Safety Net Training

2018-19

Office of Superintendent of Public Instruction
Chris Reykdal, State Superintendent
Vision:
All students prepared for post-secondary pathways, careers, and civic engagement.

Mission:
Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values:
• Ensuring Equity
• Collaboration and Service
• Achieving Excellence through Continuous Improvement
• Focus on the Whole Child
Equity Statement:

Each student, family, and community possesses strengths and cultural knowledge that benefit their peers, educators, and schools.

Ensuring educational equity:

• Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.

• Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.
OSPI Special Education Services

The OSPI Special Education Services division is responsible for ensuring the provision of special education and related services on behalf of more than 145,000 eligible students in Washington. We:

• Provide technical assistance and professional development to support and facilitate improvement efforts by disseminating evidence-based and promising practices for the development of academic, health, and post-school outcomes.

• Engage stakeholders involved in, or affected by, special education services and outcomes for students with disabilities.

• Administer general supervision of the provision of special education services through an integrated monitoring system, dispute resolution options, and coordinated data management efforts.

• Allocate federal special education funding and manage the supplemental safety net program.
OSPI Priorities: Improving Outcomes for Students with Disabilities

Leadership
Support students with disabilities (including increased collaboration and ownership of school administrators and staff) and coordinated efforts with community organizations to improve results and reduce disproportionality.

Growth Mindset
Increased expectations of students with disabilities (e.g., standards, instruction, graduation, assessments, attendance, IEP-related Decisions, and post-school outcomes).

Evidence-Based Practices
Instruction and interventions within an MTSS framework and inclusionary practices leading to increased access and progress in Washington grade-level learning standards.

Professional Development
Joint training for general educators, special educators, paraeducators, administrators, and parents/families (e.g., IEP team members).

Resource Allocation
Braided funding, consolidated grant application, reducing costs for administrative tasks, increasing direct support to students, and data-based decision making.

Recruitment & Retention
Preparation programs for administrators, general educators, special educators, related service providers, and paraeducators focused around instruction and support for students with disabilities.
Rule Revision

• Safety Net rules are currently going through the rule revision process.
  • Based on recommendations of the Safety Net Legislative Workgroup
• Rule hearing took place on November 27.
• Rule Making Order CR 103 was filed December 13, 2018.
• Rules become effective January 13, 2019.
• Amended Bulletin will be posted soon.
Changes based on Public Comment Period

• ‘Reimbursement’ changed back to ‘award’ in rules. Must change in RCW before WAC can change.
• Language was added to Medicaid to clarify how calculation will occur. (Remember, it goes into effect 2019-2020)
• Amendatory language around supplemental contracts was removed as the change conflicted with RCW 28A.400.200(4).
Some links:

- **Recommendations report to the Legislature:**

- **Rules**

- **Rule Making Order (CR 103)**

- **GovDelivery mailing list for Safety Net:**
Bulletin and Forms

• Posted to: http://www.k12.wa.us/SpecialEd/Finance-Grants/SafetyNet.aspx

• Worksheet A is currently posted with pre-populated data.

• Medicaid Reimbursement Calculator – Has been posted

• Transportation data will not be available until February. (We can’t help it, folks, we’re not in the driver’s seat on this one.)
## Important Dates

<table>
<thead>
<tr>
<th>Deadline for Receipt of Application at OSPI</th>
<th>Type of Application</th>
<th>Oversight Committee Meeting Date</th>
<th>Meeting Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 15, 2019</td>
<td>High-Need Individuals</td>
<td>June 18–20, 2019</td>
<td>SPSCC 4220 6th Ave. SE Lacey, WA</td>
</tr>
<tr>
<td>May 10, 2019</td>
<td>High-Need Individuals (Updates Only) and Community Impact</td>
<td>June 18–20, 2019</td>
<td>SPSCC 4220 6th Ave. SE Lacey, WA</td>
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<td></td>
<td>Final Verification Meeting</td>
<td>August 14, 2019</td>
<td>SPSCC 4220 6th Ave. SE Lacey, WA</td>
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</tbody>
</table>
Would You Like to Observe the Safety Net Process?

