

# Before we get started...

A copy of today's webinar slides is currently available for download on the SEDS Resource Site LEA Special Education Point of Contact (LEA SE POC) resource page:

<https://sites.google.com/a/dc.gov/seds-help-resources/lea-seds-data-administrator-training>

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

A follow-up email will be sent to all LEA SE POCs with the link to the recording, and will address any follow-up items.



# Special Education Data System Webinar

Tentative Items for Fall Release 2014



August 13, 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. Wrap-up and Questions

# Overview

- Purpose of this training is to provide a description of all anticipated updates for the 2014 SEDS Fall Release, including training tips
- This training is appropriate for LEA Special Education Point of Contacts (formerly titled “LEA Data Administrators” or “LDAs”)
  - LEA SE POCs are then responsible for communicating relevant updates to appropriate LEA staff
- Upon completion of this training, participants will:
  - Be aware of all anticipated changes in SEDS with the Fall Release
  - Understand the rationale for each anticipated change
  - Be able to share relevant information about anticipate changes with LEA staff

# Overview

## **Release Date:**

- The 2014 SEDS updates will be released later in the fall
- The August 20, 2014 LEA Special Education Point of Contact webinar will provide more details regarding the anticipated release date

## **Training Resources:**

- LEA SE 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
- Additional SEDS Fall Release trainings will be scheduled for September & October

# 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.

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#### 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 software interface. At the top left is the logo "EasyIEP by PCG Education". On the top right, there is a search bar and a navigation menu with items: "Welcome, Annette | My Calendar | Message Board | Logout". Below this is a secondary navigation bar with links: "Log Out | Main Menu | Students | My Docs | Schools | School System | Users | My Info | My Reports | SEDS Resource Site". A third navigation bar contains sub-links: "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 <span>✓</span>	Evaluation Summary <span>✗</span>
Referral Acknowledgement <span>✓</span>	Eligibility Meeting Notice <span>✗</span>
Analyze Existing Data <span>✓</span>	Eligibility Determination <span>✓</span>
Additional Assessments <span>✗</span>	Consent for Initial Provision of Services <span>✓</span>

At the bottom center of the interface is the logo for "PUBLIC CONSULTING GROUP" 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 Created

**Update:** New PWN type now available, entitled:

*Proceed with Reevaluation Process (Parent Non-Response)*

**Purpose:** 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.

***Training Tip:***

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.

