

Select Nonpublic School COA Regulations: Informational Webinar

February 26, 2015



Overview

- **Introductions**
- **Webinar focus vs. All COA regulations**
- **Housekeeping**
 - **Slides**
 - **Submitting Questions**
 - **Next Steps**

Agenda & Objectives

- **Review Agenda**
- **Objectives**
 - Review Select Special Education Practice Areas:
 - Restraint and seclusion implementation, documentation, and follow up
 - Attendance and truancy notification
 - Related services requirements
 - Format
 - Review of past findings of noncompliance (10 minutes)
 - Summary of relevant federal and District of Columbia regulations (10 minutes)
 - Facilitated Q&A discussion on demonstrating compliant practice (25 minutes)

Objectives

- Review On-site Monitoring and Correction of Noncompliance Processes for Nonpublic Schools (NPs)
- Highlight OSSE's Expectations of LEAs' Responsibility To Students Attending NPs
- Review Previous On-site Monitoring Findings
- Discuss Strategies to Ensure Future Compliance

Responsibilities for Students Attending NPs

LEA	OSSE	Nonpublic School
Ensuring FAPE & overseeing IEP implementation for individual students	Monitoring IEP implementation on a large scale within the NP program & alignment with COA regulations	Providing IEP services, participating in statewide assessment administration, & complying with federal and COA regulations
Monitoring student progress for individual students frequently	Monitoring NPs at least once during the validity of the COA	Monitoring student progress for individual students frequently
Working closely with NP school staff to ensure timely completion of all required IEP documentation, adherence to federal and District SPED regulations, and active participation by all IEP team members, including students and parents	Verifying accurate, complete, & timely student data in SEDS and information provided to relevant stakeholders	Working closely with LEA staff to ensure timely completion of all required IEP documentation, adherence to federal and District SPED regulations, and active participation by all IEP team members, including students and parents
Ensuring accurate, complete, & timely student data in SEDS	Verifying accurate, complete, & timely student data in SEDS	Ensuring their portion of student data in SEDS is accurate, complete, & timely
Correcting identified noncompliance	Verifying correction of noncompliance	Working with LEA to correct identified noncompliance

Review of Noncompliance Findings

- **2012-2013/2013-2014 Findings**
 - Student progress reports – **24% / 33% ↑**
 - Parental consent for re-evaluation – **26% / 59% ↑**
 - IEP Team considered strategies to address behavior
 - **44% / 31% ↓**
 - ESY determined on individual basis – **66% / 50% ↓**
 - Implementation of related services – **74% / 74%**

Restraint and Seclusion Implementation and Documentation Requirements



Agenda

- Review identified areas of high noncompliance SY 2013-2014 and SY 2014 -2015
- Review how noncompliance is identified using the Student Compliance Monitoring Tool
- Define restraint
- Define seclusion
- Review the DCMR regulatory requirements as it relates to identified areas of noncompliance
- Discussion



Identified Areas of Noncompliance

Area of Identified Noncompliance	2012-2013 Noncompliance Rate	2013-2014 Noncompliance Rate	2014-2015 Noncompliance Rate
Written Restraint Incident Report Contains all Required Information	67%	64%	47%
Written Seclusion Incident Report Contains all Required Information	Did Not Collect Separately	Did Not Collect Separately	100%
Post-Restraint IEP Meeting Follow-Up	Did Not Collect	88%	88%
Post-Seclusion IEP Meeting Follow-Up	Did Not Collect	Did Not Collect Separately	100%

Student Compliance Monitoring Tool

OSSE Part B Student Compliance Monitoring Tool SY2014-15

Cluster Area for Compliance Summary Report	Item Number	Legal Reference	Item/Response Criteria	Corrective Action
Discipline	45 Parent Provided Procedural Safeguards with Student Change of Placement	§300.536	<p>On the date that a decision was made to make a removal that constitutes a change of placement, the parent was provided with a copy of the procedural safeguards.</p> <p>Yes = There is evidence in the student's records that on the date a decision was made to make a removal that constitutes a change of placement, the parent was provided with a copy of the procedural safeguards.</p> <p>No = There is no evidence in the student's records that on the date a decision was made to make a removal that constitutes a change of placement, the parent was provided with a copy of the procedural safeguards.</p>	<p>Not correctible at the student level.</p> <p>OSSE must confirm that the LEA is correctly implementing the specific regulatory requirement (achieved 100% compliance) based on a review of updated data.</p>
Discipline	School Utilized Restraint and/or Seclusion with Student		<p>Does an incident report or other documentation show that the school utilized restraint and/or seclusion with this student?</p> <p>Yes = An incident report or other documentation shows that restraint and/or seclusion was used with this student.</p> <p>No = There are no incident reports or other documentation showing that restraint and/or seclusion was used with this student.</p>	

Student Compliance Monitoring Tool

OSSE Part B Student Compliance Monitoring Tool SY2014-15

Cluster Area for Compliance Summary Report	Item Number	Legal Reference	Item/Response Criteria	Corrective Action
Discipline	46 Use of Restraint Included in Student's IEP	5 DCMR §2816.1	<p>Physical restraint is employed only where the use of restraint is included in the student's IEP or the intervention is necessary to protect the student or other persons from imminent, serious physical harm.</p> <p>Yes = The use of restraint is included on the student's IEP OR there is evidence on the incident report that the intervention was necessary to protect the student or other persons from imminent, serious physical harm.</p> <p>No = The use of restraint is not included on the student's IEP AND there is no evidence on the incident report that the intervention was necessary to protect the student or other persons from imminent, serious physical harm.</p> <p>NA= Physical restraint was not used</p>	Not correctible at the student level.

Student Compliance Monitoring Tool

OSSE Part B Student Compliance Monitoring Tool SY2014-15

Cluster Area for Compliance Summary Report	Item Number	Legal Reference	Item/Response Criteria	Corrective Action
Discipline	49 Chemical Restraints Conform to Medical Plan	5 DCMR §2816.8	<p>Chemical restraints are employed only to student if ordered by a physician, determined to be medically necessary, and administered in conformance with the student's medical treatment plan.</p> <p>Yes = There is evidence in the student's file that when needed, chemical restraints have been employed AND these restraints were ordered by a physician, determined to be medically necessary, and were administered in conformance with the student's medical treatment plan.</p> <p>No = There is evidence in the student's file that chemical restraints have been employed AND these restraints were not ordered by a physician, not determined to be medically necessary, or not administered in conformance with the student's medical treatment plan.</p> <p>NA = There is no evidence that chemical restraints have been employed with the student.</p>	Prohibit chemical restraint for this student unless and until it is administered consistent with District law.

Student Compliance Monitoring Tool

OSSE Part B Student Compliance Monitoring Tool SY2014-15

Cluster Area for Compliance Summary Report	Item Number	Legal Reference	Item/Response Criteria	Corrective Action
Discipline	50 Written Incident Report Contains Required Information	5 DCMR §2820	<p>Any written incident report involving the student contains all information required by District regulation</p> <p>Yes = Any written incident report involving the student contains all information required by District regulation.</p> <p>No = Any written incident report involving the student does not contain all information required by District regulation.</p>	Not correctable at the student level.
Discipline	IEP Authorization of Intervention and BIP		<p>Does the child's IEP authorize the use of the utilized intervention AND does the child have a BIP?</p> <p>Yes = The child's IEP authorizes the use of the utilized intervention AND the child has a BIP</p> <p>No = The child's IEP does NOT authorize the use of the utilized intervention OR the child does not have a BIP.</p> <p>NA = There are no incident reports showing that restraint and/or seclusion was used with this student.</p>	

