] LEA Participation Verification (reminder)
- 2016 PARCC Reporting Timeline (reminder)
- Invitation to Participate: DC Staffing Data Collaborative (reminder)
- Health and Wellness Symposium (reminder)
- LEA Responsibility for Special Education Services Began July 1 at Student Registration (reminder)
- Dates to Remember

- Updated and distributed every Wednesday
- Subscribe to receive the weekly newsletter by emailing a request to OSSE.Communications@dc.gov. Provide your name, LEA, job title, and official work email address.
- View current and past newsletters at any time by visiting: http://osse.dc.gov/newsroom/newsletters.

Training Survey for Participants

- Thank you for joining us today. We will now ask you **5 short survey poll questions** about this webinar training.
- Following the short survey, we will stay online to answer any additional questions in the chat box.
- If you are unable to participate in the survey now, we encourage you to provide feedback and training suggestions via the **OSSE Support Too**l, or by emailing OSSE.DARtraining@dc.gov.

Survey Evaluation

Poll Questions: 1 = strongly disagree, 5 = strongly agree

1. This webinar addressed all of my questions regarding the topics discussed.
2. The OSSE Support Tool is a sufficient method of getting support from OSSE.
3. The presenters discussed information relevant to my needs as the LEA SE POC.
4. As a result of this training, I feel more knowledgeable about my role as the LEA SE POC.
5. What additional content, resources, or support do you need from OSSE to perform your role as LEA SE POC? **(Type your answer in the chat box)**

Thank You

If your questions were not answered today, please submit your questions to OSSE via the OSSE Support Tool.