

Before we get started...

A copy of today's webinar slides is currently available for download on the SEDS Resource Site 2014 SEDs Fall Release resource page:

<https://sites.google.com/a/dc.gov/seds-help-resources/test/fall-2014-seds-release-resources>

During the webinar, participants are encouraged to ask questions by typing in the question box.

Following the webinar, a link to the recording will be available on the SEDS Resource Site



Special Education Data System Webinar

Tentative Items for Fall Release 2014



October 1, 2014



Agenda

1. Overview
2. Summary of SEDS Updates and Improvements for the 2014 Fall Release
 - A. Eligibility Process
 - B. Additional Assessments
 - C. Eligibility Determination Timeline
 - D. IEP Process
 - E. Additional Updates
3. Training Resources

Overview

Purpose of Training

The purpose of this training is to provide a description of all anticipated updates for the October 20th SEDS Fall Release, including training tips and resources.

Training Resources for School-Based Trainings:

- LEA Special Education POCs and Nonpublic SEDS POCs can train relevant staff on SEDS updates by utilizing one or more of the following:
 - Today’s recorded webinar (link will be posted on the SEDS Resource Site)
 - Demonstration or hands-on training for staff using a demo site (this site is not the same thing as the current SEDS Train-the-Trainer site)
 - Demo site will be available prior to the release date
 - Summary of Changes document (available on the SRS)

Overview

New Login Page



District of Columbia Public Schools

Name

Annette Thacker|

Password

[Forgot Your Password?](#)

Login

Student Success Planning - PCG Education is a leading national provider of data solutions that promote student success. We combine K-12 consulting expertise with innovative technology and research-based methodology to help educators make informed decisions that lead to improved student outcomes.

[Download Adobe Reader](#)

Services include:

- Response to Intervention (RTI) Management
- Special Education Management
- Student Behavior Management
- Student Support Plans

[SIF Version 2.0 Compliant](#)

Overview

New Eligibility Process Page

The screenshot displays the EasyIEP by PCG Education web application interface. At the top, the logo "EasyIEP by PCG Education" is on the left, and a search bar is on the right. Below the logo, a navigation bar includes links for "Welcome, Annette", "My Calendar", "Message Board", and "Logout". A secondary navigation bar contains links for "Log Out", "Main Menu", "Students", "My Docs", "Schools", "School System", "Users", "My Info", "My Reports", and "SEDS Resource Site". A third navigation bar lists various process categories: "Student/Parent Information Communications Log", "Eligibility Process IEP Process", "FBA Process IEP Amendment", "BIP Process Documents", "Discipline Process Student History", and "Revocation Prior Written Notice".

The main content area is divided into two columns: "Eligibility Process" and "Assessment Test". Each column contains four task cards with icons, text, and status indicators (checkmarks or red X's).

Eligibility Process	Assessment Test
Review IEP Team ✓	Evaluation Summary ✗
Referral Acknowledgement ✓	Eligibility Meeting Notice ✗
Analyze Existing Data ✓	Eligibility Determination ✓
Additional Assessments ✗	Consent for Initial Provision of Services ✓

At the bottom of the page, the logo for "PUBLIC CONSULTING GROUP" is displayed, featuring a stylized building with columns.

Overview

New Color Scheme

EasyIEP by PCG Education Welcome, Annette | [My Calendar](#) | [Message Board](#) | [Logout](#)

[Log Out](#) | [Main Menu](#) | [Students](#) | [My Docs](#) | [Schools](#) | [School System](#) | [Users](#) | [My Info](#) |  | [My Reports](#) | [SEDS Resource Site](#)

[Student/Parent Information](#) | [Eligibility Process](#) | [FBA Process](#) | [BIP Process](#) | [Discipline Process](#) | [Revocation](#)
[Communications Log](#) | [IEP Process](#) | [IEP Amendment](#) | [Documents](#) | [Student History](#) | [Prior Written Notice](#)

Present Levels of Academic Achievement and Functional Performance

Adam W Test

Student Information				
Student Name	Local ID	State USI	Date of Birth	Student Grade
Adam W Test	PCGTEST123	PCGEST123	06/01/2010	10th Grade

LEA / School Information		
LEA of Enrollment	School / Site	Case Manager
District of Columbia Public Schools	test school1	User Test

[Show Section](#) | [<< Back](#) | [Save](#) | [Save & Continue >>](#)

												
IEP Team	Meeting Invitation/Notice	Special Considerations	Present Levels of Performance	Goals	Services and Supplemental Aids	Least Restrictive Environment	Special Education Transportation	Extended School Year	Classroom Accommodations and Testing Participation	Post-Secondary Transition Plan	Graduation Planning	Create IEP Document
		(No Access)	Current Selection									

Overview

Updated Indicators

Page instructions provide information on how to navigate the page. For more specific instructions, please see the SEDS User Manual.



A referral must be documented in writing. However, no standard form is required. Use the cover sheet below to fax in the referral document. The fax must be received before a Referral Acknowledgement Letter can be created.

Error messages will appear when the user selects the 'Save and Continue' button, but has not completed all required fields on the page.



ERRORS:

• RA2: Each parent that holds educational rights must have a final Acknowledgement Letter generated and sent to them. Please create a final Acknowledgement Letter for Test Parents.

This warning symbol will appear when documentation is missing.



There is no finalized IEP in the system or the most current IEP in the system does not have a full IEP document associated with it.



Eligibility Process

Prior Written Notice

Parental Consent for Reevaluation

Prior Written Notice

PWN Type Updated

Anticipated Change in SEDS	Purpose of the Change
<ul style="list-style-type: none"> The title of an existing PWN type has been updated to read: <p>Do not proceed further with Evaluation Process after IEP Team Analyzes existing data</p>	<ul style="list-style-type: none"> The words “further,” “Process” and “IEP” will be added to provided additional clarity on the purpose of the document.



A Prior written notice type must be selected to proceed.

Prior Written Notice Type:*

Select the type of prior written notice being created:

- Proceed with Evaluation Process (After Referral or Prior to Reevaluation)
- Proceed with Evaluation (Parent Non-Response)
- Do Not Proceed with Evaluation Process (Parent Refusal or Non-Response)
- Do not proceed further with Evaluation Process after IEP Team Analyzes Existing Data
- Determination of Special Education Eligibility or Non-Eligibility
- Initial Provision of Services
- Discontinuation of Special Education Services After Revocation
- Intent to Discuss Change in Placement
- Notice of Change in Placement
- Development of IEP
- Amendment of IEP
- Decision Not to Proceed with Amendment Proposal
- Other Notice Related to Free and Appropriate Public Education (FAPE)

Parental Consent for Reevaluation

Anticipated Change in SEDS	Purpose of the Change	Training Tip
<ul style="list-style-type: none"> The page rules in SEDS have been changed to ensure that the user is always prompted to seek parental consent during the reevaluation process, regardless of whether additional assessments are required or not. 	<ul style="list-style-type: none"> To align with the IDEA in requiring LEAs to try to obtain consent to reevaluate (CFR 300.300(c)). 	<ul style="list-style-type: none"> Start seeking parental consent to reevaluate well ahead of the 3-year reevaluation deadline. LEAs can utilize the new contact log feature to keep track of their reasonable attempts to gain this consent.