Student Compliance Monitoring Tool

OSSE Part B Student Compliance Monitoring Tool SY2014-15

Cluster Area for Compliance Summary Report	Item Number	Legal Reference	Item/Response Criteria	Corrective Action
Discipline	51 Need for FBA, BIP and De-escalation Strategies Discussed Within 10 Days	5 DCMR §2820.5	<p>The IEP team meets within 10 school days of an incident to consider the need for an FBA and BIP and to discuss non-physical and non-restrictive de-escalation strategies.</p> <p>Yes = There is evidence that the IEP Team met within 10 school days of any incident pertaining to the student's behavior.</p> <p>No = There is NO evidence that the IEP Team met within 10 school days of any incident pertaining to the student's behavior.</p>	Convene an IEP Team meeting and determine whether the student requires an FBA and BIP and discuss de-escalation strategies. Meet individually with the student if the student will not attend the IEP Team meeting.
Truancy	LEA Notification of Truancy		<p>This student has evidence in his/her file of unexcused absences requiring LEA notification.</p> <ul style="list-style-type: none"> ○ The student has accrued 5 or more unexcused absences within a marking period or similar timeframe. ○ The student has accrued 10 or more unexcused absences within the school year. <p>• : The student fits into both categories</p> <ul style="list-style-type: none"> ○ The student does not fit into either category above 	If the new button is checked, please open both questions 52 & 53

Physical Restraints

Physical Restraint - the use of bodily force to limit a student's freedom of movement



Physical Restraints

- The use of physical restraints is ***prohibited*** in all nonpublic special education schools and programs ***except in emergency circumstances***, which are defined as circumstances that meet the following criteria:
 - a) The use of the restraint is ***included in the student's IEP to address specific behaviors under defined circumstances***, and the use by appropriate staff is therefore consistent with the student's IEP; or
 - b) The intervention ***is necessary to protect the student or other person from imminent, serious physical harm***; and other ***less intrusive, nonphysical interventions have failed or been determined inappropriate***.
- Any physical restraint ***shall be applied only*** by nonpublic special education school or program personnel who are ***trained and certified in the appropriate use of specific***, authorized techniques. Copies of those certifications shall be maintained on file at the nonpublic special education school or program.

Physical Restraints

- The use of physical restraints shall be ***limited to the use of reasonable force and to the shortest time period necessary*** to protect the student or other person from ***imminent, serious physical harm***. The restraint must end as soon as the student or other person is no longer in imminent danger. Nonpublic special education school or program personnel shall ***provide the student with an explanation of the behavior*** that resulted in the restraint and instructions on the behavior required to be released from the restraint. A member of the staff shall personally ***observe the student during the entire duration of the use of the restraint*** in order to assess the need for continued restraint.
- Physical restraint is ***prohibited*** as a means of punishment or as a response to property destruction, disruption of school order, a student's refusal to comply with a nonpublic special education school or program rule or staff directive, or language that does not constitute a threat of imminent, serious physical harm.

Physical Restraints

- ***No physical restraint shall be administered if the student has a medical or psychological condition contraindicative to restraint.*** No physical restraint shall be administered in such a way that the student's breathing or speaking is restricted. During the restraint, a staff member shall continuously monitor the physical status of the student, including skin color and respiration. The restraint shall be ***released immediately*** upon a determination by a staff member that the student or other person is no longer at risk of causing imminent, serious physical harm. A staff member shall continuously assess the student to determine if medical attention is required.
- The use of restraint practices with a student whom the nonpublic special education ***school or program knows has been sexually or physically abused is prohibited.***
- A nonpublic special education school or program shall only use a chemical restraint on a District of Columbia student to the extent the chemical restraint is determined to be ***medically necessary.*** Any usage of a chemical restraint must be ordered by a physician, determined to be medically necessary, and administered in conformance with the student's medical treatment plan.

Mechanical and Prone Restraints

Mechanical Restraint

- A nonpublic special education school or program shall not use any form of mechanical restraint on a District of Columbia student. ***Use of such restraints as a policy or practice shall be grounds for denying or revoking a certificate of approval.***

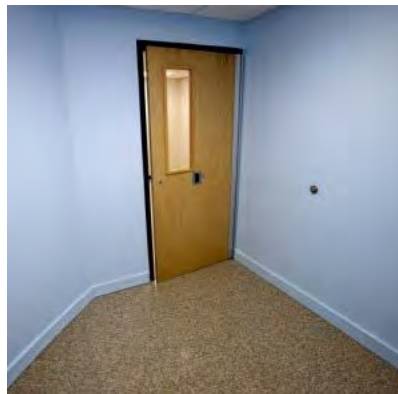
Prone Restraint

- A nonpublic special education school or program shall not use any form of prone restraint on a District of Columbia student. ***Use of such restraints as a policy or practice shall be grounds for denying or revoking a certificate of approval.***

Seclusion

Seclusion:

- the involuntary confinement of a student
- alone in a room or area from which he or she is physically prevented from leaving,
- or from which as student believes he or she may not leave,
- whether or not in a locked area



Seclusion

- A nonpublic special education school or program ***shall not use any form of seclusion on a District of Columbia student unless it is an emergency***, as defined in section A-2816.1. Use of seclusion as a policy or practice shall be grounds for denying or revoking a certificate of approval.
- A space used for seclusion shall, at a minimum:
 - a) Be ***free of objects and fixtures with which a student could self-inflict bodily harm***;
 - b) Provide school personnel an ***adequate view of the student*** from an adjacent area in accordance with this section; and
 - c) Provide ***adequate lighting, ventilation, and appropriate temperature controls***.
- In the event of seclusion, nonpublic special education school or program ***personnel shall view a student placed in seclusion at all times***, by remaining within sight of the student, consistent with section A-2819.5 herein, and shall provide the student with an explanation of the behavior that resulted in the seclusion and instructions on the behavior required to be released from the seclusion.

Seclusion

- Seclusion ***shall only be applied by*** nonpublic special education school or program personnel who are ***trained in the appropriate use of the specific, authorized technique and knowledgeable of these regulatory provisions and any other guidance issued by OSSE***. Copies of those certifications shall be maintained on file at the nonpublic special education school or program.
- Nonpublic special education school or program personnel shall continuously ***monitor a student placed in seclusion and speak with the student every ten (10) minutes at minimum***. After thirty (30) minutes, the Director, Head of Special Education or other senior personnel shall personally observe the student to assess the need for continued seclusion. ***No seclusion shall continue longer than one (1) hour***.
- If the space used for seclusion has a **locking mechanism**, it must ***only be engaged when it is held in position by a person, or if electronically engaged, must automatically release if the building's fire alarm system is activated***.

Restraint and Seclusion Reporting

If any form of restraint or seclusion is used, the nonpublic special education school or program shall prepare and file a written report consistent with the requirements of this section.

- Student's name
- Date of the incident
- Beginning and end times of the incident
- Beginning and end times of the restraint/seclusion
- Description of relevant events leading up to the incident
- Description of any interventions used prior to the implementation of restraint/seclusion
- A log of events during the restraint/seclusion, including the restraint technique(s) used
- Description of any staff or student injuries and/or property damage
- Signatures of the school staff who participated in the implementation, monitoring and supervision of the restraint/seclusion
- Description of the short-term planned approach to addressing the student's behavior in the future.

Log of Events

- What type of restraint was used?
- The events must be observable and should be documented in short intervals.



Short-Term Planned Approach

A description of the short-term planned approach to addressing the student's behavior in the future.

- “The student spoke to the LCSW” or “The student processed with staff” is not a plan
- What they discussed to do when Johnny gets agitated is a plan (e.g. “When Johnny becomes frustrated with an assignment he will ask for a time-out/break or request teacher/peer assistance”)

Restraint and Seclusion Reporting

- The written incident report shall be prepared for each individual incident involving a restraint or seclusion, and shall be placed in the student's permanent file within ***twenty-four (24) hours of the incident.***
- A copy of the written incident report shall be ***sent within one (1) business day of the incident to the student's parent(s), the sending LEA and any other District of Columbia agency*** involved in the student's placement.

Notification Requirements

- **Who?**
 - The student's parent(s), the sending LEA, and any other agencies involved (e.g., DYRS, CFSA, CSS)
- **When and Where?**
 - Placed in the students permanent file (SEDS) within **24 hours**
 - All copies of report to be distributed within **1 business day**
 - Document parent/LEA notification of written incident report to others

Restraint and Seclusion Follow Up

Except in the case where a child's IEP authorizes the use of restraint and/or seclusion and a BIP had been created, the ***IEP team shall meet within ten (10) school days of the incident*** to consider the need for a FBA and BIP and to discuss non-physical and non-restrictive de-escalation strategies. ***If the student has a BIP in place, the IEP team shall review and revise as appropriate.*** If the student is unable or unwilling to attend the IEP team meeting, the nonpublic special education school or program shall meet with the student individually to discuss the incident as appropriate after consulting with the sending LEA.

