






22-23 CSI December Count Collection Training

Data Entry Training

Recorded: August 2022



Purpose of SPED Data Entry

-  **What** Schools report data to CSI regarding students with disabilities and staff who serve them
-  **Why** To accurately record data about students with IEPs so that schools may receive appropriate funding and resources to best support their education and services
-  **Who** A coordinated effort between the school's special education staff, HR contact, data submissions contact and CSI
-  **Where** Through the collection of staff and student data in Infinite Campus, Enrich, or starting point files
-  **When** The collection consists of student IEP data as of December 1st, 2022



What

The December Count collection is:

- An annual count of eligible special education students as of December 1st
- Used to generate federal funding to provide specialized student services
- Requires special education service provider data to ensure that appropriate licensure and endorsements

2022-2023 Special Education IEP Interchange – Child File

CSI clarifications and additions are in green font in this document

Purpose:

The purpose of the Special Education Child File is to capture and verify the attributes of children with disabilities while he/she attended your AU at any point during the current reporting period.

Dependencies:

- Student has been assigned a SASID (if required) obtained from the RITS system. For students without a SASID, this field is zero-filled and LASID is required.
- If student has been assigned a LASID by the district, the LASID reported in the Child File must match the LASID reported by the district in the Student Interchange files.
- A record with the student's SASID and/or LASID combination also exists in the Special Education Participation File.

Important! If there is not a matching record in the Participation File, the record will not be included in the snapshot.

Record Expectation:

There should be a record for each student who was referred, evaluated, or received special education services in your Administrative Unit or State Operated Program.

Use Summary: (Fields from this file are used in the following CDE Collections which require LEA/AU effort):

[Special Education December Count](#), [Special Education End of Year](#), [Special Education Discipline](#)



* Indicates required (ZERO-FILL ALL NON-APPLICABLE FIELDS)
Accepted formats are CSV, Excel, or Text and a header row is required in CSV and Excel
No spaces permitted in file name

Name of Field	Field Length	Text Start Position	Text End Position	CSV order	Excel	Examples	Remarks

2022-2023 Special Education IEP Interchange – Participation File

CSI clarifications and additions are in green font in this document

Purpose:

The purpose of the Special Education Participation File is to collect information on the services students in Special Education are receiving.

Dependencies:

- Student has been assigned a SASID (if required) obtained from the RITS system. For students without a SASID, this field is zero-filled and LASID is required.
- If student has been assigned a LASID by the district, the LASID reported in the Participation File must match the LASID reported by the district in the Student Interchange files.
- A record with the student's SASID and/or LASID combination also exists in the Special Education Child File.

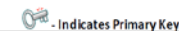
Important! If there is not a matching record in the Child File, the record will not be included in the snapshot.

Record Expectation:

There should be a record for each student who was referred, evaluated, and/or received special education services in your Administrative Unit or State Operated Program. This should include resident students who are eligible for services regardless of where they receive services. Also include students with a disability who are parentally placed in a private school within the boundaries of your Administrative Unit and do not receive any services from an AU.

Use Summary - Fields from this file are used in the following CDE Collections which require LEA/AU effort:

[Special Education December Count](#), [Special Education End of Year](#), [Special Education Discipline](#)



* Indicates required (ZERO-FILL ALL NON-APPLICABLE FIELDS)
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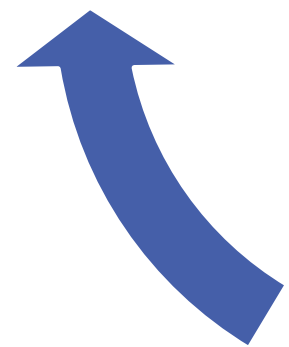
Why



Ensures funding to support students with IEPs through the annual count of participants in special education



Ensures students receive timely supports by confirming compliance with process requirements



Ensures students receive services by qualified staff by confirming compliance with staff qualifications





