



**December Core Data/MOSIS Webinar
Transcript
December 6th, 2017**

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Missouri Department of Elementary and Secondary Education
December Monthly MOSIS/Core Data Webinar

Mary: Good afternoon, everybody. This is Mary Corey with the Office of Special Education. And I am going to be your host for this webinar today. We're going to cover the December cycle, through the December student core file due on December 15. That data is loaded into screen 11 on Core Data, the special education placement counts by age. That's what we're going to concentrate on today. The Q and A box is available. I'm going to go through slides. And then we'll check the questions after I am finished with those.

So we're talking primarily about the December special education child count. And this is simply just a count of all the students with IEPs or services plans, those plans in place and are receiving special education services on December 1, which was last Friday. Due date is December 15 is in the student core. Again, it's you're just reporting those students with an IEP or services plan. But you want to make sure that you don't forget students who have IEPs for speech only services. Parentally placed private school students who receive special education services. Students that are placed in private agencies. Early Childhood Special Education student, including those that are receiving itinerant services like speech. And you also want to make sure that if you have students who have recently transferred into your district, who are receiving comparable services based on their prior IEP, you want to include those as well. Just a few other reminders. Students should only be reported by one district or Local Education Agency. We'll talk a little bit about kids who are attending a district that is not their resident district, but in all cases the students with disabilities should only be reported by one district or LEA.

Students that are at Missouri School for the Blind, Missouri School for the Deaf, or Missouri Schools for the Severely Disabled reported by the state operated programs and those students shouldn't be reported by the resident district. The link that is shown on the page provides a lot of different resources and tools that can be used in determining how to report and who to report.

I'm going to talk just a little bit about the different residency statuses. We have, there's a field called residency status. The main options are resident one, resident two, or nonresident. First, I'm going to talk about nonresident reporting. This would be for students who are attending a district that is not their resident district. And in this case the nonresident district would do the reporting and would report the student as a nonresident. All of the data stays with the reporting, or the attending district. However, when June cycle comes along, and attendance hours are reported for those students, the residency status of nonresident means that the attendance hours for state aid purposes will be sent back to the resident district.

So the next residency status that I want to talk about is the resident two status code, the R2. These are students who the resident district, the IEP team has determined that the student will go to an approved private agency. Since those private agencies don't report data to us, the resident district needs to report those students, and they report them with a residency status of R2.

There's an exhibit, exhibit 5, in the Core Data Manual that lists out the attendance center codes for all of the private agencies. And finally, the most commonly used residency status is R1, for the Resident 1. The kids that live in your district, attend school in your district, and are reported by your district. This is the most common residency status used. And sometimes this is also used for kids who through a cooperative arrangement with districts are actually receiving services in another district, but the decision made between those districts is that the resident district would report the students.

This just outlines those three residency statuses. First scenario here is the student attending the resident district. And in that case, the residency status is R1. The reporting attending and resident district codes are all district A.

The second example here, are students who are attending a non-resident district. In that case, residency status is NR for nonresident. The reporting district is that attending district, which is district B, but they indicate who the resident district is, which would be district A. And then that third line shows students placed in a private agency, and in this case the reporting district is A, the resident district. They indicate that the residency status is R2. And the attending district code that is reported is the Private Agency's Code, which is available to you in Exhibit 5 in the Core Data Manual. So the next thing I want to talk about a little bit are the educational environment codes. And when IEP teams develop the IEP, they have to make a placement decision for the student. And when we're talking about school-aged children, the placements and the educational environments are generally the same. One of the more common ones is inside regular class more than 79%. So in that case, it's a placement decision based on the services and it's also the educational environment for reporting purposes.

There are two exceptions where the educational environment and the

placement are different. One is correctional facilities and the other is for parental-placed private school students and the codes on the slider is used for reporting the educational environment.

For early childhood special education, on the other hand, the placement and the educational environment are two very different things. So you need to determine the ECSE placement for the IEP, but you also need to determine the educational environment of the student for reporting purposes.

So we have several resources available to you on the page that -- there's a link on a prior slide. And one of those things is called the decision tree for determining the educational environment for Early Childhood Special Education. Basically, that decision tree walks you through three primary questions. And you really just take those questions very literally. The first question asks whether the child is attending a regular early childhood program. And this is separate from any special education service provision.