Non-Physical Interventions

- What did the staff do to de-escalate the student's behavior *before* the restraint was implemented?
- De-escalation techniques include active listening, directive statements, proximity controls, changing the student's location, removing the audience or target, etc.

Incident Report Quality Assurance Checklist

INCIDENT REPORT FORM QUALITY ASSURANCE REVIEW CHECKLIST

District of Columbia Municipal Regulations (5 DCMR §A-2820.2) requires incident reports to be completed with the following information. The checklist below includes, but is not limited to, the required restraint and seclusion intervention and reporting elements along with additional information that can be used in the quality assurance review process. Incident report documentation should demonstrate the appropriate pre-restraint/seclusion intervention attempts (where applicable) along with sufficient justification for restraint/seclusion and staff's use of specialized knowledge and training (i.e., as opposed to untrained person off of the street).

Use the checkbox to indicate each compliant element:

- Student Name** _____
- Incident Report Date** – Missing, Present, N/A, Unknown _____
- Grade** – Missing, Present, N/A, Unknown _____
- Witnesses' Names** – Missing, Present, N/A, Unknown _____
- Participants' Names** – Missing, Present, N/A, Unknown _____
- Incident Report Narrative** - Info Missing, Present, Unknown _____
- Pre-restraint Interventions** – Missing, Present, N/A, Unknown _____
- Start Time of the Incident Report** – Missing, Present, N/A, Unknown _____
- End Time of the Incident Report** – Missing, Present, N/A, Unknown _____
- Incident Report Includes All Pages** – Yes, No, Unknown _____
- Multiple Incident Reports Same Day Unclear Whether Different Incidents** – Yes, No, N/A _____
- Supervisor's Signature** - Missing, Present, N/A, Unknown _____
- Program Manager's Signature** – Missing, Present, N/A, Unknown _____
- Restraint/Seclusion Report** – Missing, Present, N/A _____
- Restraint/Seclusion Report Form** (if separate form from Incident Report Form) – Missing, Present, N/A, Unknown _____
- Restraint/Seclusion Report Date** - Missing, Present, N/A, Unknown _____
- Restraint/Seclusion Report Times**- Missing, Present, N/A, Unknown _____
- Use of Prone Restraint** – Yes, No, N/A _____
- Use of Mechanical Restraint** – Yes, No, N/A _____
- Seclusion Room Compliant with DCMR Regulations (5 DCMR §A-2819)** – Yes, No, N/A _____
- Seclusion Room Lock Compliant with DCMR Regulations (5 DCMR §A-2819)** – Yes, No, N/A _____
- Observation of Student During the Restraint/Seclusion** – Yes, No, N/A, Unknown _____
- Mismatch of Information between the Incident Report and Restraint/Seclusion Report** – Yes, No, Unknown _____
- Description of De-escalation Observations** – Missing, Present, N/A, Unknown _____
- Restraint Debrief** - Missing, Present, N/A, Unknown _____
- Administrator's Signature Authorizing Use of Restraint** - Missing, Present, N/A, Unknown _____
- LEA Notification** – Yes, No, Unknown _____
- LEA Notification Date** - Missing, Present, N/A, Unknown _____
- Parent Notification** – Yes, No, Unknown _____
- Parent Notification Date** - Missing, Present, N/A, Unknown _____
- Parent Notification Type** – Phone, Written, Email, Other, Unknown _____
- IEP meeting to Address Behavior** – Yes, No, Unknown _____
- FBA/BIP Implemented/Modified** – Yes, No, Unknown _____

Question and Answer

What questions or comments do you have regarding the section we just discussed?

Please share in the webinar question box.

Questions that are not addressed verbally during the webinar, will be addressed at the end, or in a follow up email.



Attendance and Truancy Notification



Regulation Requirements

Attendance and Truancy Notification

- The NP shall notify the sending LEA in writing no later than 2 instructional days after the accrual of 5 unexcused absences in a marking period or similar time frame so that the student's LEA may take action....
- The NP shall notify the sending LEA in writing no later than 2 instructional school days after the accrual of 10 unexcused absences at any time within the school year.

Noncompliance Rates

Area of Identified Noncompliance	2012-2013 Noncompliance Rate	2013-2014 Noncompliance Rate	2014-2/2015 Noncompliance Rate
NP notifies LEA of 5 days unexcused absence	100%	85%	100%
NP notifies LEA of 10 days unexcused absence	81%	95%	100%

Poll Question

Attendance and Truancy

Poll Question #1

For students with 5/10 unexcused absences & attendance intervention plans, has their attendance subsequently improved?

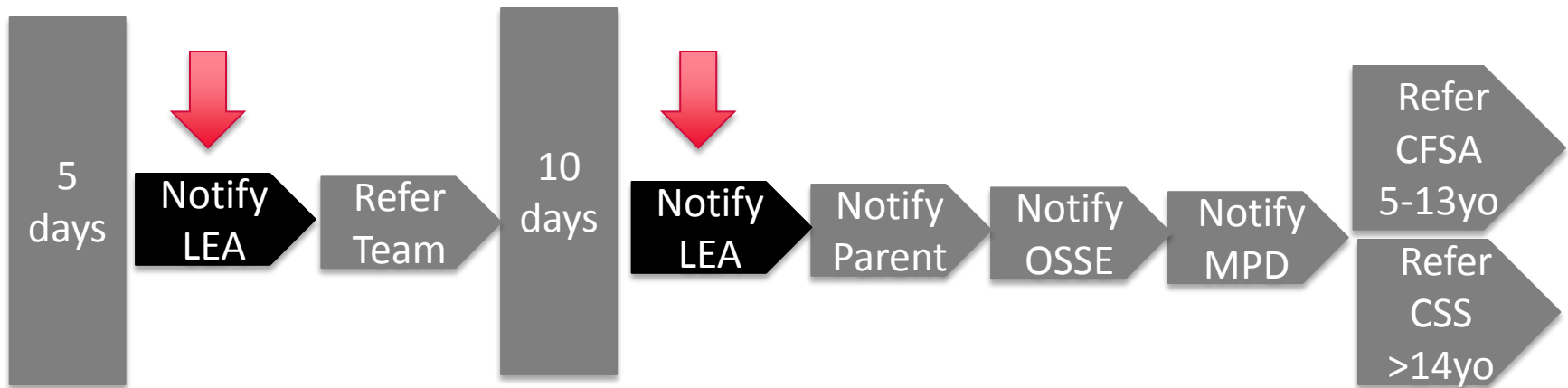
- A. Yes
- B. No
- C. I do not know

Financial Implications

Billing for Tuition

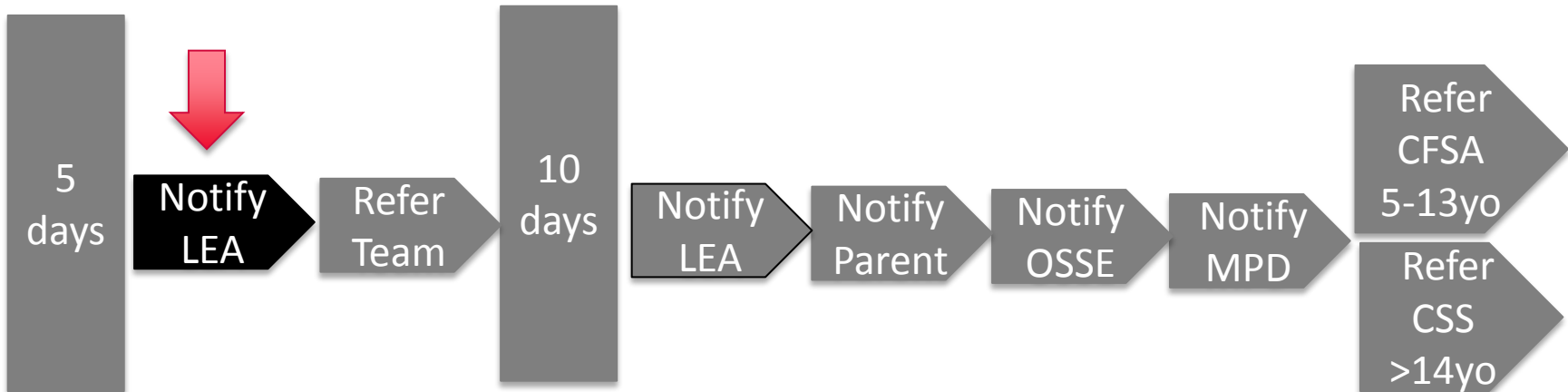
- A nonpublic special education school or program shall obtain written authorization from the responsible LEA to hold a placement open and to continue billing for tuition if a student has accrued:
 - a) Ten (10) unexcused absences at any time during the school year; or
 - b) Seven (7) consecutive unexcused absences.

