Instructions for Submitting WISM Documentation

Submit the requested documentation, **including this completed checklist document**, to OSPI Special Education by 5:00 pm on **Friday, December 14, 2018** unless otherwise specified in the Documentation Checklist.

Submission of the requested information by the date specified in the district's letter of notification and the Documentation Checklist may be done one of four ways:

* + Electronic media – Mail documents stored on electronic media (USB flash drive, CD/DVD, etc.) to Sharyn Jordan, OSPI Special Education, PO Box 47200, Olympia, WA 98504. Label the media device with “2018-19 WISM” and the name of the school district.
  + Email – Password-protect (if the document contains confidential information) and submit via email to Sharyn Jordan at [Sharyn.Jordan@k12.wa.us](mailto:Sharyn.Jordan@k12.wa.us). If password-protected, Sharyn will contact the district for the password.
  + Secure email system – Submit using OSPI's secure email system (no need for password-protecting the documents). If you are interested in this option, email Sharyn Jordan at [Sharyn.Jordan@k12.wa.us](mailto:Sharyn.Jordan@k12.wa.us) for instructions on setting up a temporary account.
  + **New option for 2018-19:** Secure File Transfer Protocol (FTP) – Upload the documents to OSPI’s secure FTP site (no need for password-protecting the documents). If you are interested in this option, email Sandy Grummick or Amber O’Donnell at [specialeddata@k12.wa.us](mailto:specialeddata@k12.wa.us) to set up an account.

Documentation must be clearly labeled with the corresponding Documentation Checklist number:

* Label Microsoft Word, Excel, or Adobe PDF files using the following file naming format: District Overview\_1, District Overview\_2, District Overview\_3, Critical Element II\_4, Critical Element II\_5, Critical Element II\_6, etc. (Note: Underscores are safer to use for file names because Windows may interpret periods as the file extension separator instead of part of the file base name).
  + Documents submitted in PDF format **must be searchable.**
  + Each electronic file/folder should only include the document(s) requested/specified in that Documentation Checklist item. Please do not bundle multiple Documentation Checklist items into a single PDF.
  + Items 2 and 13-16 **must be submitted in electronic Excel format** using either the attached Excel templates or a district-created spreadsheet containing the same specified elements as the template. **Note: these items will only be accepted in .xls or .xlsx format; PDFs will not be accepted.**
  + **For public charter schools only: Items 7, 12, 13, and 16 do not apply to charter schools and are not required.**