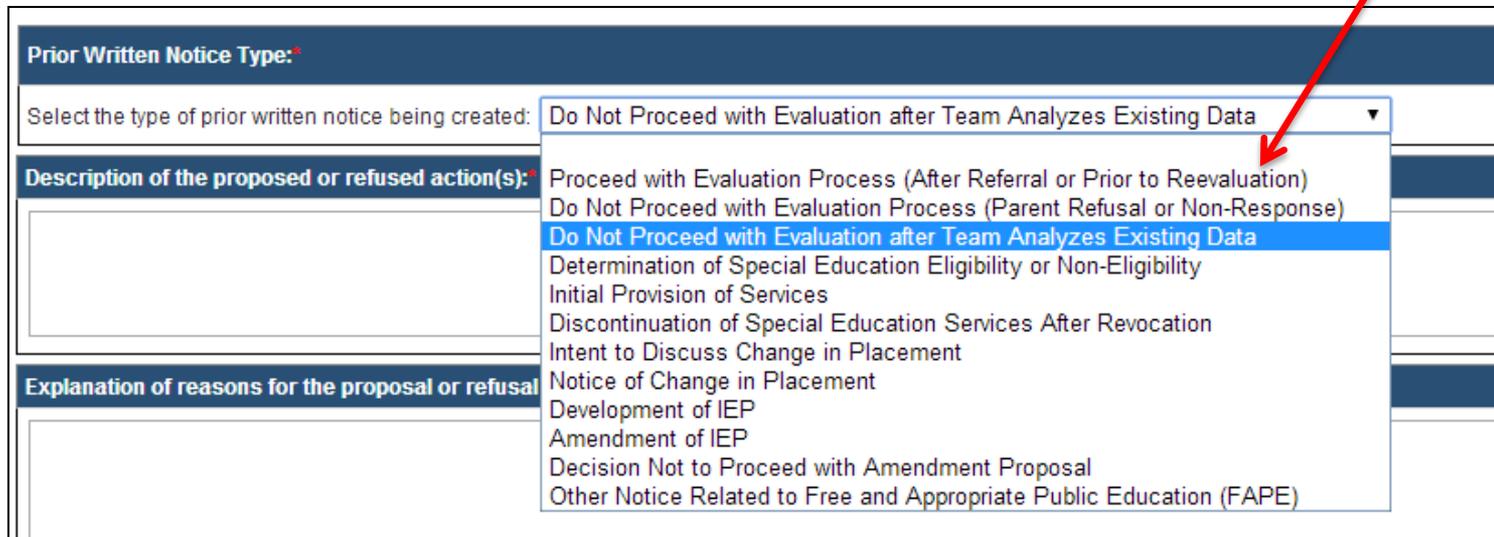
# Prior Written Notice

## PWN Type Updated

**Update:** The title of an existing PWN type has been updated to read:

*Do not proceed **further** with Evaluation **Process** after **IEP** Team Analyzes existing data*

**Purpose:** The words “**further,**” “**Process**” and “**IEP**” will be added to provided additional clarity on the purpose of the document.



The screenshot shows a software interface with a dropdown menu for 'Prior Written Notice Type'. The dropdown is open, showing a list of options. A red arrow points to the updated option: 'Do Not Proceed with Evaluation after Team Analyzes Existing Data'. The other options in the list are: 'Proceed with Evaluation Process (After Referral or Prior to Reevaluation)', 'Do Not Proceed with Evaluation Process (Parent Refusal or Non-Response)', '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', and 'Other Notice Related to Free and Appropriate Public Education (FAPE)'.

Prior Written Notice Type:	
Select the type of prior written notice being created:	Do Not Proceed with Evaluation after Team Analyzes Existing Data
Description of the proposed or refused action(s):	Proceed with Evaluation Process (After Referral or Prior to Reevaluation) Do Not Proceed with Evaluation Process (Parent Refusal or Non-Response) <b>Do Not Proceed with Evaluation after Team Analyzes Existing Data</b> 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
Explanation of reasons for the proposal or refusal:	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

**Update:** 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.

**Purpose:** To align with the IDEA in requiring LEAs to try to obtain consent to reevaluate (CFR 300.300(c)). Also, to ensure consistency in trying to obtain consent to reevaluate, regardless of the need to conduct additional formal assessments or not as part of the reevaluation process. LEAs must seek this consent using reasonable efforts (3 attempts using 2 modalities on 3 separate dates), but if the parent is non-responsive, the LEA can still elect to move forward with the reevaluation.

***Training Tip:***

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.



# Additional Assessments

New assessment type

Assessment duration

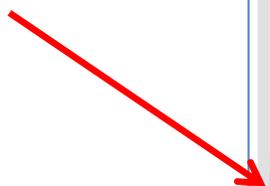
Assessments associated with  
previous eligibilities

# 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

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.

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

**Purpose:** Captures service duration for Medicaid billing purposes.



# Eligibility Determination Timeline

Extended timeline documentation

Documenting reasons for delay

# Eligibility Determination Timeline

## Extended Timeline Documentation

**Update:** Third option under 'Reason for Delay' revised and now reads:

*Student is enrolled in receiving LEA after evaluation timeline began and prior to eligibility determination by previous LEA. Receiving LEA made sufficient progress to ensure a prompt completion of the evaluation and the parent and receiving LEA agreed to a specific time to complete the evaluation.*

**Purpose:** Updated language more clearly reflects actual reason for delay, in accordance with federal and local law, and OSSE policy.

# Eligibility Determination Timeline

## Extended Timeline Documentation

**Update:** If the new LEA and parent mutually agree to an extended evaluation timeline, the LEA can now document this agreement within SEDS:

- Language added to SEDS which informs the user that they can document this extended timeline agreement
- Checkbox added to verify that extended timeline documentation is uploaded
- Extended timeline documentation cover sheet added

***Trainer Tip:***

The LEA may create their own form to capture this agreement and should establish their own policy and procedures for when and how the form is completed.