Truancy Response Timeline



LEA Notification

Regulatory Requirement	Timeframe
<p>The nonpublic school will notify the sending LEA in writing after the accrual of five unexcused absences by a District of Columbia student in a marking period or similar timeframe. 5 DCMR §A-2821.4</p>	<p>No later than two instructional days after the fifth unexcused absence</p>



Sample Notification Letter

[DATE]

Dear _____:
[LEA REPRESENTATIVE]

The purpose of this notice is to inform you that your student, _____ has accrued multiple unexcused absences as outlined in Section 2821.8 of the DCMR. [STUDENT NAME]



Student reached his/her **fifth** unexcused absences in the _____ marking period on ____ [DATE] ____.



Student reached his/her **tenth** unexcused absence during the school year on ____ [DATE] ____.

Thank you for your attention to this matter. We look forward to working with you to meet the District's required truancy response requirements.

Sincerely,

(Nonpublic Representative)

Attendance and Truancy

Excused Absences

- Illness experienced by the student (not by other family members)
- Exclusion due to quarantine
- Death in the family
- Judiciary proceeding as a party or under subpoena
- Observance of religious holiday
- Lawful suspension or expulsion
- Closing of school facility
- Employment or voluntary work approved by school
- Transportation failure on the part of the State
- Medical or dental appointments
- Military visits
- Emergency
- Other circumstances approved by an educational institution

Referral to Student Support Team

After five days of unexcused absences

Regulatory Requirement	Timeframe
<p>In cooperation with the LEA, the school will ensure that the student is referred to a school-based student support team which will meet within five days of the referral and regularly thereafter to:</p> <ul style="list-style-type: none">• (A) Review and address the student's attendance and determine the underlying cause(s) for the student's unexcused absences;• (B) Employ reasonable and diligent efforts to communicate and to collaborate with the student and parents or guardian;• (C) Communicate and collaborate with the student's existing Individualized Education Program (IEP) team, as applicable;• (C) Provide timely response to the student's truant behavior;• (D) Make recommendations for academic, diagnostic, or social work services;• (E) Use school and community resources to abate the student's truancy including referral to a community-based organization when available; and• (F) Develop and implement an action plan in consultation with the student and student's parents or guardian	<p>Within two school days after the fifth unexcused absence</p>

LEA Notification

After ten days of unexcused absences

Regulatory Requirement	Timeframe
<p>The nonpublic school will notify the sending LEA, in writing, after each accrual of ten unexcused absences at any given time within the school year. In such cases,</p> <ul style="list-style-type: none">• The nonpublic special education school or program shall consult with the sending LEA regarding whether the current placement or location assignment is appropriate; and• The sending LEA shall convene an IEP team meeting as soon as possible to review the student's absences, and make recommendations as appropriate with regard to intervention strategies, and appropriateness of the current placement.	No later than two instructional days after the tenth absence

Parent, MPD, and OSSE Notification

After ten days of unexcused absences

Regulatory Requirement	Timeframe
<p>The educational institution will:</p> <ul style="list-style-type: none">• Notify the Metropolitan Police Department (“MPD”)• Send the student’s parent a letter, under signature of the Chief of the Metropolitan Police Department, notifying the parent that he or she may be in violation of the school attendance requirements and subject to prosecution under District of Columbia laws: and• Notify OSSE of the student’s ten days of unexcused absence. Upon notification from the educational institution under the regulation above, OSSE shall provide the parent with a copy of the Truancy Prevention Resource Guide published by OSSE.	Within two business days after each occurrence of a student’s tenth unexcused absence during a school year

School-Based Plan for Immediate Intervention

After ten days of unexcused absences

Regulatory Requirement	Timeframe
The school-based student support team assigned to the student shall notify the school administrator with a plan for immediate intervention including delivery of community-based programs and any other assistance or services to identify and address the student's needs on an emergency basis.	Within two school days after the tenth unexcused absence

Referral to CFSA

Timeline for Students Aged Five through Thirteen After ten days of unexcused absences

Regulatory Requirement	Timeframe
Students ages 5-13 will be referred to the Child and Family Services Agency. 5 DCMR §A-2103.5	Not later than two business days after the accrual of ten unexcused absences within a school year

Referral to Court Social Services

Timeline for Students Aged Fourteen and Over After ten days of unexcused absences

Regulatory Requirement	Timeframe
Students ages 14 and over will be referred to the Court of Social Services Division of the Superior Court of the District of Columbia and to the Office of Attorney General Juvenile Section	No later than two business days after the accrual of fifteen unexcused absences within a school year

Poll Question

Attendance and Truancy

Poll Question #2

How many truancy notifications has your nonpublic sent to the sending LEA so far this school year?

- A. More than 10
- B. Between 5 and 10
- C. Less than 5
- D. Zero
- E. I do not know
- F. N/A - No student has accrued more than 5 unexcused absences.

Question and Answer

What questions or comments do you have regarding the section we just discussed?

Please share in the webinar question box.

Questions that are not addressed verbally during the webinar, will be addressed at the end, or in a follow up email.