So just during the child's week, are they spending time in a regular early childhood program, and that means a program that has more than 50% non-disabled peers. And if they are, there are additional questions that you work through the next one asks how many hours the child is attending the program, and the final question on that is asking about where the majority of the Special Ed services are provided.

If the child is not attending any time in the week, the next question in the decision tree is asking whether or not the child attends a special education program. If the child is, it asks what kind of program that child is attending. And the most common answer there would be an early childhood special education classroom.

And then the third question in the decision tree, if the child is not attending a regular early childhood program or a special education early childhood program, then where are the special education services provided? Are they provided in the child's home? Or is the child going to a service provider location?

So a couple of other things on early childhood Special Ed. Generally, 9 district providing the special education services to the child should report that child for the December Student Core Reporting. The note on the slide says generally. So there are a few exceptions to that. And we know of many examples in the state where a nonresident district is providing the early childhood Special Ed services to children. But generally, you want the child to be presented by the district providing the services. Because when it comes to submitting the early childhood Special Ed final expenditure report, that then keeps the child count reporting linked to the expenditure reporting. So that we know the expenditures are linked to the children.

And when the reporting is done this way, if the district is serving non-resident kids they should report them with a residency code of NR for nonresident and provide the code for the resident district.

There is a webinar that is a couple years old, actually close to three years old at this point, but the information is the same. Helps to walk through determining the educational environments for early childhood special education and there's also a link to the slide on the decision tree that I mentioned earlier.

So once you have submitted your December student core file with all of the children in there, with the appropriate codes, there's a verification

report that you need to sign and return back to us. It is a federal requirement that LEA sign off on the special education child count. And that signature can be the superintendent or the special education director within that LEA. We do ask that you return that as soon as you can. And we'll remind you if we have not received that from you, at some point after you have certified your MOSIS data.

To find that, it's available on the MCDS portal. In order to access the report, you have to have special education district profile access. So if you need that access, and you don't have it, you can talk to the district user manager, who can grant that access. The data are refreshed nightly.

That means if you submit your student core file today, you'll be able to access the verification report tomorrow. And we sent out a sell's message on November 3 that gives you information to send out the report.

Basically, you log into the portal, found the report, you need to select the school year 2018, hit the view report button. We give you eight pages worth of reports. There's summaries by disability category, by school age versus early childhood Special Ed, and there are summaries by educational environment. So we would ask that you review that summary information and when it is -- when you've reviewed and verified that it's correct, then you would just sign and return the first page of that verification report to us.

The easiest way to look at this information is by exporting the report.

There are eight pages of the report. You can page through the report using the arrow button here, or you can export the report using this icon that has a little arrow on it.

You can export to PDF, a pretty easy way to look at it, or any of the other formats are available.

You can contact us by using the e-mail address or the phone number listed here. We're happy to take any of your questions. And at this point, if you have questions, please go ahead and use the Q and A pod. And we'll answer those to the best of our ability.

If you have questions that are not related to December and the student core child count, you can put them in here. At the moment, we don't have anybody from MOSIS or Core Data able to help answer the questions, but we will certainly pass those along if we have them.

Okay. I'm going to go ahead and answer some of these verbally. And we'll try to answer some through the Q and A pod.

But as always we'll download all of these and make them available later.

One question says, I am receiving an error on the December submission that states there's a rule about kindergarten readiness required according to the rule for the cycle kindergarten readiness is optional. We will have to check on that. I am not sure what's going on with that one. But we'll check into that.

There's another question. We have a student from Kansas that attends a private school in Missouri. We provide services. What is residency status and what should I use for the resident of field?

So I am going to assume that this is a school age student attending a private K-12 school. In that case, you're just going to have to report the residency status as R1.

There's a question about when the special education verification report is due. We would ask you to send that in just as soon as you can, after you verified the data. If we don't have it from you by probably mid-January, we will have probably been contacting you about that at that point.

There's a question on a resident student attending another school district to receive services based on behavior and SPED diagnosis. They send us his attendance. Which residency do I need to make sure he is marked as? This would go back to your options for residency status. There are actually two ways that this could happen. One is that you would report the student as a Resident 1 student. And in which case then you would need to get the attendance hours from the attendance -- attending district and then enter that into your system. Basically, there would be no way for us to know that that child is actually attending a different district.