Step 4: Prior Written Notice Prior to Consent

 The LEA must complete a Prior Written Notice (PWN) and provide it to the parent. Go to the [PWN Page](#) and create a "PWN - Proceed with Evaluation Process (After Referral or Prior to Reevaluation)" to complete this step.

 **Consent Requirements**
Written consent is required to proceed with all initial evaluations and re-evaluations

Blank Consent to Evaluate Form

[Create Blank Consent to Evaluate Form](#)

Del	Date Generated	Document Type	EasyFax	Date Received	Upload
<input type="checkbox"/>	04/02/2014	Blank Consent to Evaluate			Upload Files

Prior Written Notice

PWN Type Created for Reevaluation

Anticipated Change in SEDS	Purpose of the Change	Training Tip
<ul style="list-style-type: none"> New PWN type now available, entitled: <i>Proceed with Reevaluation Process (Parent Non-Response)</i> 	<ul style="list-style-type: none"> Used when the IEP Team chooses to proceed with the reevaluation and the parent is non-responsive, even after the LEA made reasonable efforts to obtain consent. 	<ul style="list-style-type: none"> Prior to using this PWN type, ensure that you have made reasonable efforts (2 modalities, 3 attempts, 3 separate dates) to communicate with parent and have documented this effort in the communication log.



Additional Assessments

New assessment type

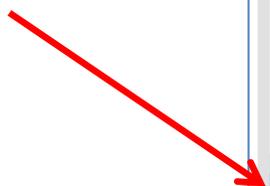
Assessment duration

Additional Assessments

New Assessment Type

New school-based assessment type added to the selection:

Orientation
and Mobility
Assessment



Request Assessments as a Result of the Team's Analysis of Existing Data

button in order to request the assessment.

Request	Request Date	Consent Date	Date Due	Provider*	Finalize Request
Decision	05/01/2014	05/01/2014	06/15/2014	Melesse Demissay	Results
Decision	05/01/2014	05/01/2014	06/15/2014	meredith graham	Results
Decision	08/04/2014	05/01/2014	06/15/2014	David Boyle	Results

Request Additional School-Based Assessment

<< Back Save Save & Continue >>

Additional Assessments

Assessment Duration

Anticipated Change in SEDS

- Users are now required to enter the amount of time spent to conduct an assessment and complete final report.
- This field will be added to the results page for all assessment types.

Purpose of the Change

- Captures service duration for Medicaid billing purposes.

Audiological Assessment Results			
Student Name:		Student ID:	
School:			
Provider Assigned			
Reason for Request			
Consent Date:	Date Requested	Date Due:	Assessment Duration in Hours

Pause to Reflect

Question & Answer

Think about how these changes will impact your users and your daily practices.

What questions or comments do you have regarding these changes?

Please share in the webinar question box.





Eligibility Determination Timeline

Extended timeline documentation

Documenting reasons for delay

Eligibility Determination Timeline

Documenting Reasons for Delay

Anticipated Change in SEDS	Purpose of the Change	Training Tip
<ul style="list-style-type: none"> The 'Reason for Delay' page no longer includes the following reasons as answer choices: <i>Part C to B Transition</i> <i>Parent fails or refuses to respond to a request for consent for the evaluation</i> 	<ul style="list-style-type: none"> 'Part C to B Transition' is not a valid reason for delay in the initial evaluation process, rather, it describes the reason why the initial evaluation process was initiated in the first place. If a parent does not provide consent to evaluate, the LEA cannot move forward with the initial evaluation, and the process is terminated. 	<ul style="list-style-type: none"> This lack of parental response must be documented on the Analyze Existing Data (AED) page.

Eligibility Determination Timeline

Extended Timeline Documentation

Anticipated Change in SEDS	Purpose of the Change
<ul style="list-style-type: none"> Current option under 'Reason for Delay' contains revised language. 	<ul style="list-style-type: none"> Updated language more clearly reflects actual reason for delay, in accordance with federal and local law, and OSSE policy.

Step 6: Create Final Eligibility Report (and print related documents)

Actual Eligibility Meeting Date* 

Reason for Late Evaluations* ?

Parent repeatedly failed or refused to make the child available (documentation in communications log required)

Examples include:

- Parent disengaged with LEA before evaluation was complete. LEA made reasonable efforts to reengage parent and documented multiple attempts (at least three attempts) using at least two modalities on three different dates.
- Parent enrolled child in the LEA without inviting the LEA to the transition conference or parent did not inform the LEA that the child had been served by Part C (received early intervention services).

Student enrolled in a subsequent public agency after the initial evaluation timeline has begun and prior to an eligibility determination by the previous public agency and the subsequent public agency is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and subsequent public agency agree to a specific time when the evaluation will be completed.

Other

Eligibility Determination Timeline

Extended Timeline Documentation

Anticipated Change in SEDS

If the new LEA and parent mutually agree to an extended evaluation timeline (in accordance with the law and policy) the LEA can document this agreement within SEDS:

- The LEA should create their own form to capture this agreement according to the LEA's internal policies and procedures
- SEDS will include a cover sheet for this extended timeline documentation
- SEDS will include a checkbox to verify that extended timeline documentation is uploaded

Purpose of the Change

- To provide users a place to document the extended timeline agreement
- NOTE: The extended timeline agreement can only be used in alignment with OSSE part B Initial Evaluation/Reevaluation policy, page 14, as well as federal IDEA law CFR 300.301(d) and (e).

Student enrolled in a subsequent public agency after the initial evaluation timeline has begun and prior to an eligibility determination by the previous public agency and the subsequent public agency is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and subsequent public agency agree to a specific time when the evaluation will be completed.

Documentation has been uploaded to support the agreed upon extended timeline.

The cover sheet to upload/fax the documentation lives on the Documents page.

Additional information





IEP Process

Extended School Year (ESY)

Procedural Safeguards

Speech-Only IEPs

Alternate Achievement Standards

Secondary Transition

Assessment Types

Meeting Invitation Notice

IEP Process

Extended School Year Goals

Anticipated Change in SEDS

- If the user selects an already-existing school year goal to be an ESY goal, the Common Core State Standards (CCSS) associated with that goal will also import.

Purpose of the Change

- ESY goals should be written in the same way as school year academic goals, which are always linked to the CCSS.