- To observe the process, applicants may attend the State Oversight Committee meeting in person or through Zoom on:
  - The morning of June 20, 2019 and/or
  - The morning of August 14, 2019.

- LEAs should indicate their intent to attend the meeting on Form SPI 1381-Certification and indicate whether they will be in person or through Zoom (so that the LEA draft summary form can be provided). The Zoom meeting will not be recorded.

- Applications are typically reviewed in alphabetical order.
May 10, 2019 Deadline

• Community Impact

• High-Need Individual Applications:
  • Students enrolling in the LEA after the March 15, 2019 submission deadline;
  • Students with a significant change in services or placement; or
  • Students accessing Extended School Year (ESY) when the ESY decision is made after the March 15, 2019 submission date.
New this year!

• No redaction!!
• Electronic submission.
• OSPI staff can request missing documentation.
• Oversight Committee can request additional documentation.
• High-need applications will be considered first by the Safety Net Committee and then Community Impact applications.
• A new category of eligibility for students with disabilities served in residential schools and programs for juveniles under department of corrections.
New this year!

• Zoom option available for observation of the decisions.
• Draft LEA Summary will be provided, when available, to those indicating in advance they will be in attendance.
• Form 1679 for reporting students who are potentially Medicaid eligible will no longer be required.
• Training videos will be posted on the website.
Safety Net Program Certification

- Safety Net funding is a combination of state and federal funding appropriated by the Legislature for districts with demonstrated capacity for supplemental special education funding.
- Differences in program costs due to district philosophy, service delivery choice, or accounting practice are not a legitimate basis for safety net funding.
- High need individual funding is only awarded for costs associated with direct and related services to a student with a disability.
Safety Net Program Certification

• Safety Net funds are subject to adjustment and recovery.
• The applicant district’s program is operated in a reasonably efficient manner.
• Federal Safety Net funding cannot be used to pay for costs that otherwise would be reimbursed as medical assistance for a child with a disability under the State Medicaid program.
Other Interested Parties

• Safety net applications are also subject to whistle blower requests, audit by the State Auditors Office, public disclosure requests, Program Review, and Citizen Complaint verification.
Worksheet A

- Part of the financial package.
- Submitted with both High-Need Individuals and Community Impact applications.
- The form is currently posted with pre-populated data.
- The preparer will enter data in the green highlighted cells, if applicable.
- Maximum capacity for Safety Net funding is displayed at the bottom of the page.
If Worksheet A demonstrates capacity...

- District may apply for awards in two categories
  - High Need Individual
  - Community Impact
  - Both categories

- However, no individual student can be submitted in both High Need Individual and Community Impact.
Fiscal Application

• Certification form
• Worksheet A
• The most recent completed monthly detailed expenditure reports for the special education programs showing the budgeted and actual year-to-date expenditures. The reports must sub-total at three separate levels:
  • Object (i.e., 21-27-5)
  • Activity (i.e., 21-27)
  • Program (i.e., 21)
• Special education enrollment exception reports for the 2018–19 school year
• For High-Need Individual applications, Form SPI 1381-Individuals Summary
High-Need Individuals Application

- Worksheet C (including Staff Costs, Other Staff Costs, and Personal Service Contractor Cost Worksheets, if applicable).
- Transportation Cost Calculator, if applicable.
- Student’s complete current IEP(s) in effect for the 2018–19 school year. If more than one IEP is in effect for 2018–19, submit the previous IEP(s).
- Purchase Orders, contracts and invoices for any expenditure claimed for contracted staff and/or purchased materials for students as required and quantified on the IEP.
IEP Reviews

• If your LEA has had a WISM review that included a file review in the past two years or the current year:
  • Safety Net review will not include IEP review. But, still include the IEPs for each application for records.
  • 16-17, 17-18, or 18-19

• If your LEA has not had a WISM review in the past two years:
  • Sample of IEPs from your current submission will be selected for review. Include IEPs with all applications.

