

LEA Monthly Call

5-5-21

Agenda

- Determinations
- SoTA
- RCA
- Pine Grove Reminders
- Preschool Reminders
- Medicaid
- Data Dates

FY 19 LEA Determinations

Outcomes	2016-2017*	2017-2018*	2018-2019*	2019-2020
Meets Requirements	17	32	35	49
Needs Assistance	61	48	46	36
Needs Intervention	4	2	2	1
Total LEA	82	82	83	86

*Does not include SOP's

Meets Requirements – 28-36

Needs Assistance – 19-27

Needs Intervention – 10-18

Needs Substantial Intervention – 0-9

Data Reporting Reminders

- Email Profiles and determinations disputes to: specialeducationervices@ed.sc.gov by close of Business May 28th
- Indicator 8 Reporting Districts
 - Student ID or State ID Number with the language due by May 12th
 - Mailing Target Date - May 21st
- ESY – Do Not submit in Enrich submit certifications with totals to specialeducationseervices@ed.sc.gov. Date: June 30th
- Age-Grade-LRE Mismatch – Due May 14th

SoTA Tiers

- Preliminary letters have been sent
- Results are dependent on final LEA Determinations on May 28.
- Review to find your district and your current tier
 - Universal
 - Tier 2
 - Tier 3
- As a district, if you want to start preliminary discussions with your OSES contact/cohort manager, please do.

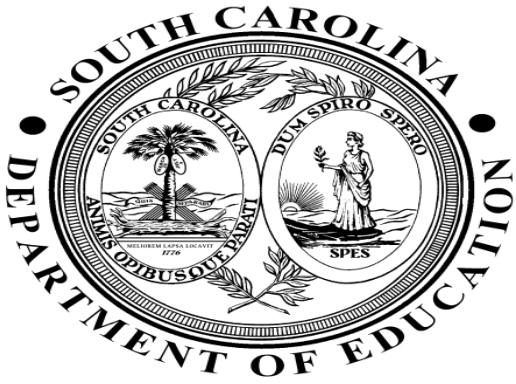
Root Cause Analysis

Current Status:

- Currently the final groups of stakeholders are vetting and amending the near final draft. This will be completed by 5/7/21.
- We will have a finalized RCA by 5/14/21 after a final review of all feedback.
- Links to RCA will be updated by 5/30/21.
 - Meaning DO NOT use the current draft!

Use of the Root Cause Analysis

- This Root Cause Analysis is designed to help any school or school district identify possible root causes for poor data in any of the four focus areas.
- All districts in Tier 2 & 3 must complete all four focus areas of the Root Cause Analysis (RCA) in its entirety. Each section will include data that the team should consider in order to fully examine possible root causes.
- Guiding Questions & 5 Why's
- Can I do just one area if I am in the Universal Tier?
- When should I start?
- SoTA Process Cheat Sheet will be given to Districts
 - Step by step timeline with links to required forms
 - Timeline is in written form and in chart form



PINE GROVE OPCO, LLC
dba
PINE GROVE, INC

REMINDERS REGARDING EDUCATIONAL AND FINANCIAL RESPONSIBILITY

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PINE GROVE'S EDUCATIONAL PROGRAM

- Pine Grove operates its educational program as a private school that has agreed to comply with federal and state requirements related to the education of students with disabilities.
- Pine Grove's educational program does not fall under the foster care and group home proviso.
- Pine Grove's educational program does not fall under the residential treatment facility proviso.

**WHO IS RESPONSIBLE FOR ENSURING
STUDENTS PLACED AT PINE GROVE BY PUBLIC
AGENCIES CONTINUE TO RECEIVE A FREE
APPROPRIATE PUBLIC EDUCATION?**

The guidance issued on June 25, 2004, and reissued on February 14, 2013, is still in effect.