Common Core Standard*

The IDEA requires that students with disabilities be provided with specially designed instruction that ensures access to the general curriculum, thus allowing them to meet the same educational standards that apply to all children (34 CFR §300.39(b)(3)). In addition, ESEA requires that all students are taught grade level standardized content to ensure students will be adequately prepared to achieve proficiency on state standardized assessments (DC-CAS). As such, every annual IEP academic goal that pertains to math, reading, or writing must be aligned with a corresponding Common Core State Standard. Please select the appropriate grade-level standard(s) that corresponds with the student's annual academic goal by using the Add Standard button below.

OSSE is in the process of finalizing a crosswalk of the District's Early Learning Standards to the Common Core Standards to ensure readiness for kindergarten. This crosswalk will be made available upon publication. In the interim, please reference OSSE's [Early Learning Standards](#) to support goal alignment.

Delete	Code	Standard
<input type="checkbox"/>	K.CC.1	Count to 100 by ones and by tens.
<input type="checkbox"/>	K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Add Standard(s)

IEP Process

ESY Transportation Page

After completing the appropriate form, has the IEP team determined that the student is eligible for ESY related Special Education Transportation Services?

Is the ESY Transportation identical to the regular school year transportation?

Users must complete and submit the ESY-related transportation request form in the Transportation Online Tool for Education (TOTE) in order for the student to receive transportation services.



Training Tip:

If a student is eligible for ESY transportation, the LEA must still put a request in TOTE.

SEDS only documents the eligibility decision, while TOTE captures logistical and routing information.

If **'yes'** is selected, then the student's school year transportation information will pre-populate the page.

If **'no'** is selected, then the user will be prompted to manually fill in the student's transportation eligibility information.

Impact of the Change in ESY Transportation Documentation

Warning	Impact
<p>SEDS users will be immediately impacted by this change under the following circumstances:</p> <ul style="list-style-type: none">• IEP was created, but not yet finalized prior to October 20th• IEP was finalized prior to October 20th, but is now being amended	<ul style="list-style-type: none">• Users will be required to document ESY transportation eligibility information in accordance with the new SEDS updates, even though the current IEP/draft IEP ESY transportation page was created prior to the SEDS updates.



IEP Process

Acknowledgement of Receipt of Procedural Safeguards

Anticipated Change in SEDS	Purpose of the Change	Training Tip	Location
<ul style="list-style-type: none">• New cover sheet created, entitled: <i>Procedural Safeguards Documentation Cover Sheet</i>	<ul style="list-style-type: none">• Users can easily document the receipt of acknowledgement of the procedural safeguards using this new cover sheet.• In the past users have had to upload/fax this document into SEDS behind other documents.	<ul style="list-style-type: none">• LEAs are required to provide procedural safeguards to parents for initial evaluations, at least once annually, and upon request. It is suggested that LEAs provide this document at other key events as deemed appropriate by the LEA.	<ul style="list-style-type: none">• This document may be found on the Main Menu page in SEDS.

IEP Process

Speech-Only IEPs

Update to SEDS: A new checkbox has been added so the user can denote this is a speech-only IEP. When checked, the page will display this message:

“Speech-language pathology is a related service but for the purposes of this IEP it is treated as specialized instruction.”

Additionally, the page will provide fields for the user to enter information about the speech services.

Speech-Language Pathology-Only IEP

This is a Speech-Language Pathology-only IEP

Update the Database

Special Education Services *

Del	Related Service	Setting	Amount of Time	Begin Date *	End Date *	Provider *	
Speech-Language Pathology is a Related Service but for the purposes of this IEP it is treated as a Specialized Instruction.							
<input type="checkbox"/>	Speech-Language Pathology	General Education ▼	<input type="text"/> min ▼ per day ▼	<input type="text"/>	<input type="text"/>	<input type="text"/> ▼	Details

Related Services

There are no Related Services for this student.

Impact of the Change to Speech-Only IEPs

Warning	Impact
<ul style="list-style-type: none">• SEDS users will be immediately impacted by this change under the following circumstances:<ul style="list-style-type: none">• IEP was created, but not yet finalized prior to October 20th• IEP was finalized prior to October 20th, but is now being amended	<p>Users will be required to document speech-only IEP information in accordance with the new SEDS updates, even though the current IEP/draft IEP page was created prior to the SEDS updates.</p>



IEP Process

Alternate Achievement Standards

SEDS Update: When writing academic goals based on Alternate Achievement Standards, users must select a corresponding Common Core State Standard (CCSS) to accompany this goal.

Both the Alternate Achievement Standard and the Common Core State Standard will appear on the IEP next to the goal.

<p>Common Core Standard*</p>	<p> standardized content to ensure students will be adequately prepared to achieve proficiency on state standardized assessments (DC-CAS). As such, every annual IEP academic goal that pertains to math, reading, or writing must be aligned with a corresponding Common Core State Standard. Please select the appropriate grade-level standard(s) that corresponds with the student's annual academic goal by using the Add Standard button below.</p> <p>OSSE is in the process of finalizing a crosswalk of the District's Early Learning Standards to the Common Core Standards to ensure readiness for kindergarten. This crosswalk will be made available upon publication. In the interim, please reference OSSE's Early Learning Standards to support goal alignment.</p>									
<p>Alternate Achievement Standard</p>	<table border="1"> <thead> <tr> <th>Delete</th> <th>Code</th> <th>Standard</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td>K.CC.1</td> <td>Count to 100 by ones and by tens.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>K.CC.2</td> <td>Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</td> </tr> </tbody> </table> <p>Add Standard(s)</p> <p> The IDEA requires that students with disabilities be provided with specially designed instruction that ensures access to the general curriculum, thus allowing them to meet the same educational standards that apply to all children (34 CFR §300.39(b)(3)). In addition, NCLB requires that all students are taught grade level standardized content to ensure students will be adequately prepared to achieve proficiency on state standardized assessments (DC-CAS). As such, every annual IEP academic goal that pertains to math, reading, or writing must be aligned with a corresponding Common Core State Standard.</p> <p> In regards to students who have been approved to take the DC-CAS ALT, annual IEP goals must correspond with the DC CAS Alternate Achievement Standards. These standards can be accessed here. Please select the appropriate alternate standard that aligns with the goal above and copy or type the number and text of the standard into the box below. Click here to access a cross-walk between the common core standards and the alternate achievement standards.</p> <p>OSSE is in the process of finalizing a crosswalk of the District's Early Learning Standards to the Common Core</p>	Delete	Code	Standard	<input type="checkbox"/>	K.CC.1	Count to 100 by ones and by tens.	<input type="checkbox"/>	K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
Delete	Code	Standard								
<input type="checkbox"/>	K.CC.1	Count to 100 by ones and by tens.								
<input type="checkbox"/>	K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).								

Purpose: All students are expected to work towards mastery of grade-level standards, even if full mastery is not attained.

Impact of the Change to Special Education Goals

Warning	Impact
<p>SEDS users will be immediately impacted by this change under the following circumstances:</p> <ul style="list-style-type: none">• IEP was created, but not yet finalized prior to October 20th• IEP was finalized prior to October 20th, but is now being amended	<ul style="list-style-type: none">• For students who have alternate achievement standard on their IEP, users will be required to select grade-level CCSS in accordance with the new SEDS updates, even though the current IEP/draft IEP was created prior to the SEDS updates.