|  |  |  |
| --- | --- | --- |
| **District Overview** | | |
|  | | 1. Provide a copy of the district’s 2018-19 organizational chart, including names and titles/positions of individuals. |
|  | | 1. Use the electronic template[[1]](#footnote-1) (tab labeled “2–Admin&Staff”) or a district-created spreadsheet (containing the same specified elements as the template) to provide an electronic **Excel** (in .xls or .xlsx format) list of the following staff:    1. All district and building administrators (regardless of source of funding) including name, position, building/location name, and FTE by Program/Activity/Object code.    2. All certificated and classified special education staff (e.g. special education teacher, psychologist, speech language pathologist, paraeducator, SLP assistant, etc.) including name, position, building/location name, and FTE by Program/Activity/Object code. Include the names of any special education staff hired through personal service or other types of contracts (e.g. 21–700, 24–700, 26–700, 27–700) or on long-term substitute assignment(s).    3. Identify which teachers are currently on temporary out-of-endorsement assignment or pre-endorsement waiver, if any.    4. **Indicate the date as of which the district staff list should be considered current:** |
|  | | |  | | --- | |  | |
|  | | 1. Complete and submit the attached Systems Analysis Questionnaire.    * Items I-A to I-E are related to **Critical Element I: Data Verification**    * Items II-A to II-D are related to **Critical Element II: Fiscal Accountability**    * Item III-A is related to **Critical Element III: Dispute Resolution**    * Items IV-A to IV-F are related to **Critical Element IV: Monitoring Priority Areas**    * Item V-A is related to **Critical Element V: IEP Development & Implementation** |
| **Critical Element II: Fiscal Accountability** | | |
|  | 1. a) Provide samples of monthly time and effort reports and supporting employee payroll transaction reports from the months of March, April, and May 2018 for three certificated instructional and related services staff, three classified instructional staff, and two administrators. Note: One monthly PAR for one individual equals one sample.[[2]](#footnote-2)   b) Provide samples of 2017-18 year end semi-annual time and effort reports and supporting employee payroll transaction reports for three certificated instructional and related services staff, three classified instructional staff, and two administrators.  **Does the district have an OSPI-approved substitute cost allocation plan? If yes, what was the approval date (month/year)?  Yes**  **No** **Date of approval:** | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | | 1. Submit copies of the district’s monthly student P-223H exception reports for the months of March, April and May, 2018. | | | |
|  | | 1. Submit the following: 2. Detailed expenditure report[[3]](#footnote-3) showing the budgeted and actual 2018-19 year-to-date expenditures sorted by program and totaled at the activity/object level as of June 30, 2018 for Programs 21 (State special education funds), 24 (for both Section 611 and 619 Federal IDEA funds), 26 (Institutional funds), and 29 (Impact Aid funds). 3. Include a chart of accounts for the district’s special education program showing revenue and expenditure account codes. | | | | |
|  | | 1. Provide copies of private school written affirmations from the 2017-18 consultation process reported as “on file” in the 2018-19 iGrants 267 IDEA federal fund application, if the district had approved, non-profit private schools within its jurisdiction in 2017-18. **(Note: This item does not apply to charter schools.)** | | | | |
|  | | 1. Provide: | | | | |
|  | | 1. Copies of three 2018-19 contracts paid with Program 24 Federal IDEA Part B funds, if applicable. 2. A Program 24 transaction recap report for any activities with Object 700 for the months of March, April and May, 2018, if applicable.   **Check here if the district does not have any 2018-19 contracts paid with Program 24 Federal IDEA Part B funds.** | | | | |
| |  |  |  | | --- | --- | --- | |  | 1. Provide hyperlinks to (or copies of) the following district policies and/or procedures: | | |  | * 1. Financial Records retention: | | |  | | |  | 1. Student Records retention: | | |  | | |  | 1. Capital Assets: | | |  | | |  | 1. Purchasing/Procurement: | | |  | |  |  |  | | --- | --- | | e) Policy and Procedures for Special Education and Related Services (2161P) | | |  | |   **Critical Element IV: Monitoring Priority Areas** | | | | | | |
|  | | 1. Provide samples of three different types of child find activities (e.g., brochure, screening, written materials, newspaper or radio advertisements) for children ages 3–21 for the 2018-19 school year. | | | | |
|  | | 1. Provide copies of the daily building bell schedules, if not posted to the district/school building website(s), including the lunch and elementary recess schedules, for all schools operated by the district. Note: Schedules must specify lunch times (beginning and end time) for each grade level, if different. Do not include combined lunch/recess times, unless the lunchtime (beginning and end) is also specified.  |  | | --- | | **Check here if the information requested in Item #11 is available on the district/school building website and the district is requesting OSPI use that information.** If checked, provide web link(s) for this information: | | | | | |
|  | |
|  | |  | | | | |
| **Check here if the district has more than one middle school and/or high school.**  If checked, provide information on existing feeder school patterns:   1. for elementary to middle/junior high school and/or 2. for middle/junior high school to high school   Examples of how to provide this information include providing the hyperlink to the information on the district’s website or by including a list of elementary schools that feed into a middle/junior high school. | | |
|  | |
|  | |  | | | | |
|  | | 1. Provide examples of supporting documentation of the district’s participation in three student-specific Part C to Part B transition planning processes (e.g., minutes, invitations, conference notes, etc.) during the 2017-18 school year. **(Note: This item does not apply to charter schools.)** | | | | |
|  | | | | | | |
|  | 1. Use the electronic template (tab labeled “13–C to B Transition”) or a district-created spreadsheet (containing the same specified elements as the template) to provide a list of names and SSID numbers of all preschool special education students who received IDEA Part C services and were referred to the district for IDEA Part B services by the Early Support for Infants and Toddlers (ESIT) Program between July 1, 2017 and June 30, 2018 as reported on the *2017-18 Part C to B Transition* report. Indicate whether the student was determined eligible or not eligible for Part B services. **(Note: This item does not apply to charter schools.)** | | | | |
| **Critical Element V: IEP Implementation** | | | | | |
|  | 1. Use the electronic template (tab labeled “14–All Students”) or a district-created spreadsheet (containing the same specified elements as the template) to provide a complete electronic **Excel** list of all students (validated and non-validated) on the district’s November 2018 Federal Child Count. If using a district-created document (Excel format required), the list **must include** the following information: | | | | |