- Please be reminded that anytime a student with a disability is referred to or placed in a private school by his or her school district or a state agency, **there is a continuing obligation by the home school district to ensure that the student receives a FAPE.**
- The responsibility does not rest solely with Pine Grove and although Pine Grove is located within its territorial jurisdiction, the responsibility does not transfer to the Kershaw County School District.
- Pine Grove is not covered under Proviso 1.8, which deals with group homes, and is not covered under Proviso 1.61, which deals with residential treatment facilities. Pine Grove is a private school with public placements.

The home school district must collaborate with personnel at Pine Grove to ensure compliance with all of the requirements set forth in the Individuals with Disabilities Education Act (IDEA). This includes the following requirements:

- Adhering to procedural safeguards, including the training and assignment of qualified surrogate parents.
- Ensuring students with disabilities are served by appropriately certified and qualified teachers and related service providers.
- Ensuring all evaluations and reevaluations are completed in a timely manner.
- Ensuring all students are appropriately assessed through state-wide assessments.

- **Developing and implementing individualized education programs (IEPs) in a manner that meets all IEP procedural requirements, including:**
 - Participating in all IEP meetings.
 - Adhering to the South Carolina Curriculum Standards.
 - Ensuring the provision of transition services.
 - Ensuring the provision of related services including, assistive technology and devices.
 - Ensuring that extended school year services are provided, if appropriate.

In addition to the IDEA, school districts must follow all federal and state requirements for students with disabilities. This includes requirements in the:

- Americans with Disabilities Act (ADA),
- Section 504 of the Rehabilitation Act of 1973 (Section 504),
- Family Education Rights and Privacy Act (FERPA),
- Elementary and Secondary Education Act (ESEA),
- South Carolina state statutes,
- State Board of Education regulations,
- State policies and procedures, and
- District policies and procedures.

WHAT IF THE SCHOOL DISTRICT DISAGREES WITH THE APPROPRIATENESS OF THE EDUCATIONAL PROGRAM FOR THE STUDENT?

- If a school district disagrees with the appropriateness of a student's placement by a state agency, attempts should be made to resolve the matter with the placing state agency and Pine Grove.
- If the parties are unable to reach an agreement, resolution should be sought through the Children's Case Resolution System (CCRS). Referrals to CCRS can be made by either the school district or the placing state agency.

FINANCIAL SUPPORT AND GENERAL SUPERVISION

- Applications for cost-share reimbursement from the SCDE are available in accordance with State Board of Education regulations.
- The Office of Special Education Services will monitor implementation of a FAPE for students placed at Pine Grove when they monitor home school districts.

IN SUMMARY

- The home school district remains responsible for ensuring the provision of a FAPE to the student and ensuring compliance with the IDEA and other federal and state requirements.
- The home school district must ensure the appointment of a surrogate parent who meets the IDEA requirements. The surrogate parent may not be an employee of the state agency responsible for the student's placement or Pine Grove.
- Unless the school district challenges the appropriateness of the educational program for the student, the home school district is financially responsible for the educational program.
- Make sure your school district has procedures in place to address these placements. Collaborate with and educate your foster care liaisons.