IEP Process

Secondary Transition

- *Summary of Student Impact* becomes ***Summary of Student Input***
- *Long term Goal* becomes ***Postsecondary Goal***

Summary of Student Input

Academic Interests	<input type="text"/>
Functional Interests	<input type="text"/>
Employment Interests	<input type="text"/>
Other	<input type="text"/>

Transition Assessments ?

Add Transition Assessments

Transition Areas ?

Transition Area with Post-Secondary Goal	status	Add/Edit Annual Transition Goal Goals and Coordinated Set of Activities
Post-Secondary Education and Training: Post-Secondary Goal: * <input type="checkbox"/> enjoy!! Add Post-Secondary Goal	Not Started	Manage Goals and Activities
Employment: Post-Secondary Goal: *	Not Started	Manage Goals and Activities

Short Term Goal becomes ***Annual Transition Goal***

IEP Process

Secondary Transition

SEDS Update: The transition assessment section will be revised, by dividing assessments into three main categories, which reflect the three transition domains:

- *Education Assessment*
- *Employment Assessment*
- *Independent Living Assessment*

The screenshot shows a web interface for the SEDS system. At the top, there is a header with a checkbox, the text 'Functional Skills Assessment', the date '08/23/2014', and the category 'Post-Secondary Education and Training'. Below this is a green button labeled 'Add Transition Assessments'. A dropdown menu is open, showing three options: 'Functional Skills Assessment', 'Educational Assessment', and 'Vocational Assessment'. Below the dropdown is a section titled 'Transition Areas' with a light blue background, containing a sub-section 'Transition Area with Post-Secondary Goal'. At the bottom, there is a blue bar with the text 'Post-Secondary Education and Training:'. A red circle highlights the 'Add Transition Assessments' button and the dropdown menu. A red bracket connects the list of domains on the left to this dropdown menu.

Purpose: This update aligns SEDS with secondary transition terminology as outlined in the IDEA.

Training Tip: For each of the three domains, users must provide data from one or more assessments. Goals for each domain should be aligned with assessment data gathered for that domain.

- For example, under the transition assessment domain of Employment, the user may list results from a career preference indicator and a student interview. These results will drive the creation of a postsecondary employment goal.

IEP Process

Secondary Transition

Anticipated Change in SEDS	Purpose of the Change	Training Tip
<ul style="list-style-type: none"> A mandatory yes/no question box will be added to this page, asking users if RSA or another outside agency attended the IEP meeting and agreed their assistance was necessary to complete this activity. 	<ul style="list-style-type: none"> To track RSA's (or another agency) involvement in secondary transition services. 	<ul style="list-style-type: none"> This question will be located under the 'Manage Goals and Activities' section. Users must answer the question before moving to the next page.

The screenshot shows a software interface for managing IEP transition areas. At the top is a green header bar labeled 'Transition Areas' with a question mark icon. Below this is a table with columns for 'Transition Area with Post-Secondary Goal', 'Status', and 'Add/Edit Annual Transition Goal Goals and Coordinated Set of Activities'. There are two rows of transition areas: 'Post-Secondary Education and Training' and 'Employment'. Each row has an 'Add Post-Secondary Goal' button and a 'Manage Goals and Activities' button. The 'Manage Goals and Activities' button for the first row is circled in red, and a red arrow points to it from the right. At the bottom, there is a question: 'Include Independent Living as a Transition Area?' with a dropdown menu.

Impact of the Change to the Secondary Transition Page

Warning	Impact
<p>SEDS users will be immediately impacted by this change under the following circumstances:</p> <ul style="list-style-type: none">• IEP was created, but not yet finalized prior to October 20th• IEP was finalized prior to October 20th, but is now being amended	<ul style="list-style-type: none">• Users will be required to answer a Yes/No question for each of student's Post-Secondary Goals to indicate whether RSA, or another outside agency, has agreed to assist in a student's transition goal.



IEP Process

Secondary Transition

Anticipated Change in SEDS

A new form will be available to use to provide documentation for the following scenario:

- The LEA has made reasonable efforts to contact the parent to obtain consent for outside agencies to participate in the IEP meeting, yet the parent is non-responsive.

Purpose of the Change

- Provides the LEA an opportunity to document its efforts, as the IEP team cannot invite the RSA agency or other agency representative if there is no consent.

After multiple attempts to contact the parent the LEA was unable to obtain consent.

 The following form can be sent to the parent, if after multiple attempts, the LEA was unable to obtain consent for additional participants to attend the IEP meeting.

[Create Draft Additional Participant Consent - No Response Form](#)

[Create Final Additional Participant Consent - No Response Form](#)

Date Generated	Document Type	Type	EasyFax	Date Received	Date Sent	Method	Upload	
09/29/2014	<u>Additional Participant Consent - No Response Form</u>	(Draft)			<input type="text"/>		<input type="text"/> 	Upload Files

Permitted file extensions are: PDF, DOC, XLS, TXT, RTF, PPT, TIF, JPG, PNG, XLSX, PPTX, and DOCX
No file may be greater than 10.00 MB in size.

[Create Letter of Invitation for Parent](#) ?

Impact of the Change to the Meeting Invitation Notice

Warning	Impact
<p>SEDS users will be immediately impacted by this change under the following circumstances:</p> <ul style="list-style-type: none"><li data-bbox="162 648 819 743">• IEP was created, but not yet finalized prior to October 20th<li data-bbox="162 819 890 915">• IEP was finalized prior to October 20th, but is now being amended	<ul style="list-style-type: none"><li data-bbox="981 479 1798 772">• Users are now required to log communication attempts to obtain consent from a parent to invite an outside agency to a student's IEP meeting.



IEP Process

Secondary Transition

Current Document: Parent/Guardian Letter of Invitation to an IEP team meeting where secondary transition will be discussed.

SEDS Update: Letter will now include a list of additional participants, as well as the reasons for their participation in the meeting.

