End of Year Preparation Checklist

EOY 2023

*Adapted from presentation by Tech-Eze, Inc. for North Coastal,
North Inland, and Greater Anaheim SELPAs*

Tech-Eze
Making Data Meaningful

What to work on

Now

CALPADS Quarterly Updates Meeting

- Attend CALPADS Quarterly Updates meeting in May.
- Register at https://www.cde.ca.gov/ds/sp/cl/calupd.asp

CALPADS Transactions

- Continue submitting your CALPADS transactions regularly.

Affirm ALL IEPs/Amendments

- Follow up with teachers to make sure all IEPs and Amendments are completed and transactions are created by the last day of school.
  - If an IEP date was populated in error or for a meeting that did not take place, correct the IEP date to reflect the last meeting that took place.
  - If an amendment was started by mistake, delete the amendment.
  - The number of Unaffirmed IEPs and Unaffirmed Amendments that occurred prior to *June 30, 2023* should be zero.

Restraint/Seclusion

- In the SIS, make sure all instances of restraint or seclusion (including students attending NPS schools) have been entered.
- Refer to CALPADS Flash 159: https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash159.asp

AB-2657 Pupil discipline: restraint and seclusion. (2017-2018)

| Text | Votes | History | Bill Analysis | Today's Law As Amended ⓘ | Compare Versions | Status | Comments To Author |

SHARE THIS:

Date Published: 10/01/2018 09:00 PM

Assembly Bill No. 2657

CHAPTER 998

An act to add Article 5.2 (commencing with Section 49005) to Chapter 6 of Part 27 of Division 4 of Title 2 of the Education Code, relating to pupil discipline.

[Approved by Governor September 30, 2018. Filed with Secretary of State September 30, 2018.]

LEGISLATIVE COUNSEL'S DIGEST

AB 2657, Weber. Pupil discipline: restraint and seclusion.

What to work on
BEFORE school ends

Review DNR Transactions

- Review all transactions that have marked as "Do Not Report" in the Special Education Data System (SEDS) to make sure errors are cleared and the transactions are reported if needed.
    - If transaction was temporarily marked DNR to get past a CALPADS error, but was never resolved, resolve the error and report the transaction.
    - If the transaction should never be reported to CALPADS, move it to Deleted Transactions.

Review Active Students with Exit Reasons

- Teacher may have forgotten to request the official exit. Verify, then exit the student so the exit transaction can be created.

- To locate students, search your SEDS for students meeting these criteria:

CALPADS Field 14.46 (Special Education Program Exit Date)
> AND/OR

CALPADS Field 14.49 (Special Education Program Exit Reason)
> Are not blank

AND

Student status still shows as Eligible.

Review for Blank SSIDs and District IDs

- Both numbers need to be entered in the SEDS for a student's transactions to be reported; get them ahead of time so you aren't scrambling at certification time.

  - To locate blank SSIDs, search for students where CALPADS field 14.08 (SSID) is blank.

  - To locate blank Local (District) IDs, search for students where CALPADS field 14.09 (Student Information System Student ID) is blank.

Bulk Updating District ID Numbers

- <u>SEIS Only</u>: Local (District) IDs can be bulk uploaded from your SIS into SEIS. In order to bulk upload, your user account must have the permission **Can Upload SSID/District ID.**

☑	Can Upload SSID/District ID	Can upload SSID and/or District ID file from Student Information System into SEIS

- For instructions on the bulk upload process, under the **Administration** drop down at the top of the SEIS home page, select **Upload District IDs.**

Upload District ID

Instructions

This page will allow users to bulk upload their students' District IDs from the Student Information System into SEIS. The st **Student Information System Student ID** field on the Student Record.

If a match is not found based on the information in the file, the student(s) will be placed in the Exception report.

Exception report will be available when file is done processing.

File Requirements
- Must be in CSV file format
- Must contain header row
- Must be in specified file layout: First Name, Last Name, DOB, SSID, District ID
- DOB Date format: MM/DD/YYYY
- If District ID or SSID contains a leading zero, format the columns to the appropriate number of digits per field.
- File must ONLY contain active SPED students (do not include gen ed students)
- Click here to download the District ID file layout

To Upload the District ID File
- Click the Select & Process File button
- Locate the file on your computer
- The file will upload automatically

Audit Transition Services

- Review transition services:
  - Every student 16 or older must have a transition plan with all 8 transition indicators included, as well as transition services on the IEP.
  - Any transition responses that are answered NO in error must be fixed via an Amendment.
- The CALPADS fields for the 8 transition indicators are:
  - 14.36 (IEP includes Postsecondary Goals Indicator)
  - 14.37 (Postsecondary Goals Updated Annually Indicator)
  - 14.38 (Postsecondary Goals Age Appropriate Transition Assessment Indicator)
  - 14.39 (Transition Services in IEP Indicator)
  - 14.40 (Supportive Services Indicator)
  - 14.41 (Transition Services Goals in IEP Indicator)
  - 14.42 (Student IEP Participation Indicator)
  - 14.43 (Agency Representative IEP Participation Indicator)

Review Percentage of Time IN Gen Ed

- To review the percentages IN class, search for responses in CALPADS field 45 (Percent in Regular Class).
  - Review by case manager to find percentages that may have been swapped.
  - Do SDC teachers have percentages that are way too high?
  - Do Speech-Language Pathologists have percentages that are way too low?