Related Services Requirements



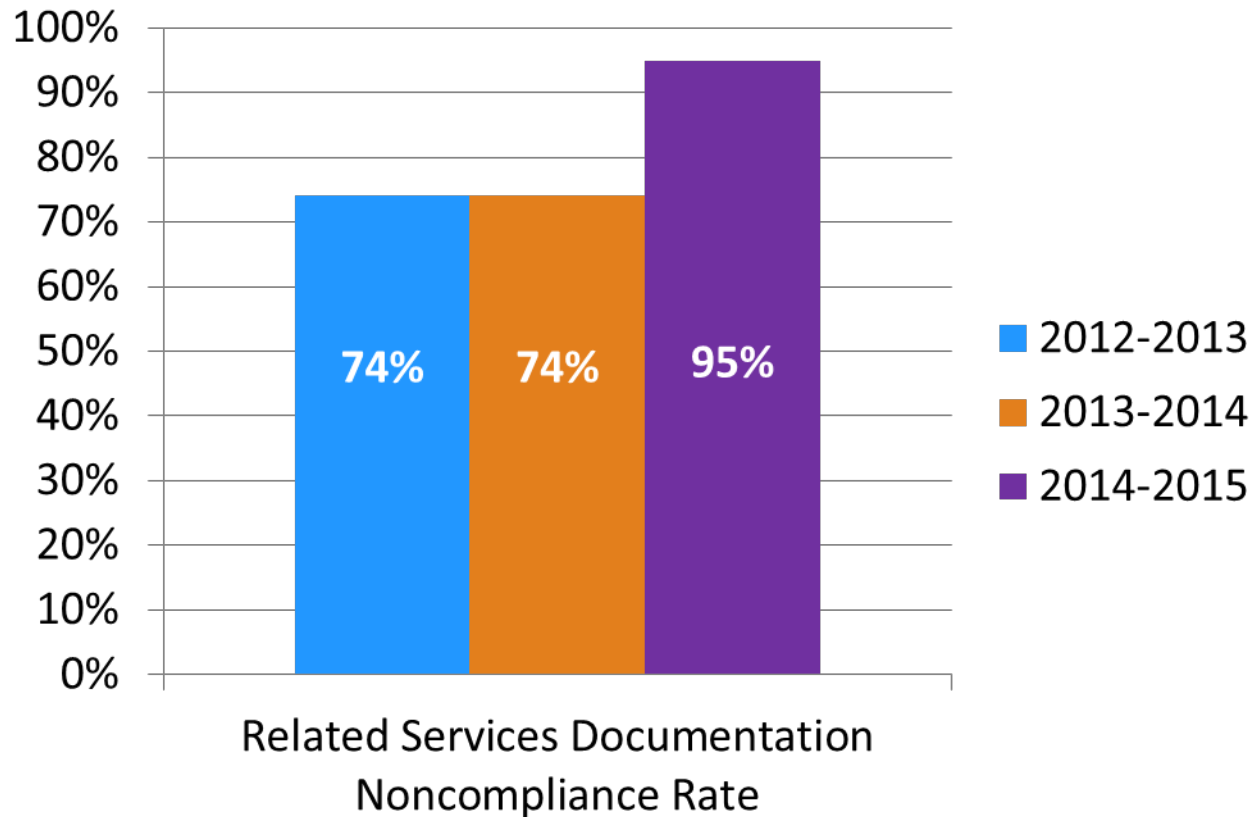
Agenda

- A. Data Review
- B. Policy Requirements
- C. Logging Services in SEDS
- D. Responsibilities for Missed Services
- E. Related Services Management Reports

Data Review

Looking at Levels of Noncompliance for Related Services

Review of Noncompliance Findings



Poll Question

Attendance and Truancy

Poll Question #3

At the nonpublic school, have you experienced any of the following that has affected related service delivery?

- A. Service provider left or not yet hired
- B. Service provider did not have overall access to SEDS
- C. Service provider did not have access to students on caseload
- D. NP POC did not have access to SEDS
- E. Nonpublic staff in need of SEDS training

Policy Review

State-Level Requirements

State-Level Requirements

District of Columbia Municipal Regulations (DCMR)

The LEA shall ensure that, beginning at age three, [Free Appropriate Public Education] FAPE is available to any child with a disability who needs special education and related services, including children who are suspended or expelled, and highly mobile children, such as migrant or homeless children, even if they are advancing from grade to grade.

5 DCMR §A-3002.1(e)

The services provided to the child must address all of the child's identified special education and ***related services*** needs and must be based on the child's unique needs and not on the child's disability.

5 DCMR §A-3002.1(f)

State-Level Requirements

The Office of the State Superintendent of Education (OSSE) issued the ***Related Services Policy*** on January 5, 2010 to outline the related service provision requirements under the Individuals with Disabilities Education Act (IDEA) 2004 and Title 5, Chapter 30 of the District of Columbia Municipal Regulations (DCMR). Local Education Agencies (LEAs) must provide related services to all eligible students with disabilities when such services are required in order for a child with a disability to benefit from special education.

Implementation of Related Services

LEA Oversight of Nonpublic Programs:

- Ensure that special education and related services are provided to an eligible child in accordance with the child's IEP.
- Approve the nonpublic school's access to SEDS for specific students.
 - Ensures all data required by OSSE regarding a student with a disability at a nonpublic is entered into SEDS and that such data is up-to-date and accurate. (5 DCMR §A-2808.2)
- Participate in the annual IEP review meeting and confirm that appropriate related services are designated.
- Track progress reports from the nonpublic.
 - Nonpublics schools shall monitor how each student is making progress towards meeting the annual goals of the IEP and produce written reports for parent(s) and the sending LEA on at least a quarterly basis. (5 DCMR §A-2808.9)

Note: If a nonpublic school becomes unable to implement any portion of the student's IEP...the nonpublic shall *immediately* notify the sending LEA in writing and consult with the LEA regarding whether an IEP team meeting is needed.

(5 DCMR §A-2808.1(a))

Logging Services in SEDS

Using the Logging Wizards
Generating a Service Tracker

Logging Services in SEDS

The screenshot shows the EasyIEP web application interface. The top navigation bar includes the logo "EasyIEP by PCG Education" and a search bar. The main navigation menu contains links for "Log Out", "Main Menu", "Students", "My Docs", "Wizards", "Schools", "School System", "Users", "Smart Logbook", "My Calendar", "My Info", and "My Reports". The "Wizards" link is circled in red. Below the navigation bar, the page displays "Welcome, Dummy" and a secondary navigation bar with "Wizards", "Schools", "School System", "Users", and "Smart Logbook". The "Available Wizards" section lists several options: "Progress Report Wizard", "Service Tracker Wizard", "Speech-Language Pathology Logging Wizard" (circled in red), "Speech-Language Pathology Group Logging Wizard", "Caseload Setup Wizard", and "Caseload Administration Wizard". A "New Mail!" icon is also present. The footer features the logo for "PUBLIC CONSULTING GROUP".

1) Select **Wizards** tab.

2) To log services for individual students, click on the **Services Logging Wizard**.

Note: Students will only appear on your list if they have a finalized IEP in SEDS with that particular service on the finalized IEP **and if the NP POC has authorized you as one of the student's service providers.**

Logging Services in SEDS

Log Out | Main Menu | Students | My Docs | Wizards | Schools | School System | Users | Smart Logbook | My Calendar | My Info | My R

Speech-Language Pathology Logging Wizard (Select Students)

[New Mail!](#)

This wizard will guide you through logging service delivery time for your students. Please select the students for whom you would like to log service delivery time.

Martha Berry	Dummy Student#2	Judy Walters
<input type="checkbox"/> * Speech-Language Pathology (10/14/2014 - 10/13/2015, Location: General Education)	<input checked="" type="checkbox"/> * Speech-Language Pathology (01/11/2015 - 01/10/2016, Location: Outside General Education)	<input type="checkbox"/> * Speech-Language Pathology (08/22/2013 - 08/21/2012, Location: Outside General Education)
<input type="checkbox"/> * Speech-Language Pathology (07/05/2015 - 08/01/2015, Location: Outside General Education, ESY)		<input type="checkbox"/> * Speech-Language Pathology (08/12/2014 - 09/11/2014, ESY)
<input type="checkbox"/> * Speech-Language Pathology (10/14/2014 - 10/13/2015, Location: Outside General Education)		

Peter Progressreport991	Referral Test
<input type="checkbox"/> * Speech-Language Pathology (08/21/2013 - 08/19/2014, Location: Outside General Education)	<input type="checkbox"/> * Speech-Language Pathology (08/18/2008 - 08/17/2009, Location: General Education)
<input type="checkbox"/> * Speech-Language Pathology (08/21/2013 - 08/19/2014, Location: Outside General Education, ESY)	

(5 available students)



Legend * = Indicates Services that are on the Student's Current Historical Record

Note: Students will only appear on your list if they have a finalized IEP in SEDS with that particular service on the finalized IEP **and if the NP POC has authorized you as one of the student's service providers.**

Logging Services in SEDS

(from IEP Meeting: 01/11/2015 Begin: 01/11/2015 End: 01/10/2016) [New Mail!](#)

Begin/End Date: 01/11/2015..01/10/2016 Time Spent: 30 min/wk
Provider: Rsp Provider1 Location: Outside General Education
Parental Consent to bill for Medicaid Services: Not on File

Date of Service:	<input type="text"/>		*	Service Type:	<input type="text"/>	*
Date Service was Originally Due:	<input type="text"/>		*	Service Delivery:	Direct Service Consultation Student Absent Student Unavailable School Closure Provider Unavailable	
Duration of Service:	Hours: <input type="text"/>	Minutes: <input type="text"/>	*	Group Size:		
Progress Report:	<input type="text"/>		*			




All **Service Tracker** fields are required.

1. *Date of Service*: Document date of select calendar to the right of date field.
2. *Date Service was Originally Due*: Document date the service was originally due if this is a make up service.
3. *Service Type*: This will identify whether the service was provided to the student or whether the service was not delivered and why.
4. *Duration of Service*: duration of service delivered. If the session was not held, log the number of minutes planned for the session. This field should **never** say zero minutes.