Parent/Guardian Letter of Invitation				
Student Information				
Student: Andy Test	Local ID: USITESTING	State USE: ANDYTEST	DOB: 03/24/1998	Grade: PK
Last Eligibility Meeting Date: 04/01/2014		Last IEP Annual Review Meeting Date: 03/28/2014		
LEA/School Information				
LEA of Enrollment: District of Columbia Public Schools			Case Manager: Nina Abelson	
School/Site: Closed - Van Ness Es			School Phone: 999-999-9999	
School Address: 1150 5th St. Se, Washington, 20003				
Dear Test Mother			Date: 09/29/2014	
You are invited to attend a meeting to discuss the educational needs of the student. Please review the information below and respond at your earliest convenience.				
The purpose of this meeting is to: Conduct an annual review of the student's Individualized Education Program (IEP).				
Additional Meeting Topics:				
<ul style="list-style-type: none"> • Discuss secondary transition needs. • Other: sfgsfsg 				
Meeting Details:				
09/24/2014	3:45 AM	United States		
Meeting Date	Meeting Time	Meeting Location		
Participation by Other IEP Team Members				
The following IEP Team Members will participate in the meeting unless otherwise excused in writing by you and the LEA:				
Special Education Teacher	LEA School Representative		Evaluator/Individual who can interpret assessment results	
General Education Teacher				
The student and other LEA personnel familiar with the student may also attend.				
The following additional participants will attend the meeting:				
Erin Edwards	Enter reason for attending here			
Acknowledgement of Parent Invitation to Participate				
The meeting date and time indicated on this invitation has been set by the case manager because attempts to contact you have been unsuccessful. To ensure that the student's educational needs are adequately addressed in a timely manner, the LEA will proceed with this meeting unless you indicate that you are unable to attend and provide an alternative date and time.				
<input type="checkbox"/>	I plan to attend the meeting as scheduled in person.			
<input type="checkbox"/>	I am unable to attend the meeting as scheduled and would like to suggest the following dates and times to hold the meeting:			

Pause to Reflect

Question & Answer

Think about how these changes will impact your users and your daily practices.

What questions or comments do you have regarding these changes?

Please share in the webinar question box.





Additional Updates

IEP Amendment

Communications Log

Student History

Compliance Symbols

Student/Parent Information

Service Logging Wizards

IEP Amendment Process

Related Service Provider Input Form

Policy Requirement: Proposed Services Change Form is required for an IEP amendment when:

1. The team proposes to amend without convening a meeting (documented written agreement modality) **AND**
2. The proposed change is to the type or hours of specialized instruction or related services.



Training Tip: Before finalizing the IEP, this form must be signed and uploaded to SEDS.



Individualized Education Program (IEP) Amendment Proposed Services Change Form

Student Name: _____ Date of Birth: ____/____/____
 Student Identification Number: _____

Provider Name: _____ Service Provider Type: _____

<p>Type of Service: _____</p> <p>A. Current Number of Service Hours/Week: _____ hours/week</p> <p>B. Proposed Number of Service Hours/Week: _____ hours/week</p>	<p>Type of Proposed Amendment:</p> <p><input type="radio"/> Proposed Increase in Service Hours</p> <p><input type="radio"/> Proposed Decrease in Service Hours</p> <p><input type="radio"/> Introduction of New Service Type</p> <p><input type="radio"/> Removal of Existing Service Type</p>
--	--

C. Current Total Special Education Service Hours/Week : _____ hours/week
(Sum of all special education and related service hours on current IEP)

D. Proposed Total Special Education Service Hours/Week : _____ hours/week
(Sum of all special education and related service hours, including proposed change)

<p>Service Data Supporting the Proposed Change:</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
---	--

Service Provider Signature: _____

Signature Date: _____

LEA Representative Name: _____

LEA Representative Contact Information: _____

IEP Amendment Process

Related Service Provider Input Form

Location of form in SEDS: Currently the form is only available on the main menu page of SEDS.

Update: The form will be available for download/upload on the IEP amendment page, and will prompt the user when the form is required.

Describe data/criteria used to support the proposed IEP Amendment: *

Please see attached proposed services change form

abc ✓

Method of IEP Amendment request by LEA: *

Convene an IEP Team meeting to discuss the proposed IEP Amendment

Amend the IEP without convening an IEP Team meeting

[Create Draft IEP Amendment Proposed Services Change Form](#)

[Create Final IEP Amendment Proposed Services Change Form](#)

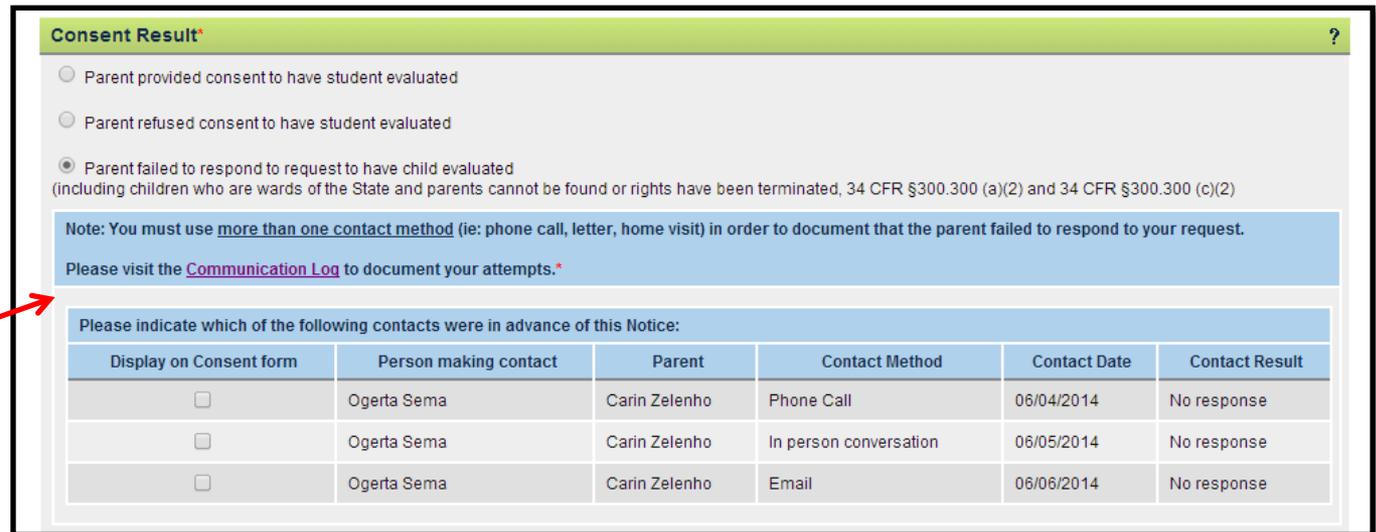
 When proposing to revise types or amounts of specialized instruction or related services, LEAs must provide the parent with written input from the appropriate related service provider or specialized instructor, utilizing the appropriate state-level form, regardless of which party initiates the proposed amendment. The completed form must be uploaded with the Standard IEP Amendment Form.

Communications Log

Linking a Communications Log Directly to an Event

This is an example of customized contact logs that will be available in SEDS for certain events.

This log is specifically used to document attempts to gain parental consent to evaluate.



The screenshot shows a 'Consent Result' form with three radio button options. The third option is selected. Below the options is a note and a link to a 'Communication Log'. A table below that lists contact attempts with columns for 'Display on Consent form', 'Person making contact', 'Parent', 'Contact Method', 'Contact Date', and 'Contact Result'. A red arrow points from the text on the left to the 'Communication Log' link in the form.