The second option is for the attending district to report that student as a nonresident. So it's -- the best thing would be for you to talk with the other district and you all decide who should be reporting that student. So there's a question -- we have a couple students that left our district, either the end of last year or the first of this year that were on IEPs. They have come back right during the time to redo their IEPs. Since they are technically out of date, since they were not here at that time, do we count them or not?

On this one, I might have to check with my friends in the compliance section. The definition for the December 1 child count is that they have an IEP in place and are receiving services. So if the answer to the both of those are no, then no, you probably would not include them on your December 1 count, but I would want to confirm that with compliance.

There's a question from a new person to MOSIS and core data. Said I am new to this, only in the second month. Are there any other webinars or information that would help me understand what I am supposed to be doing. First of all, congratulations. Welcome to the job. I think you might just want to contact our office. I think -- I am not sure if your question is in regard to MOSIS in general or if it's specific to the December 1 child count. So, obviously, the answers would be pretty different based on that. But there are various MOSIS webinars available. And there's technical assistance out there. So if you contact us, using the e-mail address, or phone number, we can kind of help point you in the right direction on that.

Another question. Preschool students receiving SPED services at another district. Do you report them as regular students? This is a very good question. One we receive fairly often. Children attending a district PK program, but who are actually receiving their Special Ed services from another district. Because of various arrangements with that. . As I said, generally, we would say that the district providing the services would report the students for the December 1 purposes. In general, I would say yes, the district providing the services can report the student for the December 1 child count with the special education disability and educational environment information.

You, the resident district, with the child in the regular PK program can also report that student, but do not report an IEP disability category for them. This will allow us to pick up the child once with that disability code and keep us from having a duplicated count.

There's another question. Who do we can't in regard to changes being made for December 1 for 2016-17? There's still time for corrections to be made?

If you are referring to last year's child count, if you need to make corrections, you can contact us. You can go back and make changes to

last year's December student core. So if you need help working through that, you can contact us about that. I am currently working on referrals for elementary and ECSE student, since it's ongoing, do you count them as receiving services. The students qualify but are not receiving services. In order to count them for December 1, the two factors that they have, their IEP in place and they're receiving services. So if these are initial referrals and they've not yet finished the IEP development process, or they had not by December 1, then you really should not count them on the December 1 child count.

Another question says, we also have a student that left in October but is still showing up on our count, but that IEP is not out of date, so it's giving me an error. Do I just delete her out of the report or draw her incorrectly? Not sure. We might have to look at this one. Or this may be a question about your local student information system. But basically, if the student was not in your district on December 1, then you should not be reporting them in the December student core file.

So there was a question on whether we used to mail out the special education verification report. And, or e-mailed out. And we did e-mail the report up until a couple of years ago. And at that point we switched it over to the report that you could automatically generate out of the MCDS portal.

A question about whether students in referral status as of 12/1 should be reported. The answer to that is no. They do need to have that IEP in place and be receiving services on December 1.

A question about preschool students with a language impairment or a speech impairment. She said she's getting an error based on the age and grade.

You should be able to report a categorical diagnosis for PK, ECSE children. So there might be something else going on with the reporting for that student.

This is what I like to see. There's Lisa said that the person that's new to reporting could join the SIS (Sp?) LISTSERV as well. I made that available so you can make the contact to get on the LISTSERV.

I am looking through the list. I think we've -- I think we've about addressed everything that's on here. I think that there's one question I skipped over because I am just not sure what the answer is to this. And I am going back to look for this one.

There's a question that just came in asking when the special education verification report will be available on the MCDS portal. And it is available to your district the day after the December student core file is certified. So if you have already certified your file, that data, the verification report is out there available to you. Again, it's on the MCDS portal. You have to log in and have special education district profile access. The report is available under guided inquiry and special education. It's just called "Special Education Verification Report." If you can't find it, you can e-mail us or call us at any time. We are recording this webinar, so we will post it shortly. And we will also post the Q and A for this.

The presentation itself is available up at the download file box. If you need to download that presentation.

I believe that we've addressed either in writing or verbally, all of the questions that we have at this point. If you have question, we'll hang on here for another couple of minutes. So please go ahead and type them

in. And other than that, we will probably sign off.

The presentation itself is available -- I believe the pod is labeled December 2017 Webinar. You should be able to download the presentation there. If are you not able to see that there, you can go back to DESE's website and go to the webinar page for this. It's available there. That's also where we'll post the recording of this and the Q and A. At this point, I don't see additional questions coming in. So we'll go ahead and sign off. Thanks for participating.

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