Who

Special Education Staff

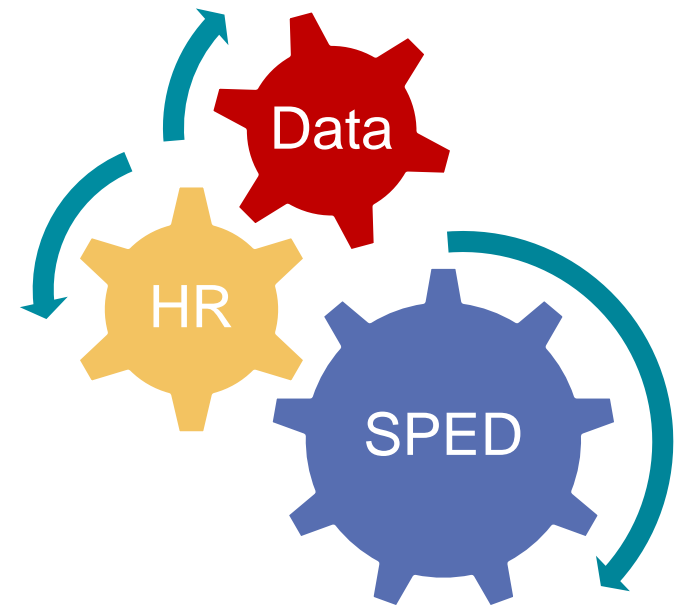
- Confirm students and service provider information is added to the school's data system in a timely and accurate manner
- Communicates with data submissions contact when updates are made
- Reviews and signs off prior to submitting data to CSI.

HR / Business Manager

- Ensures special education staff information is added into the HR report in a timely and accurate manner
- Reviews and signs off prior to submitting data to CSI.

Data Submissions Contact

- Collaborates with the SPED Coordinator and HR Manager to resolve data issues and ensure accuracy
- Reviews and signs off prior to submitting data to CSI.

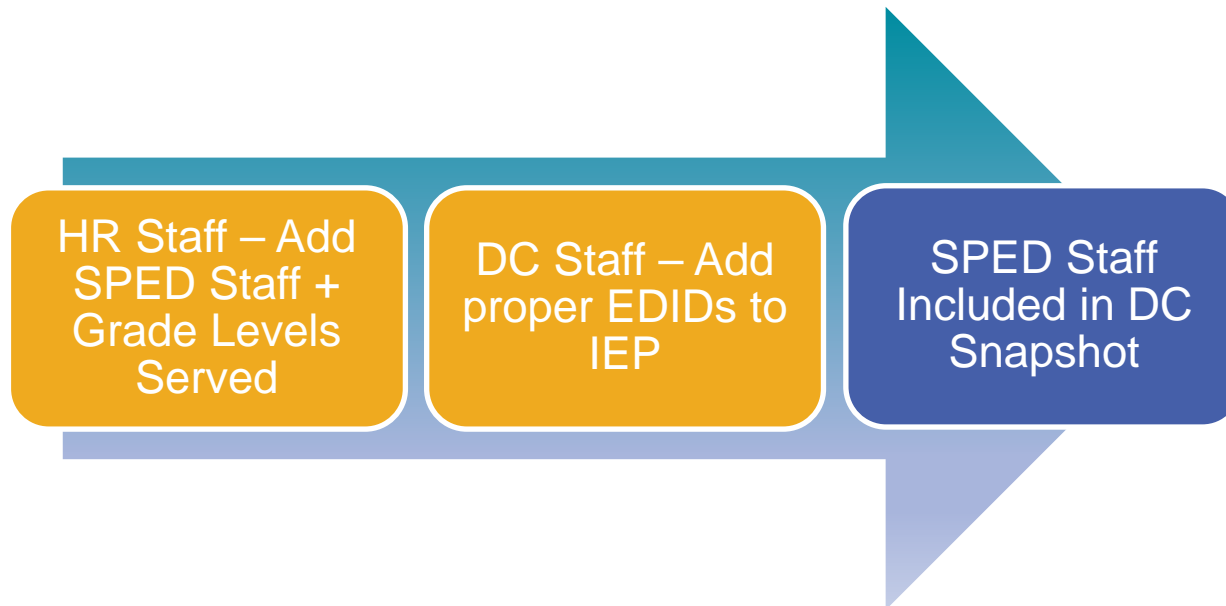




Who (continued)

Collaboration with Human Resources Staff

- Special Education and HR staff must work closely throughout the collection
- Special Education staff are included in the December Count snapshot - not HR
- Level 2 Staff Errors for December Count often will need to be cleared by updating the HR files
- SPED staff ensure accurate EDIDs are being provided on a student's IEP
- HR staff need to ensure that all staff with those EDIDs are included with a proper SPED flag and accurate grade levels.