Logging Services in SEDS

(from IEP Meeting: 01/11/2015 Begin: 01/11/2015 End: 01/10/2016)

Begin/End Date: 01/11/2015..01/10/2016 Time Spent: 30 min/wk
Provider: Rsp Provider1 Location: Outside General Education
Parental Consent to bill for Medicaid Services: Not on File

Date of Service:	<input type="text"/>  *	Service Type:	<input type="text"/> *
Date Service was Originally Due:	<input type="text"/>  *	Service Delivery:	<input type="text"/> *
Duration of Service:	Hours: <input type="text"/> Minutes: <input type="text"/> *	Group Size:	<input type="text"/> *
Progress Report:	<input type="text"/> *		
Comments:	<input type="text"/>  *		

5. *Service Delivery*: Document if service was delivered or attempted.
6. *Group Size*: Indicate the number of students attending session.
7. *Progress Report*: Select the student's progress.
8. *Comments*: Enter session notes here. Indicate in notes if session was a make-up or if student was unavailable, indicate why.

Logging Services in SEDS

Do you, **Dummy Account**, confirm that the following information is correct?

Service:	Speech-Language Pathology
Service Provided by:	Dummy Account
Student's Name:	Dummy Student#2
Date of Service:	02/17/2015
Service Type:	School Closure
Date Service was Originally Due:	
Service Delivery:	Attempted
Duration of Service:	30 mins
Group Size:	1
Progress Report :	Not applicable
Comments:	fdsfdsfsdfs
Areas Covered/Assessed:	Speech/ Language Service/ Treatment

Yes, Log this Service

Yes, Log this Service, then Allow me to Log Another Instance for this Student/Service

No, Allow me to Correct this Information

(Please use this button to make corrections)

No, I Wish to Abort this Entry

It is important that service providers review the information entered for a session ***prior to confirmation***.

Once a service is logged it can not be edited and if there is an error, a ***request for deletion*** to the LEA needs to be submitted and then re-enter the entire log.

Logging Services in SEDS

Log Out | Main Menu | Students | My Docs | **Wizards** | Schools | School System | Users | Smart Logbook | My Calendar | My Info | My Reports

Available Wizards [New Mail!](#)

- [Progress Report Wizard](#)
- [Service Tracker Wizard](#)**
- [Speech-Language Pathology Logging Wizard](#)
- [Speech-Language Pathology Group Logging Wizard](#)
- [Caseload Setup Wizard](#)
- [Caseload Administration Wizard](#)

This wizard will guide you through generating the specified document for your students.

Students where you are a Case Manager (6)

[Check All](#) [Check None](#)

- Chad Changes1299
- Daniel Dcps14
- Lucy Late1314
- Mike Nahum
- Peter Progressreport991
- Dummy Student#2

Students where you are on a Team (4)

[Check All](#) [Check None](#)

- Martha Berry
- Assessment Test
- Referral Test
- Judy Walters

(10 total available students)

[Continue](#)

Generating and printing a **Service Tracker** can be done two ways.

The first is for generating for more than one student at a time. (Time-saving!)

1. Go to the **Wizards** tab.
2. Select **Service Tracker Wizard**.
3. Select students from the Case Manager and/or Team lists and click continue.

Logging Services in SEDS

Criteria for Selecting Students to View [New Mail!](#)

Grade Level: All Grades *
School: All Schools *
Student Last Name: Exact Match
Student First Name: Exact Match
Student Middle Name: Exact Match
State ID (US): Exact Match
Local ID: Exact Match
Status: General Ed Child Study Special Ed
 IFSP Referral Ages 3 and Above Referral IEP
 IFSP Eligibility Eligibility Discontinued
 IFSP
Sort List By: Student's Last Name *
[View Students](#)
[Advanced Student Search](#)
[View My Caseload](#)

Information Log Eligibility Process IEP Process Old Eligibility Process IEP Amendment FBA Process BIP Process **Discipline Process Documents** Comparable Services Update Provider Prior Written Notice Progress Report Template

Documents Dummy Student

Documents:

- Service Tracker
- Blank Letter of Invitation
- Miscellaneous Cover Sheet
- Compensatory Education Plan/Notes Cover Sheet
- Certified Mail Receipt Blank Forms
- EasyFAX Historical IEP Cover Sheet
- Assessment Accommodations Tool Cover Sheet
- HOD/SA/IEE Documentation Cover Sheet
- Blank Consent to Evaluate
- Blank Prior Written Notice
- Statewide Alternate Assessment Participation Criteria Cover Sheet
- Statewide Alternate Assessment Plan Cover Sheet
- OSSE Medicaid Parental Consent Form Cover Sheet
- Age Out
- Graduation with Diploma
- School Based Health Services Authorization Form Cover Sheet
- IEP Amendment Proposed Services Change Form
- Additional Participant Consent - No Response Form
- Procedural Safeguards Documentation Cover Sheet
- Extended Timeline Cover Sheet

Letters: (No Letters Available)

[Create Draft \(will be saved for 30 days\)](#)
[Create Final Document \(will be saved\)](#)

Generating and printing a **Service Tracker** can be done two ways.


The second is for generating for one student at a time.

1. Go to the **Students** tab.
2. Enter the student's name in the search field.
3. Once in the student's record, click on the **Documents** tab.
4. Select radio button next to **Service Tracker**.
5. Click on **Create Final**.

Logging Services in SEDS



Create Final document

Dummy Student#2

 [New Mail!](#)

The following information is required before you can create this Final Document

Service Tracker

Service Period:	School Year
Date Range:	From 01/26/2015  to 02/20/2015 
Area:	Speech-Language Pathology

[Create Final Document](#)

Regardless of which route you take, you will come to this page:

1. Select the **Service Period** from the drop-down menu.
2. Select the **Date Range** of the Service Tracker.
3. Select the **Area** from the drop-down menu. The user should only select the service that was delivered to the student.
4. Click **Create Final Document**.



A hyperlink for the document will appear. To view the document you have created, click on the hyperlink.

Responsibilities for Missed Services

OSSE Related Services Policy
Documenting Make-Up Services

Responsibilities for Missed Services

OSSE Related Services Policy:

- “Every LEA should develop its **own related service policy** that explains the procedure for missed services. This policy must be **accessible to parents** at all times and should detail the steps taken by the LEA to ensure that missed sessions are rescheduled in a timely manner.”

Nonpublic schools should have a copy of each LEA’s related services policy, including the LEA’s policy for missed services.

OSSE Related Services Guidance:

VII. Missed Related Services Sessions

1. How should LEAs determine whether to make up a missed related service session?

LEAs should develop guidance for IEP teams and related service providers that clarifies criteria for determining in what circumstances a related service provider should make up a missed related service session, set timelines for making up any missed related service sessions, and provide instructions for the documentation of such make up sessions. LEAs must align the development of such policies and procedures to federal IDEA requirements related to the provision of FAPE, and policy letters formally issued by the U.S. Department of Education, Office of Special Education Programs (OSEP).^{xx} In its authority as the State Education Agency (SEA), the OSSE will review LEA policies regarding related service delivery through the course of regular monitoring activities.

2. Are LEAs required to document missed and make up related service sessions in SEDS?

Yes. In terms of related service provision, to fulfill the documentation requirement,^{xx} LEAs must ensure that service logs are completed for all missed, attempted, and made-up related service sessions, according to the LEA’s policies and procedures, and that corresponding service tracker forms are created, signed, and stored in SEDS.

3. How should LEAs demonstrate due diligence when making up missed related service sessions?

When making up service sessions, LEAs should make at least three attempts to make up the missed service session. LEAs should schedule make up sessions in the timeliest manner possible since missed services sessions may adversely affect a student’s educational performance and progress toward IEP goals.

Responsibilities for Missed Services

Documenting Make-Up Services

The make-up services checkbox was not deployed in the Fall 2014 SEDS release. The date of deployment has yet to be determined. Continue to document make-up services using the Date of Original Service and Service Delivery Fields.

Date of Original Service: Identifies the date the provider attempted to first provide the service.

Service Delivery: Describes if the service was attempted or delivered.