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

# Eligibility Determination Timeline

## Documenting Reasons for Delay

**Update:** The 'Reason for Delay' page no longer includes the following reasons as answer choices:

- Part C to B Transition

**Purpose:** '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.

- Parent fails or refuses to respond to a request for consent for the evaluation
  - **Training Tip:** This lack of parental response must be documented on the Analyze Existing Data (AED) page

**Purpose:** If a parent does not provide consent to evaluate, the LEA cannot move forward with the initial evaluation, and the process is terminated.



# 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

- **Update:** When writing Extended School Year (ESY) academic goals, users must now include a corresponding Common Core State Standard (CCSS).
- **Purpose:** ESY goals should be written in the same way as school year academic goals, which are always linked to a CCSS.

**Training Tip:** If user selects an already-existing school year goal to be an ESY goal, the same CCSS will import.

# IEP Process

## ESY Transportation Page

**Update:** Additional question will now appear on the ESY transportation page:

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

**Purpose:** With the release of the new transportation policy in January 2014, it is important to ensure ESY transportation eligibility is based on the same criteria as school year transportation. This update provides continuity between the two.

# 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 must manually fill in the student's transportation information.

# IEP Process

## Acknowledgement of Receipt of Procedural Safeguards

**New cover sheet created, entitled:**

*Procedural Safeguards Documentation Cover Sheet*

**Purpose:** 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.

**Training Tip:** 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.

# 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"/> ▼	<a href="#">Details</a>

### Related Services

There are no Related Services for this student.

# 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.

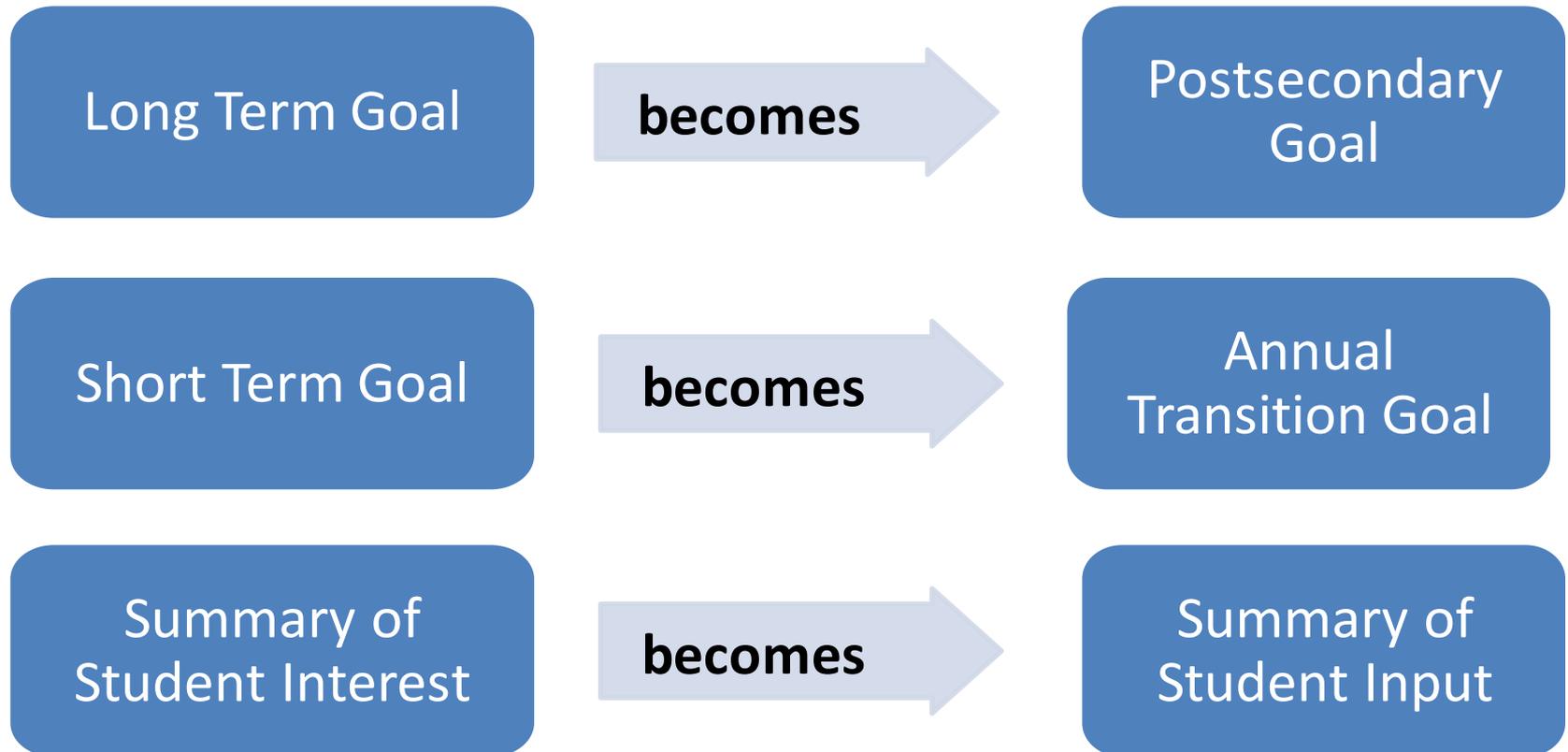
- Both the Alternate Achievement Standard and the Common Core State Standard will appear on the IEP next to the goal.