Where – Infinite Campus



CSI Crosswalk provides state reporting field names, the name of the field in Infinite Campus - as well as the path to access it.

CSI - Infinite Campus SPED State Reporting Crosswalk: Child and Participation Files

Child Extract Field Name	Infinite Campus Path
AdministrativeUnitCode	System Administration > Resources > School > School Detail > Admin Unit Code
SASID	Census > People > Demographics > Person Identifiers > Student State ID
LASID	Census > People > Demographics > Person Identifiers > Local Student Number
FirstName	Census > People > Demographics > Person Information > First Name
MiddleName	Census > People > Demographics > Person Information > Middle Name
LastName	Census > People > Demographics > Person Information > Last Name
Gender	Census > People > Demographics > Person Information > Gender
BirthDate	Census > People > Demographics > Person Information > Birth Date

CSI - Infinite Campus SPED State Reporting Crosswalk: Child and Participation Files

Participation Extract Field Name	Infinite Campus Path
AdministrativeUnitCode	System Administration > Resources > School > School Detail > Admin Unit Code
SASID	Census > People > Demographics > Person Identifiers > Student State ID
LASID	Census > People > Demographics > Person Identifiers > Local Student Number
StudentFirstName	Census > People > Demographics > Person Information > First Name
StudentLastName	Census > People > Demographics > Person Information > Last Name

[Click HERE to access the document on the CSI website](#)

Enrollments – Special Ed Fields

SPED information is captured in two places in Infinite Campus: Enrollments and Special Ed. Paths and screenshots are below.

Student Information/General/(select calendar)/Enrollments/State Reporting Fields

Student Information/Special Ed/General/Documents/(select school year)/Plans/IEP

Where – Enrich



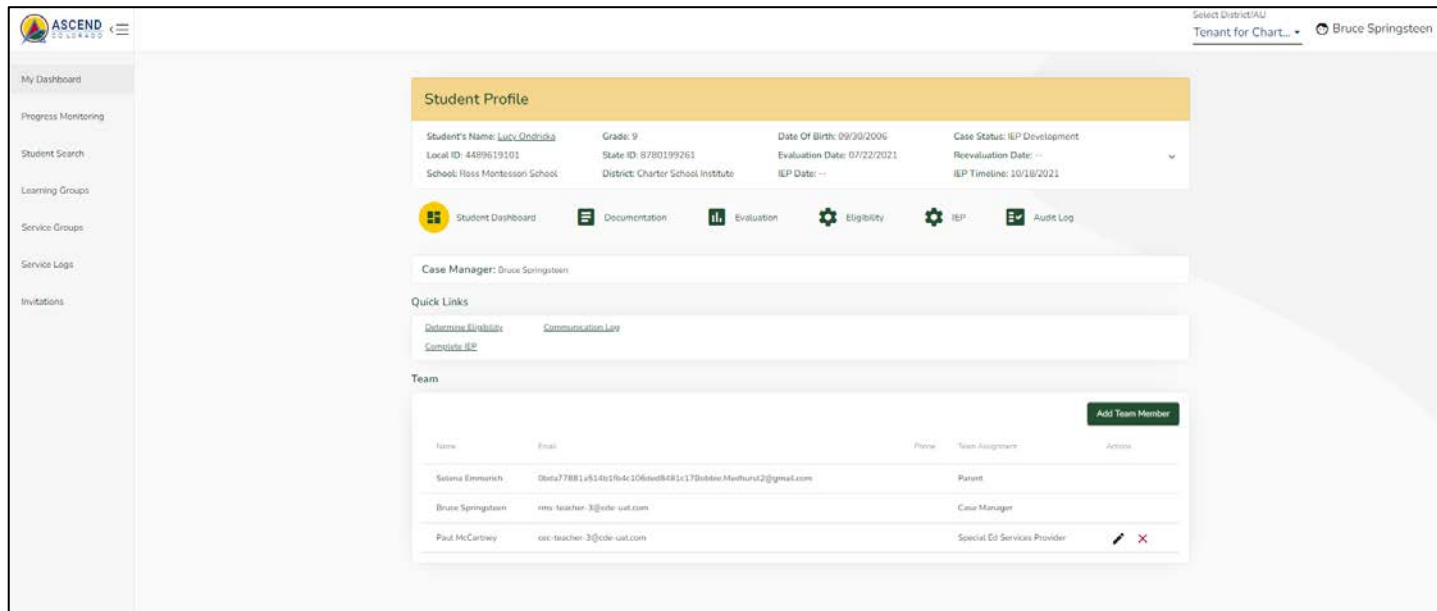
The screenshot displays the Enrich system interface. At the top, the navigation bar includes the 'frontline education' logo, 'Administration' with a gear icon, 'Learning Center' with a question mark icon (highlighted in a red box), a search bar, and 'Sign Out'. Below the navigation bar, there is a 'District Message' section for 'Enrich Release 21.2 Change Notice... More'. The main content area is divided into several sections: 'Response to Intervention' with a donut chart showing 'N/A' and a legend for Tier 1, Tier 2, Tier 3, and Special Education; 'Special Education' with a donut chart showing '15 TOTAL' and a legend for Referred, Evaluating, Eligibility Pending, Plan, Eligible, Does Not Qualify, Transfer Dates Recorded, and Reports; 'Meetings' with a dropdown for 'All Meetings' and 'Next 2 Weeks'; 'Collaboration Portal' with a link to 'Access My Collaboration Portal'; 'State Monitoring' with a link to 'Upload Documents'; 'Manage Teams' with a link to 'Manage Team Member Assignments'; and 'Manage Services' with sub-sections for 'INDIVIDUAL SERVICES' (Manage Provider Assignments, View Encounter (Service) Logs) and 'GROUP SERVICES'.