|  |  |
| --- | --- |
| * Student name | * Name of school and building code where student is attending |
| * SSID number | * Least restrictive environment (LRE) placement (as reported in EDS) |
| * Date of birth | * Race/Ethnicity of the student (use the seven federal categories) |
| * Grade | * Parent(s) primary language |
| * Disability category | * Home mailing address (city, state and zip code must be in separate columns) |
| * Email address |  |

|  |  |  |
| --- | --- | --- |
|  |  | |
|  | 1. Use the electronic template (tab labeled “15–NPA”) or a district-created spreadsheet (containing the same specified elements as the template) to provide a list of names and SSID numbers of students who have been placed by the district in non-public agencies (NPA) during the 2018-19 school year. In addition to the names and SSIDs of the student(s), the list must include the following information:  * Disability category * Name of NPA student is attending |
|  | 1. Use the electronic template (tab labeled “16–Institutions”) or a district-created spreadsheet (containing the same specified elements as the template) to provide a list of names and SSID numbers of students who are enrolled in an institutional facility located within the district, including juvenile detention centers, group homes, and/or residential habilitation centers, during the 2018-19 school year. In addition to the names and SSIDs of the student(s), include the name of the institution in which the student is enrolled and the total number of days enrolled in the 2018-19 school year. **(Note: This item does not apply to charter schools.)** |
|  | 1. The district will receive the list of student files to be included in the record review via email on or around February 8, 2019. If any of the students on this list are no longer receiving special education services in the district, please reply to the email so that an alternate record can be selected. The district will have three weeks from the date of the list to prepare and submit electronic copies of the following documents for each selected student: 2. The student’s most current evaluation/reevaluation, including any individual assessments that were part of the evaluation. The date and signature of each professional member of the evaluation group (WAC 392-172A-03035) must be included. 3. The prior written notice (PWN) for initiating the evaluation/reevaluation (WAC 392-172A-03020), and the parent’s signed consent (or attempts to obtain consent) for conducting the evaluation/reevaluation (WAC 392-172A-03000). 4. The student's most current IEP, including copies of the signatures or documentation of participating IEP team members. If required IEP team members have been excused, provide documentation of parent/district agreement or consent to excuse the required team member(s) (WAC 392-172A-03095). If applicable, include any addenda that may be part of the student’s current IEP (i.e. Extended School Year services, Emergency Response Protocols, Behavioral Intervention Plans, Revocation of Consent, etc.). 5. The cover pages and/or signature pages (documenting the date of completion) for the prior evaluation and IEP.   Additional documentation is required for student files selected for specific review areas (such as secondary transition, disproportionality, discipline, exiting, etc.). OSPI will also request copies of student schedules, progress reports, and prior IEPs for designated student files within the sampling. The district’s student file list will include further instructions. | |
|  | | |

1. The electronic template is attached to the email notification sent to the district's special education director. [↑](#footnote-ref-1)
2. Personnel Activity Report (PAR): When employees work on multiple activities or cost objectives, a distribution of their salaries or wages must be supported by personnel activity reports or the equivalent unless a substitute system or schoolwide plan is implemented. [↑](#footnote-ref-2)
3. Detailed expenditure reports should sum year-to-date program expenditures at Program/Activity/Object level. [↑](#footnote-ref-3)