

## Residence County/School and Service County/School in the MD Online IEP

The *Maryland Statewide Individualized Education Program (IEP) Process Guide* defines the following terms in context of what appears on the statewide approved IEP form.

- Residence County - The public jurisdiction of where the parent or legal guardian of the student resides.
- Residence School - The school the student would attend if not disabled. This includes:
  - Students identified as receiving home instruction;
  - Parentally placed in a private school; and
  - Homeless, unknown school.
- Service County - The public agency responsible to provide the special education services. This includes local school systems, Department of Juvenile Services (DJS), Adult Correctional Facilities, MD School for Blind (MSB), and MD School for Deaf (MSD).
- Service School - The public agency school, nonpublic school, or private school that identifies where the student receives special education service(s). In addition to public and nonpublic schools, this includes:
  - Students identified as receiving home instruction;
  - Students parentally placed in a private school; and
  - Homeless students, unknown school.

The Residence County & School and Service County & School appear across all student demographic levels of MD Online IEP system. For most students the Residence County & School and Service County & School remain consistent across all levels. But depending on the page a user is viewing Residence County & School and Service County & School may mean something slightly different. The need for this design evolved for two reasons:

1. The MD Online IEP system must allow users (who must be assigned to schools) to place certain students at locations other than the schools that correspond to where the students' parents or guardians reside (e.g., home instruction, parentally placed in a private school, homeless, unknown school). This special placement allows the correct information to be reported to SSIS by the MD Online IEP system.
2. The MD Online IEP system serves many public-school systems, MD School for the Blind, MD School for the Deaf, Department of Juvenile Services, Adult Correctional Facilities, and nonpublic agencies. Thus, students and users must be placed at schools so that system security is balanced across jurisdictions and between public and non-public users.

This document clarifies exactly what is meant by the terms, Residence County & School and Service County & School, at the following levels in the MD Online IEP system...

- SIS\_DB Level
- Case Level
- IEP Level
  - Online
    - *Student and School Information* page
    - *LRE Decision Making and Placement Summary* page
  - Printout
    - *Student and School Information* section
    - *LRE Decision Making and Placement Summary* section

## SIS\_DB Level

### Viewing

- The student's current Residence County & School and Service County & School are viewable to users when a record is returned after searching via *Add a New Case* tab of the MD Online IEP system.

The screenshot displays the Student Compass interface. At the top, there is a search bar with the placeholder text 'Enter first name, last name, or ID' and a 'Lookup Students' button. Below this is a navigation menu with tabs for 'Students', 'Progress', 'Reports', and 'Administration'. The 'Students' tab is active. On the left side, there is a sidebar with the 'Student Compass' logo and a 'County Level/Data Manager' section. Below this, there are 'LINKS' for various activities: 'Instructional Series Overview', 'Student PD Activity', 'Monitoring PD Activity', 'Meetings PD Activity', 'Reports PD Activity', and 'Administration PD Activity'. The main content area is titled 'Case Matrix' and contains an 'Add New Case' button highlighted with a blue arrow. Below the button is a search bar with the placeholder text 'Search' and a search icon. The search bar is followed by a description: 'Search the Student Information System Database (This search returns all students in the SIS database who match the search criteria. Therefore, results may include general education students who do not yet have draft or closed IEPs or Service Plans at the IEP Database Case Level.)'. Below the search bar are several input fields: 'State Unique ID' (with placeholder 'Enter state unique ID'), 'Local Student ID' (with placeholder 'Enter local student ID'), 'First Name' (with placeholder 'Enter first name'), 'Last Name' (with placeholder 'Enter last name'), 'Date of Birth' (with a calendar icon), 'Residence County' (with a dropdown arrow), and 'Service County' (with a dropdown arrow). At the bottom right of the form, there is a 'Create' button.

### Source

- The Residence County & School and Service County & School assigned to a student can originate from any of the following sources.
  - LSS SIS sync (as often as nightly)
  - A user with *Create Child* rights manually created child.
  - A Service School at the Case Level was entered or edited.

### Editing

- Only a *County Level/Data Manager* level user can edit the Residence County and School and Service County and School information at SIS\_DB level. *Keep in mind the next nightly sync can overwrite the Residence County & School and Service County & School at SIS\_DB level if sync updates the student information.*

### NOTE:

- *Residence County & School ARE required fields at SIS\_DB level.*
- *Service County & School ARE NOT required fields at SIS\_DB level. They are there so that users at a non-public school or an additional public school can access a student's record.*

## Case Level

### Viewing

- The student's current Residence County & School and Service County & School are viewable to users in the Profile page and clicking the Edit *Demographics* button – in the MD Online IEP system.