Add New Service Log Entry Dummy Student#2 (Speech-Language Pathology) (Student 1 of 1) [New Mail!](#)





(from IEP Meeting: 01/11/2015 Begin: 01/11/2015 End: 01/10/2016)

Begin/End Date: 01/11/2015..01/10/2016 Time Spent: 30 min/Awk
Provider: Rsp Provider1 Location: Outside General Education
Parental Consent to bill for Medicaid Services: Not on File

Date of Service:	<input type="text"/>	*	Service Type:	<input type="text"/>	*
Date Service was Originally Due:	<input type="text"/>	*	Service Delivery:	<input type="text"/>	*
Duration of Service:	Hours: <input type="text"/> Minutes: <input type="text"/>	*	Group Size:	<input type="text"/>	*
Progress Report:	<input type="text"/>	*			
Comments:	<input type="text"/>				

Responsibilities for Missed Services








If a regularly scheduled service is missed, the attempted delivery must still be documented.

Date of Service:	01/06/2015  *	Service Type:	Student Unavailable ▼ *
Date Service was Originally Due:	<input type="text"/> 	Service Delivery:	Attempted ▼
Duration of Service:	Hours: <input type="text"/> Minutes: <input type="text" value="45"/>	Group Size:	1 ▼ *
Progress Report:	Not applicable ▼ *		
Comments:	<input type="text" value="Student was unavailable for session due to a field trip to the Smithsonian."/>   *		

- ❖ Type the number of minutes the student should have received. **Never** enter “zero” for the duration of time.
- ❖ The **Service Type** should indicate why the service was missed (e.g.; Student absent, provider unavailable, school closure, etc.).
- ❖ In the **Comments** section, clarify why the service was missed.

Responsibilities for Missed Services

If a service is a make-up service, the service provider must include the original due date, as well as the date the service was actually delivered.

Date of Service:	01/08/2015  *	Service Type:	Direct Service  *
Date Service was Originally Due:	01/06/2015 	Service Delivery:	Delivered 
Duration of Service:	Hours: <input type="text"/> Minutes: 45 *	Group Size:	1  *
Progress Report:	Progressing  *		
Comments:	<p>Student was unavailable earlier this week, so today was a make-up service. The student is progressing at a rapid pace.</p> <p>abc  *</p>		

In the comments section, indicate that this is a make-up service.

There will now be two logs associated with this session:

1. Log created for the missed service on 11/5/2014
2. Log created for the make-up service on 11/12/2014

Related Services Management Report (RSMR)

Purpose of Related Services Management Report

Generating a Related Services Management Report

Reviewing the Data in a Related Services Management Report

Related Services Management Report

Purpose of running a Related Services Management Report (RSMR):

- Ensure services are delivered
- Maintain oversight
- Keep track of service delivery

SEDS contains functionality to generate other reports such as:

- Drill down reports
- Advanced Reporting Tool (ART)
- Scheduled Reports (RSMR, Service Documentation Report, etc.)

Note: The Nonpublic Monitoring Unit uses RSMRs to verify compliance with service delivery.

Related Services Management Report

Generating a Related Service Management Report (RSMR)

The screenshot shows a web application interface with a navigation menu at the top. The 'School System' and 'Reports' tabs are circled in red. Below the navigation menu, there is a 'Reports' section with a 'New Mail!' icon and a 'Start Advanced Reporting System' button. A note states: 'NOTE: The Advanced Reporting System provides features such as Graphical Data Representation, Drill Down for specific data, and Ad Hoc Reporting.' The 'Standard Reports' section includes 'Drill-Down Reports' and 'Service Log Reports'. The 'Scheduled Reports' section contains a list of reports, with 'Related Services Management Report (excel)' circled in red.

Standard Reports	
Drill-Down Reports	
Service Log Reports	
Services Documentation Report	
Scheduled Reports	
DC Meeting Status Report	DC State Assessment Accommodations Spreadsheet
Overdue Meetings	DC State Assessment Participation Report
IEP at a Glance	Transportation Changes
Table Verification Report	BJ - Rate of Timeliness Report - IEP
Table Verification Report (TXT)	BJ - Rate of Timeliness Report - IEP (RAW)
DC Message Board	Smart Logbook Report(DTL)
User All	Related Services Management Report (excel)
EasyFax Compliance Report	Related Services Management
Usage	Related Services Management (Yearly)

1. Go to ***School System*** tab.
2. Select ***Reports***.
3. Select ***Related Services Management Report (excel)***

Related Services Management Report

Generating a Related Service Management Report (RSMR)

Reports - Related Services Management Report (excel) [New Mail!](#)

*Date Selection: Weekly Monthly

*School Year to review: 2014-2015

*Week: 1/26/2015 - 2/01/2015

Provider Name:

School: Academy 810

Check All Check None

Audiology (AUD) Occupational Therapy (OT) Recreation (REC)

Behavioral Support Services (BSS) Orientation and Mobility (O&M) Rehabilitation Counseling (RC)

Art Therapy Parent Counseling and Training (PCT) School Health and School Nursing (SHN)

Psychology Physical Therapy (PT) Speech-Language Pathology (SLP)

Social Work

Discipline:
(after new user types are created)

Date Selection: select Weekly or Monthly

School Year to Review: select which school you want to review from the drop down

Week or Month: select the review period

Provider Name: this is **optional**. If you are pulling for multiple disciplines or do not know the providers name, feel free to leave blank

School: Select the campus the student(s) is/are attending

Discipline: Either check all, or select the specific discipline you want to review

Related Services Management Report

Generating a Related Service Management Report (RSMR)

Check All Check None

School Category/Cluster:

- Cluster 1
- Cluster 2
- Cluster 3
- Cluster 4
- Cluster 5
- Cluster 6
- Cluster 7
- Cluster 8
- Cluster 9
- Cluster 10
- Cluster 11
- Cluster 12
- Dependent Charter
- Early Stages
- Head Start
- Independent PCS
- Non-Public: Residential
- Non-Public: Surrounding Counties
- Non-Public: Tuition Grant
- Parentally Placed: Non-Public School
- Parentally Placed: Private School
- State School

*Report Options:

Student PDF Provider PDF Excel - Raw Output

Instructions:
*Indicates Required Field.
You may select any or none of the criteria in the checkboxes for Discipline and School Category. If you choose "select all," the report will return all selected fields for the appropriate filter.
You may select whether this report returns as a pdf file or excel file by selecting the appropriate document type.
Please note that the Related Services will be displayed as their abbreviations rather than by their full name.

Generate Report

School Category/Cluster: **Optional**

Report Options: Select **Excel-Raw Output**. This will generate an Excel document that has sortable data. The PDF options do not allow this function.

Click **Generate Report**. Then open the Excel document.

Related Services Management Report

Generating a Related Service Management Report (RSMR)

Log Out | Main Menu | Students | My Docs | Wizards | Schools | School System | Users | Smart Logbook | My Calendar | My Info | **My Reports**

Reports Dummy Account
New Mail!

Report	Date Created	Created By	Report Level		
			System	School	User
Related Services Management Report (excel)	02/20/2015	Dummy Account			
Related Services Management Report (excel)	02/20/2015	Dummy Account			
Related Services Management Report (excel)	02/20/2015	Dummy Account			
Related Services Management Report (excel)	02/20/2015	Dummy Account			

(Reports)

To review generated reports:

1. Select the **My Reports** tab
2. Reports are listed oldest to newest, select the hyperlink to open
3. Document will open in Excel



Related Services Management Report

LEA/School Information

LEA of Enrollment: Docs Demo
School/Site: Academy 810
School Address: 810 1st Street NE, Washington, DC 22222

Case Manager: Dummy Account
School Phone:

Service Date Range: 01/26/2015 to 02/20/2015
Provider Name: Dummy Account

IEP Start Date: 01/11/2015
IEP End Date: 01/10/2016
Service Code: Speech-Language Pathology
Report Date: 02/20/2015

Date of Service	Service Type	Duration	Group Size	Area Covered	Response	ESY Service?	Provider Initials
01/26/2015	Student Unavailable	30	1	Speech/ Language Service/ Treatment	Not applicable	No	
Progress Notes: Student was in crisis and refused services							
02/02/2015	Direct Service	15	1	Speech/ Language Service/ Treatment	Inconsistent	No	
Progress Notes: student became uncooperative after 15 minutes. Will try to make up services later this week							
02/05/2015	Direct Service	15	1	Speech/ Language Service/ Treatment	Maintaining	No	
Progress Notes: fjd;sjfds;ijfd;sjfdsjfds;l							
02/09/2015	Direct Service	30	1	Speech/ Language Service/ Treatment	Progressing	No	
Progress Notes: f;ksjafkdsajfdsjf;l dsk jf;ds							
02/17/2015	School Closure	30	1	Speech/ Language Service/ Treatment	Not applicable	No	
Progress Notes: fdsfdfsdfs							

Question and Answer

What questions or comments do you have regarding the section we just discussed?