• Costs associated with each application will still be reviewed.
IEP Reviews

• IEP reviews will focus on the following areas of the current IEP developed by a team of required members:
  • Measurable Annual Goals (MAGs)
  • Summary of Service (matrix)
  • **Signed** Emergency Response Protocols (ERP)
  • Behavior Intervention Plans (BIP)
  • Overall transition components, including Courses of Study and Postsecondary Goals
Community Impact

• Applications are due in May.
• Districts above the 13.5% funding index with identified and quantifiable factor(s) beyond the control of the district which justify disproportional and extraordinary costs associated with the provision of services to students with disabilities may receive funding.
• Community Impact applications cannot include students for whom the LEA is receiving state special education funding (e.g., LEAs below the 13.5% cap).
• All state funding (Revenue 4121).
Community Impact – Identify Factor

1. Make assertion. Identify the demographic, environmental, sociological or other factor(s) that supports the district’s assertion that for the 2018–19 school year the district is financially impacted by the presence of such factor(s).

Example:
Salmon Creek School District is disproportionately impacted with special education eligible students who are placed in foster care facilities/homes within the boundaries of the district. (Add more.)
Community Impact – Present Data

2. Present student enrollment data, including SSID numbers, attributed to the factor. Provide appropriate comparisons to surrounding districts or districts of like size throughout the region or state, and statewide data to demonstrate that the district has a unique situation that is not the result of district philosophy, service delivery choice or accounting practice.

   District data:
   - District enrollment
   - Special education enrollment (K–21)
   - Special education percentage
   - Number of students in foster care receiving special education services
   - Number of students in foster care receiving special education services above the anticipated number
Community Impact – Quantify

• Quantify the extent to which the identified factor(s) in Step One creates an extraordinary documentable fiscal impact upon the district’s state funded Special Education Program.
Community Impact

• Successful applicants demonstrated capacity and identified and quantified a specific factor that created a disproportional representation of students with disabilities receiving special education services causing an adverse fiscal impact.

• Some examples – Military Bases, group homes, foster care, residential facilities.
How to Submit

• Two options this year:
  • Through a secure file transfer protocol site (*preferred*).
  • Sending an encrypted USB drive to OSPI.

• Both High-Need Individual and Community Impact applications should be submitted through one of these ways.
• Contact Amber if you need an accommodation to these options.
Secure File Transfer Protocol

• We recommend the free version of Core FTP. To download go to: http://www.coreftp.com/download.html


• Work with your IT department to install this software if you do not already have it.

• OSPI staff will be reaching out to LEAs that applied for Safety Net in 17–18. Contact Amber if your LEA did not apply for Safety Net in 17–18.

• LEA must transfer files to OSPI through the STFP by 5 p.m. on the deadline date.
Encrypted USB

• Do not include the password with the submission.
• OPSI will contact the LEA for the password once the encrypted USB drive has been received.
• The encrypted USB drive must be received by OSPI by 5 p.m. on the deadline date.
File Structure

• **Within your LEAs folder in the SFTP site:**
  • Folder with fiscal components of the application (see slide 18)
  • A folder for each student application
    • Worksheet C (in Excel format)
    • Any other applicable worksheets (Medicaid, Transportation)
    • IEPs – label with SSID and current or previous
    • Purchase orders, contracts, and invoices (if applicable) specific to the student.
  • A folder with shared POs, contracts, and invoices.
    • This would be used for those related service providers (SLP, OT, PT, etc.) who serve multiple students who are submitted for Safety Net.
Questions?

• Contact Amber O’Donnell
  • amber.odonnell@k12.wa.us
  • 360-725-6075
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