The screenshot shows the 'Student Compass' interface. At the top, there is a search bar with the text 'Enter first name, last name, or ID' and a 'Lookup Students' button. To the right, there is a user profile for '25trainer'. Below this is a navigation menu with tabs for 'Students', 'Progress', 'Reports', and 'Administration'. The 'Students' tab is active, and within it, the 'Profile' sub-tab is selected. The main content area is titled 'Art Black' and contains a sidebar on the left with a student profile card and a 'STUDENT LONGITUDINAL PROFILE' section. The main area is titled 'Edit Demographics' and contains a form with the following fields: 'Name and Address', 'First Name' (with 'Art' entered), 'Middle Name' (with 'Enter middle name' as a placeholder), 'Last Name' (with 'Black' entered), and 'Street Address' (with '123 Easy Street' entered). There is an 'Update Demographics from SIS' button in the top right corner of the form area. Two blue arrows point to the 'Edit Demographics' title and the 'Update Demographics from SIS' button.

- Searching in *Students*, *Case Matrix*, *Search tab*, or filtering in *REPORTS* returns student records based on their Case Level Residence County & School and Service County & School placement.
- *REPORTS* results pages and printouts include Residence County & School and Service County & School columns. These columns reflect Residence County & School and Service County & School information from Case Level student placement.

### Source

- The Residence County & School and Service County & School at Case Level can originate from the following sources.
  - A user with *Create Child* rights manually created child.
  - A user with *School Based Administrator* level access or higher added a child to Case Level via *Add a New Case*.

### Editing

- Clicking the *Update Demographics from SIS* button on the *Edit Demographics* screen will allow user to copy demographic info (including Residence County & School and Service County & School) from SIS\_DB level and overwrite the demographic info currently at case level.
- When a user edits the Residence County & School at the Case Level this DOES NOT edit the Residence County & School at SIS\_DB level also.
- When a user edits the Service County & School at the Case Level this DOES edit the Service County and School at SIS\_DB level also (keep in mind the next nightly sync can overwrite the Service County at SIS\_DB level when the sync matches on that student).

### NOTE:

- *Residence County & School ARE required fields at Case Level.*

- Service County & School ARE NOT required fields at Case Level. The fields exist so that a student can be optionally placed where users at a non-public school or an additional public school can access a case.

IEP Level

Student and School Information page of in the IEP module

The screenshot displays the 'Student and School Information' page in the Maryland Online LEP system. The page is titled 'Art Black' and shows the following details:

Name and Address	
First Name	Art
Middle Name	
Last Name	Black
Address	123 Easy Street Anytown, MD 22222

  

Identifying Information	
Unique Student ID	5623897412
Local Student ID	

  

Demographics	
Grade #	3
Date of Birth	06/11/2005
Gender	Male
Legacy Race Code	
Race Code	White

- The Residence County & School fields are not editable at IEP Level. They reflect the data that was copied from Case Level the last time a user clicked *Copy Case Level Demographic Data*. Clicking *Copy Case Level Demographic Data* in a draft IEP copies all Case Level demographics into IEP Level.
- The SSIS Residence County & School and the SSIS Service County & School above are assigned in the SSIS Residence County & School and the SSIS Service County & School fields on the *LRE Decision Making and Placement* page. They will appear blank at draft IEP Level until a user assigns a SSIS Residence County & School and the SSIS Service County & School on the *LRE Decision Making and Placement* page. **NOTE:** The SSIS Residence County & School and the SSIS Service County & School in the screenshot above is NOT copied from the SSIS Residence County & School and the SSIS Service County & School at SIS\_DB and/or Case Level.

## LRE Decision Making and Placement page in IEP module

- The SSIS Residence County & School must be entered on the *LRE* page for an IEP to pass audit at closing. Most of the time this field will be the same as the Residence County & School at Case Level, but not always. In certain instances, this field must allow a user (who accesses a student's case based on a school to which the user and student are both assigned) to enter a school other than the school that the student would attend based on where the parent or guardian resides (e.g., home instruction, parentally placed in a private school, homeless, unknown school). This special placement permits the correct information to be reported when a closed online IEP automatically submits a record to SSIS.
- The SSIS Service County & School must be entered on the *LRE* page for an IEP to pass audit at closing. Most of the time this field will be the same as the Service County & School at Case Level, but not always. Keep in mind that assigning a Service County & School at Case Level is not required.
- The SSIS Residence County & School and SSIS Service County & School on the IEP Level *LRE* page are always the same as the SSIS Residence County & School and SSIS Service County & School assigned on the IEP Level *Student and School Information* page.
- **IMPORTANT:** Upon closing an IEP, the Residence County is identified as the LSS who is submitting the record to SSIS. This means that if an LEA wishes to claim a student for SSIS reporting, then the IEP Level Residence County (copied from Case Level) must be that LEA. For example, a student who attends MD School for the Blind's Newcomer Facility, whose Residence County & School based on parent residence would have been Howard / Elkridge Elementary should be entered in the screen above as:
  - SSIS Residence County/School: H / Elkridge Elementary
  - SSIS Service County/School: MD School for the Blind / Newcomer
  - Residence County/School: MD School for the Blind / Newcomer