Consent Result*

Parent provided consent to have student evaluated

Parent refused consent to have student evaluated

Parent failed to respond to request to have child evaluated
(including children who are wards of the State and parents cannot be found or rights have been terminated, 34 CFR §300.300 (a)(2) and 34 CFR §300.300 (c)(2))

Note: You must use more than one contact method (ie: phone call, letter, home visit) in order to document that the parent failed to respond to your request.

Please visit the [Communication Log](#) to document your attempts.*

Please indicate which of the following contacts were in advance of this Notice:

Display on Consent form	Person making contact	Parent	Contact Method	Contact Date	Contact Result
<input type="checkbox"/>	Ogerta Sema	Carin Zelenho	Phone Call	06/04/2014	No response
<input type="checkbox"/>	Ogerta Sema	Carin Zelenho	In person conversation	06/05/2014	No response
<input type="checkbox"/>	Ogerta Sema	Carin Zelenho	Email	06/06/2014	No response

Purpose: Currently the contact page only asks for the contact method. This update will provide customized contact logs for specific events, and will link the log and the event together.

Student History Page

Documenting Reasons for Inactivating Events

Current Functionality: LEA Special Education Point of Contacts (formerly LDAs) currently have the ability to edit or inactivate (delete) events on the student history page, as shown here:

The screenshot displays the EasyIEP interface. At the top, there is a navigation bar with links like 'Log Out', 'Main Menu', 'Students', 'My Docs', 'Wizards', 'Schools', 'School System', 'Users', 'Smart Logbook', 'My Calendar', 'My Info', 'My Reports', 'Provider Requests', and 'SEDS Resource'. Below this is a sub-navigation bar with categories such as 'Student/Parent Information', 'Personal Eligibility Process', 'Student History IEP Process', 'Eligibility IEP Amendment', 'Communications Log Manual Events', 'Discipline Process Prior Written Notice', 'FBA Process Progress Report Team', 'BIP Process Update Provider', 'Documents Discipline Info', and 'Old Summary of Provider/Location'. The main content area shows a list of events. Three events are visible:

Event ID	Event Date	Event Type	Begin Date	End Date	User	Document	Date Created	Date Inactivated	Referral Source
1380628	04/11/2014	Eligibility Determination	04/11/2014	04/11/2017	Pranitha Yerra			04/11/2014 15:22 (172 days)	
1380560	04/07/2014	Notification - IEP			Pranitha Yerra	Acknowledgement Letter - New (ID# 2243756)		04/07/2014 13:14 (176 days)	
1380561	04/01/2014	Ages 3 and Above Referral			Pranitha Yerra	Acknowledgement Letter - New (ID# 2243756)		04/07/2014 13:14 (176 days)	Referral Source: 1

Below the active events, there is a section for '(21 Events)' with a note: '* NOTE: Items in this table are sorted in chronological order by Event date. Except that child events (e.g. Progress Report) are listed below the parent event. Event Date is the Meeting Date for IEPs and Eligibilities.' A legend indicates: orange square = Currently Valid Eligibility, green square = Previous IEP / IFSP, and light green square = Currently Valid IEP / IFSP.

The 'Inactive Events*' section contains a table with a 'Reactivate' button highlighted by a red box and a checkmark:

Reactivate	Event ID	Event Date*	Event Type	Begin Date	End Date	User	Document	Date Created	Date Inactivated	Child Study Source
<input checked="" type="checkbox"/>	1380630	04/13/2014	Child Study			Pranitha Yerra		04/14/2014 15:11	09/30/2014 12:55	Child Study Source: Parents

Below the inactive events, there is a note: '* NOTE: Items listed here are "inactive" and will not be taken into account when calculating projected dates or the student's current Eligibility and IEP events.'

Update: When an LEA SE POC decides to inactivate an event there is no way to document the reason for deletion. SEDS will now include the ability to add a note to this page when inactivating or changing an event for state users to be able to review reason for decision.

Compliance Symbols

Updated List of Symbols

The language describing each compliance symbol will be updated to reflect District of Columbia policies.

✓	The student is fully compliant with all IEP / ISP / IFSP and Eligibility requirements.
✉	The student has a new Proposed IEP / ISP / IFSP or SPED / IFSP Eligibility and the system is waiting for the parent's response to be entered.
✉	The student has an overdue Proposed IEP / ISP / IFSP or SPED / IFSP Eligibility and the system is waiting for the parent's response to be entered.
⊘	The student's new IEP / ISP / IFSP or SPED / IFSP Eligibility has been Rejected and a new one must be Proposed.
!	The student has a Rejected IEP / ISP / IFSP or SPED / IFSP Eligibility and it has been over a set period of time after the rejection.
⚠	The student is Eligible and has an IEP / ISP / IFSP and will soon require that a new IEP / ISP / IFSP be written.
⊘	The student is Eligible and has an IEP / ISP / IFSP, but is now past due to have a new one written and is now out of compliance.
🏠	The student has recently transferred into this school system and will soon require that a new IEP / ISP / IFSP be written.
⬆️	The student has recently been re-activated in this school system and will soon require that a new IEP / ISP / IFSP be written.
⚠	The student has been determined Eligible for IFSP or Special Education and will soon require their re-evaluation.
⊘	The student has been determined Eligible for IFSP or Special Education but is past due for their re-evaluation and is out of compliance.
⚠	Student has been referred (and may have Parental Consent to Evaluate). The student will soon need their initial Eligibility determination.
⊘	Student has been referred (and may have Parental Consent to Evaluate). The student is now past due to receive their initial Eligibility determination.
⚠	Student will soon require an Evaluation.
⊘	Student is past due for an Evaluation.
⚠	Student has been referred or is eligible, but will soon require Parental Consent to Evaluate.
⊘	Student has been referred or is eligible, but is past due to receive Parental Consent to Evaluate. The student is now out of compliance.
⚠	Student has been referred to child study. The student is coming close to requiring further action (i.e. they are in a 'warning' state).
⊘	Student has been referred to child study. The student has not received necessary action and is now out of compliance.
✓	Student has been referred to child study.
⚠	Student has been referred for reevaluation. The student is coming close to requiring further action (i.e. they are in a 'warning' state).
⊘	Student has been referred for reevaluation. The student has not received necessary action and is now out of compliance.

Purpose: Many compliance symbols available in SEDS are not relevant to DC. These symbols are a potential source of confusion for users and have no functionality in DC. Updated language will assist users in understanding the functionality of each symbol.

Student/Parent Information Page

Documenting the IFSP Extended Option

Anticipated Change in SEDS	Training Tip
<ul style="list-style-type: none"> On the Student/Parent Information page, users can document whether the student transitioned directly to Part B at age 3, or remained in Part C and then transferred to Part B at a later date. 	<ul style="list-style-type: none"> Use the cover sheet to upload any documentation from the LEA showing that the parent chose the IFSP extended option.