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

# IEP Process

## Secondary Transition

**SEDS Update:** Language on the Secondary Transition page of the IEP will be updated to reflect current policy and practice, and to provide clarity.



# 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*

Transition Assessments			
Del	Assessment Type	Date Completed	Areas Addressed by Assessment
<input type="checkbox"/>	Educational Assessment	01/17/2012	Employment Independent living Post-secondary education and training

Transition Areas	
Transition Area with Long Term Goal(s)	

Post-secondary education and training:  
Long Term Goal(s):\*

**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

**Coordinated Set of Activities:** A mandatory yes/no question box will be added to this page, asking users if RSA or another outside agency is necessary to complete this activity.

**Purpose:** To track RSA's (or another agency) involvement in secondary transition services.

**Training Tip:** This question will be located under the 'Manage Goals and Activities' section. Users must answer the question before moving to the next page.

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: <i>Post-Secondary Goal: *</i>  <input type="button" value="Add Post-Secondary Goal"/>	Not Started	<input type="button" value="Manage Goals and Activities"/>
Employment: <i>Post-Secondary Goal: *</i>  <input type="button" value="Add Post-Secondary Goal"/>	Not Started	<input type="button" value="Manage Goals and Activities"/>
Include Independent Living as a Transition Area? *	<input type="text"/>	

# IEP Process

## Secondary Transition

**SEDS Update:** 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:** 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.

# 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.



# 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 proposing to change the type or hours of specialized instruction or related services (documented written agreement modality).

**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.

**Training Tip:** Before finalizing IEP, form must be returned 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: \_\_\_\_\_

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

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)*

Service Data Supporting the Proposed Change:	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____
--	--

Service Provider Signature: \_\_\_\_\_

Signature Date: \_\_\_\_\_

LEA Representative Name: \_\_\_\_\_

LEA Representative Contact Information: \_\_\_\_\_

# Communications Log

## Linking a Communications Log Directly to an Event

**Update:** Users may now link their communication log directly with certain event types. These event types include:

- Consent to Evaluate
- Eligibility Meeting Notice
- IEP Meeting Notice
- Amendment
- Discipline
- FBA Process
- BIP Process
- Manifestation Meeting-Discipline Process
- Consent for Initial Services

### ***Training Tip:***

Users now have two ways to access the communication logs:

- 1) Through the Communications Log tab (currently available in SEDS)
- 2) Link the communication log directly to its corresponding event (new feature in SEDS)