- Contract issues have prevented a CSI supported implementation at this time. Schools can work with Enrich to sign up for new implementation
- Enrich is former state selected system for IEP Plan Management
- Resources on using the system can be found in the systems Learning Center



Where – Ascend

No longer an option starting in 22-23



- **Ascend** was the new Plan Management System adopted by CDE in 21-22
- Due to system issues and ongoing problems, CDE decided to no longer use the system for 22-23
- Schools using Ascend must select a new Plan Management System – most likely Enrich



Where – Starting Point Files

Schools formerly using Ascend and were not able to work out a contract with Enrich have the opportunity to use Starting Point files. To do this, schools must:

- Reach out to CSI and request their Starting Point files. These are essentially the last files submitted for SPED EOY last year
- Manually update the Excel files to add any new students who were newly tested and remove any student no longer at the school
- Make all necessary updates in areas that may have changed, including the Hours of SPED Services and SPED Part C Referral
 - Students who were 03 – Newly Tested last year should be changed to an 06 – Returning this year with all path 3 dates zero filled.





When

- Complete evaluations and IEP creations throughout the school year
- Record students active as of Count Day (December 1st 2022)
- All Initial Submissions should be sent to CSI by no later than: **10/28/2022***

* - Subject to change depending on the progress of the Enrich implementation

Staff Person	Role for December Count
Special Education Staff Contact	Enter all IEP information into your plan management system as soon as the evaluation is completed (regardless of student eligibility)
Human Resources Contact	All Special Education staff need to be entered into HR file with grades served and job classification meeting all HR Collection due dates on the 2021-2022 CSI Data Submissions Calendar posted on the HR Page
Data Submissions Contact	Completed IEP data needs to be entered and error free by the dates listed on the 2021-2022 CSI Data Submissions Calendar



Questions/Resources

Enrich website

- *Learning Center option within your instance of Enrich*

IC Campus Community

Campus Community [Evaluation](#) and [IEP](#) Resources

Matt Hudson, CSI Special Education Director

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Data Submissions Contact

Ryan Hartung, Data Submissions Coordinator

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Thank you for reviewing this training!

Contact the Submissions Inbox with Questions:
Submissions_CSI@csi.state.co.us