Early Childhood Indicators, Updates, and Questions

5/5/21

1:00-1:15 LEA call

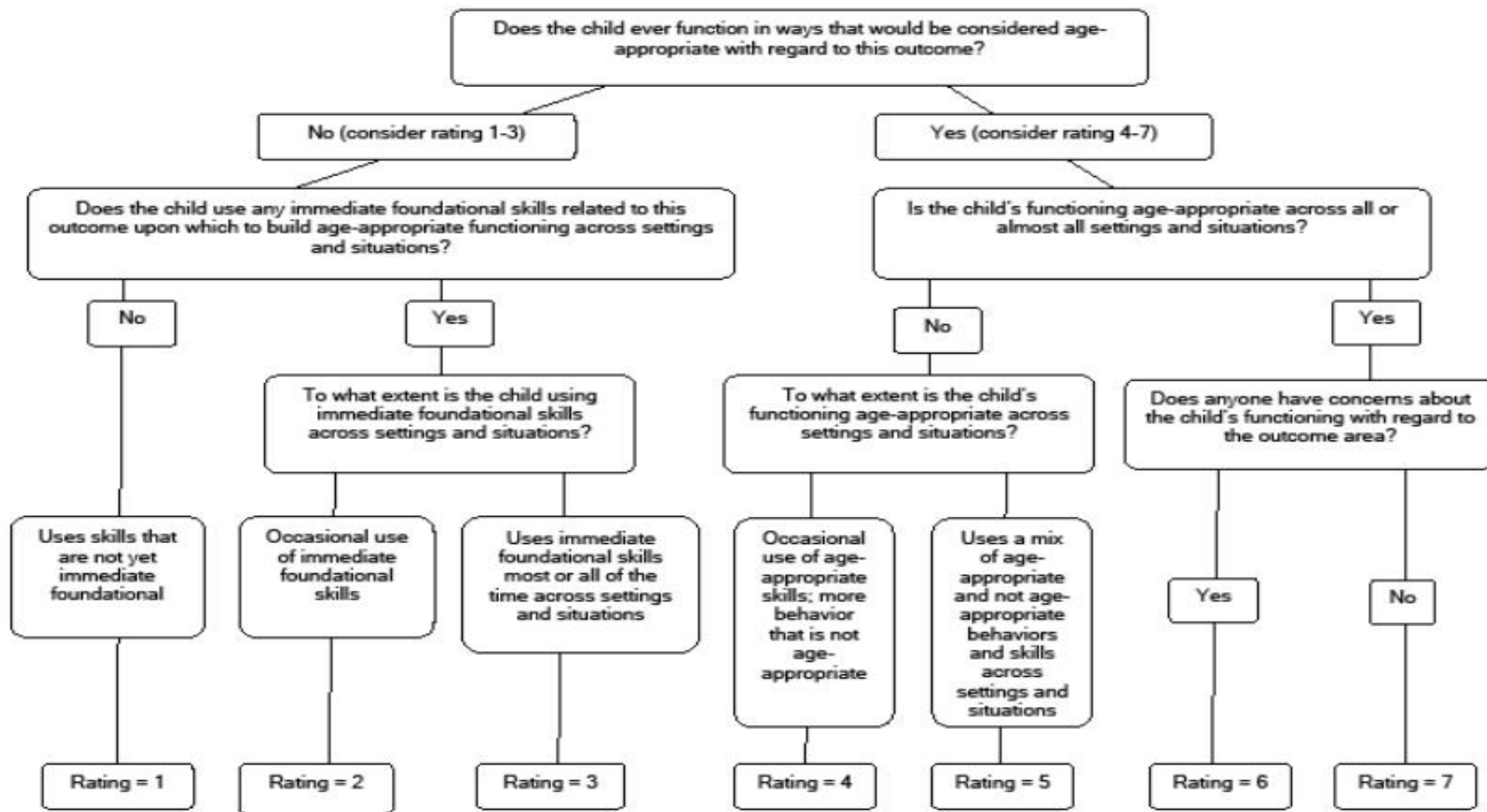
Indicator 7

- [Guidance Manual](#) available
 - To locate please go to ed.sc.gov- special education services- data and technology- data collection instructions- Indicator 7- COS Guidance Manual
 - Offers most up-to-date guidance on data collection and reporting.
- Questions will come up
 - Please email specialeducationservicesec@ed.sc.gov OR include in the chat
 - If you can submit within 2 weeks/by Wed May 19th we'll use to create a FAQ document.

Data collection:

- Occurs at entry into ECSE, and exit once child has received 6 months of service
 - Interim is optional
 - There is no exit COS change from state department at this time
- Occurs with a team, and reviews a collection of data sources across environments on the 3 indicators
 - Parents are central in determining a rating using the decision tree with the team

Decision Tree for Summary Rating Discussions



Data Reporting

- Report pairs of COS scores/entry and exit for student
 - Exception is when student moves to/from and exit COS pair is missing---then complete and send
- Pre-check opportunity before final submission