Please share in the webinar question box.

Questions that are not addressed verbally during the webinar, will be addressed at the end, or in a follow up email.



Wrap Up

- **Parking Lot Follow-up**

Resources

The following resources provide information on NP and LEA obligations for students attending nonpublic schools:

- **Certificate of Approval Regulation** – District of Columbia Municipal Regulations (DCMR) on nonpublic school certificate of approval (COA). Includes information on COA application and monitoring processes and nonpublic school and LEA obligations in serving District students.
- **Certificate of Approval Regulations continued.**
- **Attendance Regulations** – DCMR compulsory education and school attendance regulations.
- **Related Services Policy Memorandum** - Information regarding related services implementation and documentation.
- **Related Services Policy Guidance** – Non-regulatory policy guidance providing additional clarification to assist LEAs in implementing the related Services Policy.

Resources cont'd

- OSSE Policy in Practice Webinar: Related Services under IDEA - OSSE Training and Technical Assistance webinar on related service provision and documentation.
- Final IEP Process Policy and Memo – Provides guidance on implementation of IEPs for students with disabilities and the expectation that all LEAs ensure that IEP Teams engage annually in the IEP process to develop compliant, timely IEPs that include the participation of all appropriate IEP Team members.
- LEA Data Management Policy – Clarifies requirements of LEAs regarding data management to ensure valid, reliable, and timely data collection and submission.
- Nonpublic School Toolkit - Comprehensive guide with information for nonpublic school staff, LEAs, and parents on addressing the needs of students attending nonpublic schools.

Resources cont'd

- **Part B Monitoring and Compliance Manual** - Comprehensive guidance and information regarding IDEA Part B State Monitoring and Compliance System.
- **Monitoring Manual Nonpublic School Supplement** – Supplemental information regarding nonpublic school-specific monitoring processes.
- **Monitoring Tools: Nonpublic School Tool** – Monitoring and compliance tool used by OSSE to review nonpublic school-level compliance with DCMR and IDEA regulations.
- **Monitoring Tools: Student Monitoring Tool** – Monitoring and compliance tool used by OSSE to review student files for compliance with DCMR and IDEA regulations.
- **SEDS Basic User Manual** – Step by step guide to using SEDS, including chapter 10 on “Wizards.”

Nonpublic Monitoring Unit Contact Information

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- Sharon Powell – sharon.powell@dc.gov
- Cassondra Trimboli – cassondra.trimboli@dc.gov
- Alison Losey – alison.losey@dc.gov
- Erik Lund – erik.lund@dc.gov



Upcoming Trainings:

Course Name	Description	Dates	Audience
SEDS Train-the-Trainer	Guides trainers through available training resources. Assists trainers in building capacity for SEDS policies and procedures at the LEA level.	Friday, February 27th & Friday, March 27th 9:00AM—4:00PM	SEDS Trainers at each LEA/NP who have not previously attended, and who are responsible for training others in SEDS at their school.
Related Service Providers SEDS Training	Provides training for service providers in specific areas of SEDS that relate to their daily routine.	March 11, 2015 April 8, 2015 9:00AM—12:00PM	Designated RSPs from each LEA and NP who can train other RSP colleagues.
Nonpublic SEDS Point of Contact Quarterly Webinars	Reviews NP POC responsibilities, including the OSSE Support Tool, SEDS, and data quality; Provides training tips and announcements.	March 25, 2015 May 27, 2015 10:00—11:00AM	All NP SEDS POCs





Thank You for Your Participation!



INCIDENT REPORT FORM QUALITY ASSURANCE REVIEW CHECKLIST

District of Columbia Municipal Regulations (5 DCMR §A-2820.2) requires incident reports to be completed with the following information. The checklist below includes, but is not limited to, the required restraint and seclusion intervention and reporting elements along with additional information that can be used in the quality assurance review process. Incident report documentation should demonstrate the appropriate pre-restraint/seclusion intervention attempts (where applicable) along with sufficient justification for restraint/seclusion and staff's use of specialized knowledge and training (i.e., as opposed to untrained person off of the street).

Use the checkbox to indicate each compliant element:

- Student Name** _____
- Incident Report Date** – Missing, Present, N/A, Unknown _____
- Grade** – Missing, Present, N/A, Unknown _____
- Witnesses' Names** – Missing, Present, N/A, Unknown _____
- Participants' Names** – Missing, Present, N/A, Unknown _____
- Incident Report Narrative** - Info Missing, Present, Unknown _____
- Pre-restraint Interventions¹** – Missing, Present, N/A, Unknown _____
- Start Time of the Incident Report** – Missing, Present, N/A, Unknown _____
- End Time of the Incident Report** – Missing, Present, N/A, Unknown _____
- Incident Report Includes All Pages** – Yes, No, Unknown _____
- Multiple Incident Reports Same Day Unclear Whether Different Incidents** – Yes, No, N/A

- Supervisor's Signature** - Missing, Present, N/A, Unknown _____
- Program Manager's Signature** – Missing, Present, N/A, Unknown _____
- Restraint/Seclusion Report** – Missing, Present, N/A _____
- Restraint/Seclusion Report Form** (if separate form from Incident Report Form) – Missing, Present, N/A, Unknown _____
- Restraint/Seclusion Report Date** - Missing, Present, N/A, Unknown _____
- Use of Prone Restraint** – Yes, No, N/A _____
- Use of Mechanical Restraint** – Yes, No, N/A _____
- Seclusion Room Compliant with DCMR Regulations (5 DCMR §A-2819)** – Yes, No, N/A

- Seclusion Room Lock Compliant with DCMR Regulations (5 DCMR §A-2819)** – Yes, No, N/A

- Observation of Student During the Restraint/Seclusion** – Yes, No, N/A, Unknown _____
- Mismatch of Information between the Incident Report and Restraint/Seclusion Report** – Yes, No, Unknown _____
- Description of De-escalation Observations** – Missing, Present, N/A, Unknown _____

¹ See Appendix A for Additional De-escalation techniques



- Restraint Debrief** - Missing, Present, N/A, Unknown _____
- Administrator's Signature Authorizing Use of Restraint** - Missing, Present, N/A, Unknown _____
- LEA Notification** – Yes, No, Unknown _____
- LEA Notification Date** - Missing, Present, N/A, Unknown _____
- Parent Notification** – Yes, No, Unknown _____
- Parent Notification Date** - Missing, Present, N/A, Unknown _____
- Parent Notification Type** – Phone, Written, Email, Other, Unknown _____
- IEP meeting to Address Behavior** – Yes, No, Unknown _____
- FBA/BIP Implemented/Modified** – Yes, No, Unknown _____



Appendix A: Pre-Restraint Interventions

Less Intrusive pre-restraint interventions and verbal de-escalation techniques include, but are not limited to, the following:

1. Offering support or help
2. Empathic listening
3. Proximity control
4. Empathy
5. Encouragement
6. Redirect the student to task
7. Remind the student of consequences
8. Offer student range of choices for appropriate response
9. State staff and/or task expectations
10. Distraction
11. Offer the student to take a walk
12. Offer the student a break from their current task
13. Deep breathing exercises
14. Offer the student the use of a stress release object to squeeze
15. Offer the student to take quiet space in the classroom
16. Talking with a preferred adult
17. Counting
18. Planned ignoring
19. Remove audience
20. Remove materials
21. Separation
22. Non-restrictive escort
23. Use of additional strategies from the student's individualized BIP