Student and School Information section of IEP Printout

<b>INDIVIDUALIZED EDUCATION PROGRAM (IEP)</b> MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE) DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES <span style="float: right; color: red; font-weight: bold;">TRAINING</span> <i>(Form approved by MSDE for use July 1, 2017)</i>	<input type="radio"/> Draft <input checked="" type="radio"/> Approved <input type="radio"/> Amended	<b>STUDENT INFORMATION</b>
Name: John A Wright-1	Agency: Training County	IEP Team Meeting Date: 01/23/2018

STUDENT AND SCHOOL INFORMATION	
First Name: John Middle Name: A Last Name: Wright-1 Address : City: State: Zip Code: Grade: Grade 3 Unique Student Identification Number (State): 2123345671 Student Identification Number (local): Date of Birth: 03/15/2008 Age: 10 Gender: Male Race Code: White Student identified as an English Learner: No Student's native language: English Residence County: Training County Residence School: Training Elementary Service County: Training County Service School: Training Elementary Does the student require specific accommodations for an emergency evacuation?: No If yes, state the evacuation accommodation(s) here: Which jurisdiction is financially responsible? Cecil Is the student currently under the care and custody of a state agency? No If yes, name of state agency: Does the student require a parent surrogate? No Parent Surrogate Name: Surrogate Phone:	<b>PARENT/GUARDIAN 1:</b> First Name: Chrissy MI: Last Name: Wright Home Phone: 444-555-6666 Cell Phone: 111-222-3333 Email: Parent native language, if not English: English Interpreter needed? No <b>PARENT/GUARDIAN 2:</b> First Name: Mike MI: Last Name: Wright Home Phone: 555-666-7777 Cell Phone: 333-444-5555 Email: mikea@gmail.com Parent native language, if not English: Interpreter needed? No Case Manager: Lucy Lemon IEP Team meeting date(s): 01/23/2018 IEP Annual Review date: 01/23/2018 Parent was provided a copy of the Procedural Safeguards and Parental Rights document The parents were provided a verbal and written explanation of the parents' rights and responsibilities in the IEP team process. Parents were provided verbal and written information about access to rehabilitative services, including a copy of the Maryland Insurance Administration's Parents' Guide to Rehabilitative Services. Native Language Translation: Parent informed: Yes Parent requested: Yes Projected Annual Review Date: 01/22/2019 Most Recent Evaluation Date: 06/05/2017 Projected Evaluation Date: 06/04/2020 Primary Disability: SPECIFIC LEARNING DISABILITY (Dyslexia) Areas affected by disability: Academic - Reading Comprehension, Academic - Reading Vocabulary

Residence County & School from Case

Service County & School from IEP Level LRE Screen

LRE Decision Making and Placement Summary section of IEP Printout

LEAST RESTRICTIVE ENVIRONMENT (LRE) DECISION MAKING & PLACEMENT SUMMARY	
A student with disability is not removed from general education in an age-appropriate instructional setting solely because of needed modifications to the general curriculum.	
What placement options did the IEP team consider? Johns needs can be met in a general education classroom with appropriate accommodations, modifications and interventions.	
If removed from the regular early childhood program/general education environment, explain reasons why services cannot be provided in that setting with the use of supplementary aids and services: John will not be removed from the general education setting.	
Document basis for decision(s): Based on test scores, parent and teacher input the team determined that Johns needs can be met in the general education classroom.	
Special education placement (ages 3-5): Special education placement (ages 6-21): Average 100%/day - INSIDE GENERAL EDUCATION (80% or more) Total time in school week: 30 hrs. 00 minutes/week Total time in General Education: 30 hrs. 00 minutes/week Total time outside of General Education: 00 hrs. 00 minutes/week	
In selecting the LRE, are there any potential harmful effects on the student or quality of services he or she needs? No	
Document basis for decision(s): Are the services in the student's home school (the school the student would attend if not disabled)? Yes If no, document basis for decision(s): If no, is placement in the student's home? If no, document basis for decision(s): Consider related Service Transportation needed based on the unique needs of the student or to allow student access to special education services? No If Yes, consider related Service Transportation needed based on the unique needs of the student or to allow student access to special education services? No If Is special transportation needed during transportation? If yes, explain: Are person(s) providing transportation? If yes, list type(s) of personnel: Are other services needed during transportation? If yes, explain: Document the amount of time and distance involved in travel): Provide an explanation of why the student will not participate with non-disabled peers in academic, non-academic, and extracurricular activities?	
John will participate with non-disabled peers in all academic, non-academic, and extracurricular activities.	
SSIS Resident County: Training County	SSIS Resident School: Training Elementary
SSIS Service County: Training County	SSIS Service School: Training Elementary