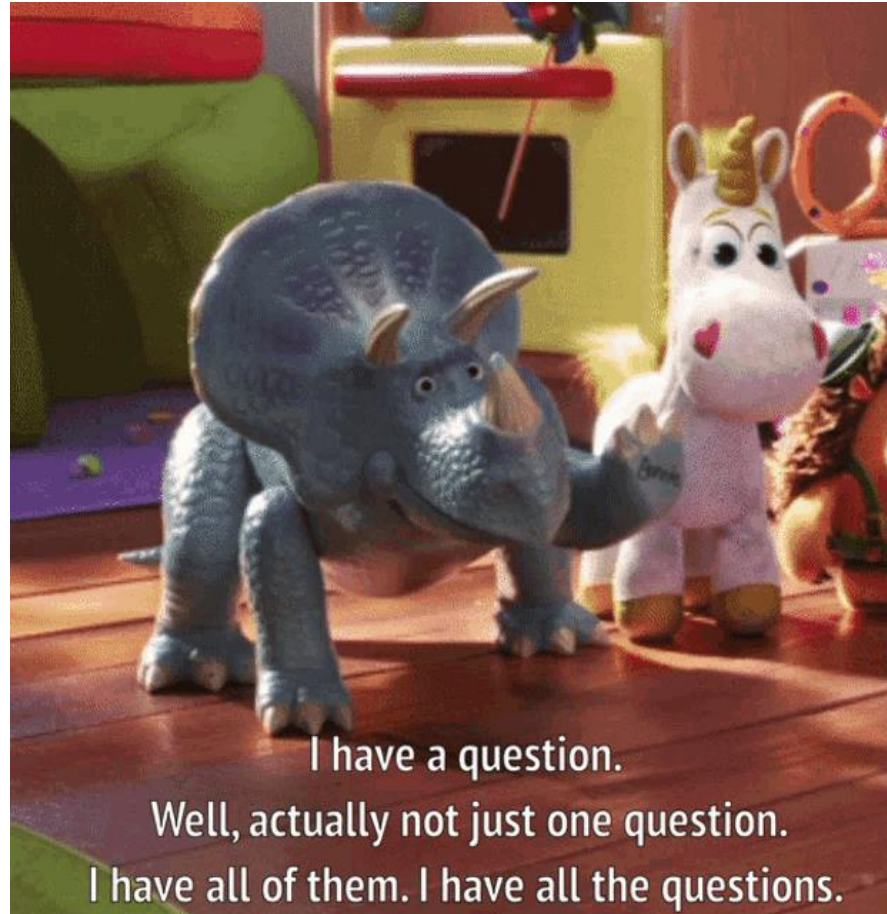
Indicator 12: Transition from Parts C to B 619

- Children eligible for Part C at the time of transition, can NOT be screened out of an evaluation
 - Eligibility in Part C is reason to suspect
 - Early Intervention services might be the reason a child screens out and these supports and their efficiency can not make a child ineligible for 619 services

Students who are Deaf or Hard of Hearing

- Early childhood years are central to language development
 - Pre-academic skill
 - Context for knowledge
 - Behavior
 - Social Emotional Development and relationships
 - Indicator 7
- Goal to avoid “wait to fail”

Questions:



So what should we expect next?



Medicaid

- Speech Language Therapists (SLTs) are able to bill for Medicaid reevaluations.
- Reminder:
 - Medicaid "reevaluation" = IDEA's gathering of info in preparation for the annual review
- OSES and OMS staff working on a guidance document containing terminology, definitions, crosswalks of processes

Dates for Summer Data Reporting

- **ESY – extended to June 30** due to districts' extending the 20-21 school year
- Indicator 7 (COSF) - June 25
- Table 5 (discipline) - July 9
- Indicators 11 and 12 – July 23

- Table 4 (Exiting) - July 30
 - This is a change from previous years
 - Data will reflect who was still enrolled at end of school year 20-21
 - Any "non-returners" for 21-22 will be captured in the report due July 2022

Reminders

- Cohort calls Wednesday, May 19th
- Open Office Hours Wednesday, May 26th