Part C to Part B Transition	
Date of Referral to Part B:	mm/dd/yyyy
Date of Eligibility Determination for Part B:	mm/dd/yyyy
Election of Services:	Continuation of Early Intervention Services (Extended IFSP Option) / Part B Services (IEP)
<div style="border: 1px solid black; padding: 5px; display: inline-block;">Consent for IFSP Extended Services Coversheet</div>	

IFSP to IEP Transition	
Does this student require additional evaluation?	Yes/No
What is the Reason for Transition?	Parent Request/ Aging out of Part C
Date Part C Notified LEA:	mm/dd/yyyy

Service Logging Wizard

Generating Bulk Service Trackers

Anticipated Change in SEDS

- A feature has been added to the service logging wizard that allows users to generate bulk service trackers for students in one central place.

Purpose

- Generating bulk service trackers is more streamlined and efficient.

The screenshot shows the 'Service Tracker Wizard' interface in the EasyIEP system. The header includes the 'EasyIEP by PCG Education' logo and navigation links like 'Welcome, Arielle', 'My Calendar', 'Message Board', and 'Logout'. A secondary navigation bar contains links for 'Log Out', 'Main Menu', 'Students', 'My Docs', 'Wizards', 'School System', 'My Info', 'Smart Logbook', 'My Reports', and 'SEDS Resource Site'. The main content area is titled 'Service Tracker Wizard' and includes a '(Select Students)' link. A message states: 'This wizard will guide you through generating the specified document for your students.' Below this, there are two sections for student selection. The first section, 'Students where you are a Case Manager (9)', has 'Check All' and 'Check None' buttons and a list of 9 students with checkboxes: Logan Friedberger, Camron Sousa, Kirk Longren Sousa, Version6-1 Test1, Eligibility Testing6-1, Junior Testing6-1, Senior Testing6-1, TestingElig Testing6-1, and Transportation Testing6-1. The second section, 'Students where you are on a Team (0)', also has 'Check All' and 'Check None' buttons and shows '(No items available)' and '(9 total available students)'. A 'Continue' button is at the bottom.

Service Logging Wizard

Documenting Make-Up Services

A new field has been added to the service logging page to allow providers to indicate if they are logging make-up services for a student.

The new fields include:

- Make-up service checkbox: indicates if the service is a make-up
- 'Date of Original Service' field: identifies the date the provider attempted to first provide the service
- 'Service Delivery' field: describes if the service was attempted or delivered

The screenshot displays a form with several fields. A red bracket on the left side groups the following fields: 'Duration of Service' (with 'Hours' and 'Minutes' sub-labels), 'This s a make-up service' (checkbox), 'Date of Original Service (make-up)', and 'Progress Report :'. The 'Service Delivery: Attempted or delivered' field is circled in red. A yellow box contains a 'Training Tip'.

Duration of Service:	Hours Minutes	Group Size:
	:	Service Delivery: Attempted or delivered
This s a make-up service		
Date of Original Service (make-up)		
Progress Report :		

Training Tip:
LEAs are still responsible for creating a Related Service procedural guide that includes the process for making up a miss service.

Pause to Reflect

Question & Answer

Think about how these changes will impact your users and your daily practices.

What questions or comments do you have regarding these changes?

Please share in the webinar question box.

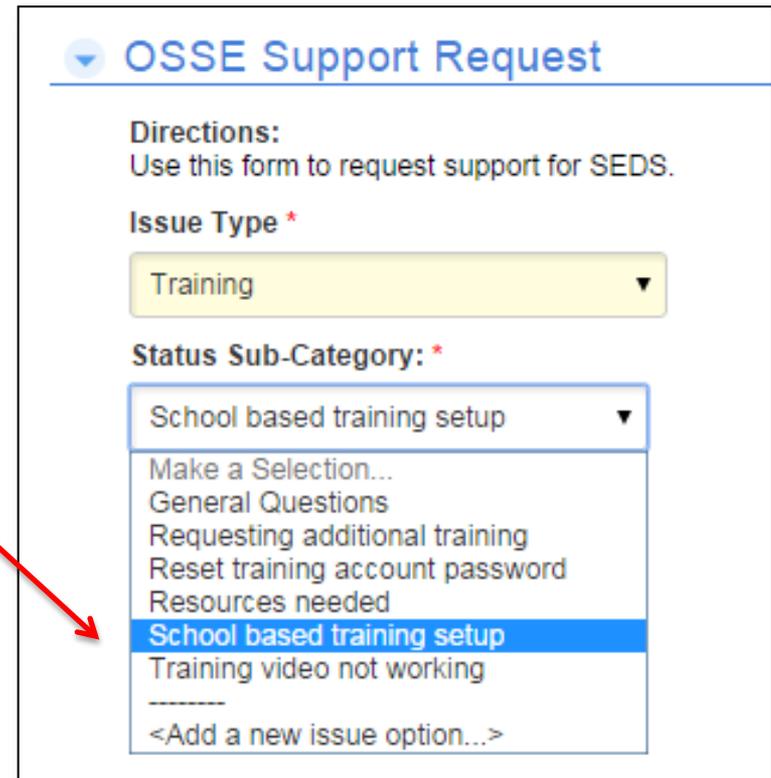


2014 SEDS Fall Release

Training Resources

To train school-based users, complete the following steps:

- 1) Submit a request for a training account in the OSSE Support Tool
 - 2) Select 'Training' as the Issue Type
 - 3) Select 'School-Based Training Setup' as the Sub-Category
- Users will be granted access to one training account.
 - Users will receive a username, password and the training website through the OSSE Support Tool.



The screenshot shows the 'OSSE Support Request' form. The 'Issue Type' dropdown is set to 'Training'. The 'Status Sub-Category' dropdown is open, showing a list of options: 'School based training setup' (highlighted in blue), 'Make a Selection...', 'General Questions', 'Requesting additional training', 'Reset training account password', 'Resources needed', 'Training video not working', and '<Add a new issue option...>'. A red arrow points from the text 'School-Based Training Setup' in the list to the 'School based training setup' option in the dropdown.

2014 SEDS Fall Release Training Resources

Link to training resources can be found on the SEDS Resource Site homepage.

DC Office of the State Superintendent of Education
Pin It

SEDS

Special Education Data System

[SEDS Help Resource Homepage](#) | [SEDS Roles](#) | [SEDS Trainings](#) | [System Issues](#) | [Help Resources](#) | [FAQs](#) | [Archived Materials](#)

13
days since
Next LEA SE POC Monthly
Webinar

6
days since
Next NP POC Quarterly
Webinar

[Enrollment Feed Update](#)

The most recent DCPS enrollment feed (DCSTARS) **was processed** and updated as of today.

The enrollment feed (ProActive), sent by Public Charter School Board (PCSB) processed in SEDS for today. Please note that not all charter LEAs that use ProActive are submitting school year 2014-2015 enrollment information to date. For questions or concerns, please submit a request for assistance in the OSSE Support Tool.

If you require additional support to ensure your students are properly enrolled in SEDS, please reference the [Beginning of School Year Enrollment Procedures Webinar](#) from August 2013.