Preschool to Kindergarten Transitions

- Review all preschoolers transitioning to kindergarten to make sure they have a projected program setting on their transition meeting paperwork.
  - If the projected program setting is in place, these amendments to update program setting can be done by the data tech on July 1 (for students who are already 5) or on the student's birthday (if they turn 5 after July 1).
  - If no projected program setting is in place, the case manager will need to complete the amendment and gain parent consent.

Review NPS Students

- Review data for your NPS students. Any corrections to the below fields can be made via an Amendment. These fields often include problematic data:
    - School of attendance
    - Residency status
    - % of time in Gen Ed
    - Program setting
    - Service provider
    - Service location
- You should also review this data for students who have recently returned to public school from an NPS school to ensure they have been updated.

Review Spring DRDPs
for Districts with Infants or Preschool Age Students

- Review the list of all students who need a DRDP.
    - Students need a DRDP if they are in preschool and receiving services from your District on or prior to April 1, 2023.
    - TK students do not need a DRDP for the 2022-2023 school year.
- In SEIS, teachers must Affirm a DRDP in order for it to be reported.
- Ensure that all students have an affirmed DRDP before teachers leave for summer break.
- Reference: DRDP Website

Review your Postsecondary Students
for Districts with High School Students

- Any student who exited high school during the 2021-2022 school year will need a Postsecondary Survey entered in CALPADS for EOY4 reporting.
- To organize the transactions, it may be easier to keep track of responses on an Excel document or another source outside of the SEDS or CALPADS until you are ready to report all responses.
- Reference: CALPADS Documentation
- Also see your vendor specific documentation.

Review Plan Type 300 students (SEIS)

- Ensure that all students with a parent consent date also have these CALPADS fields populated:
  - 22 or 26 – Date of Initial Referral
  - 24 or 28 – Date District Received Parent Consent
  - 23 or 27 – Person Initiating Referral
  - 14.20 Special Education Meeting type = 30
  - 14.24 Education Plan Type = 300

Review Pending Student List

- If a meeting has been held and parent consent has been reached, the student's status should be changed to **Eligible** and the IEP must be completed and the transaction created.

- If a meeting has been held and the student didn't qualify or will not be participating in Special Ed, the student's plan type should be changed to 700, 800, or 900.

- If the student will not be assessed, they should be deactivated in the SEDS.

Review DSEA Accountability Extract in CALPADS

- Ensure that your district is being reported correctly if it is listed as the DSEA for a student attending a different school district.

- Reference: CALPADS Documentation

Compare students in the SIS with students in SEDS

- Investigate students who are in one system and not the other.
    - If a student is exited in the SIS, they should be exited in the SEDS as well (likely with a code 76 if they are moving).
    - If a student is exited in the SEDS, ensure that they are not still showing as a SWD in the SIS.
    - If a preschooler or private school student has exited in the SEDS, ensure that their CALPADS enrollment is also closed out.

What to work on
AFTER school ends

Exit all graduating students

- See vendor specific documentation

What to work on
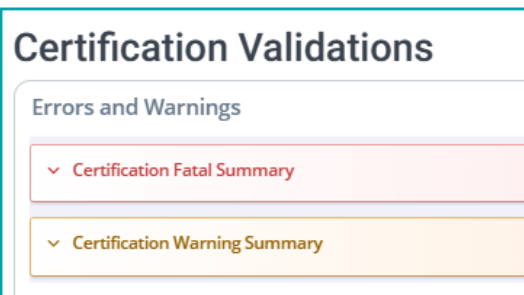
Once EOY Submission Window Opens

Report Post Secondary Surveys

for Districts with High School students

- All students with disabilities who have exited secondary education in 2021-22 have been surveyed for their postsecondary outcomes and responses have been recorded in the special education data system.
  - See Slide 17 for reference.
- Once all responses are received, they should be entered in SEDS.
- Submit the transactions

Auditing and Correcting Certification (CERT) Errors and Warnings

- CERT errors need to be cleared before the LEA can certify.
- CERT warnings should be reviewed and cleared if they are accurate and not related to a CALPADS issue.
- CDE has published videos on solving the most common certification errors on YouTube.

Certification Validations

Errors and Warnings

⌄ Certification Fatal Summary

⌄ Certification Warning Summary

What does LEA Certification Mean?

- An LEA Certification for Special Ed data should mean that:
    - All students who received parental consent for evaluation who were enrolled in this LEA from July 1 – June 30 are represented in the child counts.
    - There is a SPED record in CALPADS for all students with disabilities (SWD).
    - Services have been submitted for every student on an IEP, IFSP, and ISP
    - Special education program exits are populated for all students who are not or no longer eligible for services.
    - *For Districts with High School Students:* All students with disabilities who have exited secondary education in 2021-22 have been surveyed for their postsecondary outcomes and responses have been reported to CALPADS