Please note: This message only indicates the status of key technical steps involved in the OSSE enrollment process, there may be other issues impacting the availability of student records in SEDS. For support regarding data from your LEA, please submit a request for enrollment issues [here](#).

[Special Education Data System \(SEDS\) Fall 2014 Release Announcement and Training](#)

[Click Here](#) for a complete list of updates and resources

OSSE's Division of Elementary, Secondary, and Specialized Education is pleased to announce the fall 2014 release of SEDS with new and improved functionality. Starting Monday, October 20, 2014, several new features and enhancements to the Special Education Data System (SEDS) will be available.

2014 SEDS Fall Release Training Resources

Summary of Items for Release Fall 2014

This chart is a summary of the items scheduled to be released with the next major release of the Special Education Data System on October 20th. The information provided below is a summary of anticipated development and is subject to change. Development items will be confirmed in the updated SEDS manual upon new system release.

Process Changes

Process	Summary of Changes
Eligibility Process	<ul style="list-style-type: none"> • Analyze Existing Data: Users are now required to make attempts to obtain consent for re-evaluation, whether or not they are ordering additional assessments. • Additional Assessments: The system now denotes any assessments that may have been associated with a cancelled eligibility. New assessment types have also been added. Users are now required to enter the duration for each completed assessment. • Eligibility Determination: The reasons for reducing the options for an LEA's reason for initial eligibility. Instructional text has been added for documentation for an extended timeline.
IEP Process	<ul style="list-style-type: none"> • Speech-Only IEP: Allows users to create Speech/Language Pathology Services as a student's goal. • Special Education Goals: Users are now required to align goals with the <u>Common Core State Standards for Special Education</u> taking the Alternate Statewide Assessment. • ESY Goals: The Common Core State Standards for Special Education are now <u>carry</u> over to the ESY page if the user selects the ESY Goal. • ESY Transportation: Users are now able to add transportation on the ESY page. • Post-Secondary Transition: In addition to the existing transition goals, users are now able to add transition goals to the IEP.

Two resource documents are available to assist SEDS users in navigating the changes to SEDS.

1

DC Office of the State Superintendent of Education



Preparing for the 2014 Release

This is an important notice for users who are in the middle of completing processes in SEDS or who will be amending an IEP after the release.

Please note that this document only highlights impact on processes that are in progress. For a full list of SEDS changes coming out with the October 20th 2014 release, please refer to the Summary of Development Document found on the SEDS Resource Site.

Recommended actions by Monday, October 20th, 2014:

If possible, schedule any pending meetings and finalize all IEPs, IEP Amendments, and Eligibilities.

What to expect after the October 20th, 2014 release:

For any processes there were *partially completed but not finalized* at the time of the upgrade, information in the following fields may need to be updated before the process can be completed:

2014 SEDS Fall Release Training Resources

A new resource page has been created on the SEDS Resource Site which contains training resources to use for school-based SEDS Fall Release Trainings.

Documents discussed in today's training.

Today's webinar recording and slides will be posted here.

The screenshot shows the SEDS Resource Site homepage. At the top, it says "DC Office of the State Superintendent of Education" and features the SEDS logo (three stars above the letters "SEDS"). Below the logo is the text "Special Education Data System". There are navigation tabs for "SEDS Help Resource Homepage", "SEDS Roles", "SEDS Trainings", "System Issues", "Help Resources", "FAQs", and "Archived Materials". A search bar is located in the top right corner.

On the left side, there are two countdown timers: "13 days since Next LEA SE POC Monthly Webinar" and "6 days since Next NP POC Quarterly Webinar".

The main content area is titled "SEDS Trainings > Fall 2014 SEDS Release Resources". It contains the following text:

LEA and Nonpublic Representatives,

OSSE's Division of Elementary, Secondary, and Specialized Education is pleased to announce the fall 2014 release of SEDS with new and improved functionality. Starting Monday, October 20, 2014, several new features and enhancements to the Special Education Data System (SEDS) will be available. Please visit the [SEDS Resource Site](#) for a complete list of all system changes.

Training for these system changes will take place via webinar on **Wednesday October 1, 2014, from 9:00am – 11:00am**. The first hour 9:00am-10:00am, will be a webinar and the second hour 10:00am-11:00am will be hands-on at the OSSE. Additionally, a pre-recorded SEDS fall release [webinar](#) is available on the SEDS Resource Site (SRS). This training is for LEA Special Education Points of Contact (LEA SE POC) and nonpublic school Points of Contact (POCs) only. Upon completion of this training, LEA Special Education Points of Contact (LEA SE POC) and nonpublic school POCs are expected to train their respective SEDS users on the updates to the system as per the Train the Trainer model.

Please [click here](#) to register for this webinar. This webinar will be recorded and posted to the [SEDS Resource Site](#) upon conclusion of the webinar. For any questions regarding the fall 2014 release, please contact Karmen Rouland (karmen.rouland@dc.gov).

At the bottom, there is a list of documents with a red circle around it:

W	Preparing for the 2014 Release -FINAL KR e...	Dina Scott, Sep 30, 2014, 10:51 AM	v.1
W	Summary of Items for Release Fall 2014_Fin...	Dina Scott, Sep 30, 2014, 10:14 AM	v.1

New Features Currently in SEDS for Review

Item	Location
PWN Type Updated	Prior Written Notice
Parental Consent – Reevaluation	Analyze Existing Data (Eligibility Process)
Extended Timeline Documentation Revised Language Reason for Delay	Eligibility Determination Timeline
Extended School Year Goals ESY Transportation Speech Only IEPs Secondary Transition Language Additional Participant Consent Form Parent/Guardian Letter of Invitation (additional participants)	IEP Process
Proposed change in service Form	IEP Amendments
Linking to communication log for certain events	Communication Log
Generating Bulk Services	Wizards

SEDS Trainings and Technical Assistance for the 2014-15 School Year

Course Name	Description	Time Frame	Audience
SEDS Train-the-Trainer	Guides trainers through available training resources.	October 3, November 14	SEDS Trainers at each LEA who have not previously attended
LEA SE POC Monthly Support Webinars	Reviews responsibilities of LEA SE POCs, including the OSSE Support Tool, SEDS, and data quality. Provides training tips and announcements.	3rd Wednesday of every month, 10:00AM (next is October 15)	All LEA SE POCs
SEDS Fall Release Training	Provides training on the updates and changes with the Fall Release of SEDS	October 1	All LEA SE POCs
Related Service Providers Training	Provides training for service providers in specific areas of SEDS that relate to their daily routine	October 22	Designated RSPs from each LEA and NP
Nonpublic Point of Contact Quarterly Webinar	Reviews NP POC responsibilities, including the OSSE Support Tool, SEDS, and data quality. Provides training tips and announcements.	December 10	All NP POCs

Thank you for your participation!

For questions, please access
the OSSE Support Tool