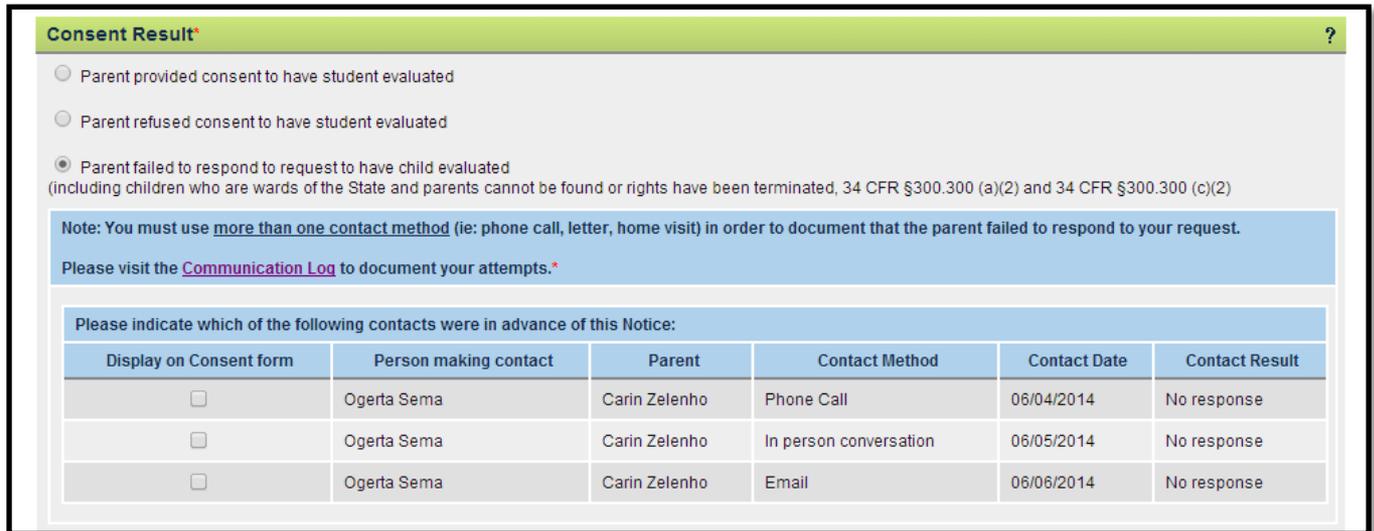
**Purpose:** This update makes it easier to document the LEA's reasonable attempts to contact the parent.

# Communications Log

## Linking a Communications Log Directly to an Event

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

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



**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:

Del	Event ID	Event Date*	Event Type	Begin Date	End Date	User	Document	Date Created	
<input type="checkbox"/>	3960	11/11/2008	Ages 3 and Above Referral	11/11/2008	11/11/2011	Jean Alonzo	<a href="#">Acknowledgement Letter (ID# 4629)</a>	11/12/2008 14:01 (1335 days)	Referral Source: 6
<input checked="" type="checkbox"/>	3959	11/12/2008	Notification - IEP	11/12/2008	11/12/2008	Jean Alonzo	<a href="#">Acknowledgement Letter (ID# 4629)</a>	11/12/2008 14:01 (1335 days)	<a href="#">Details</a>
<input type="checkbox"/>	3969	11/12/2008	Initial Parent Consent for Evaluation	01/21/2011	01/21/2011	Jean Alonzo		11/12/2008 14:09 (1335 days)	<a href="#">Details</a>
<input type="checkbox"/>	54897	06/18/2011	Grade Change (5th Grade)	06/18/2011		Transfer / Import		06/18/2011 0:34 (387 days)	<a href="#">Details</a>

**Update:** When an LEA SE POC decides to inactive an event there is no way to document 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.

**Training Tip:** Inactivating (deleting) or editing events should only be done under very specific circumstances. It is best practice for LEA SE POCs to document the reason for the change.

# Compliance Symbols

## Updated List of Symbols

The list of compliance symbols and their accompanying language 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.

# Student/Parent Information Page

## Documenting 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)

Consent for IFSP Extended Services Coversheet

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

**Update:** 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.

**Training Tip:** Use the cover sheet to upload any documentation from the LEA showing that the parent chose the IFSP extended option.

# Service Logging Wizard

## Generating Bulk Service Trackers

**Update:** 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. At the top, the 'EasyIEP by PCG Education' logo is on the left, and a search bar is on the right. Below the logo, a navigation bar contains links: 'Log Out | Main Menu | Students | My Docs | Wizards | School System | My Info | Smart Logbook | My Reports | SEDS Resource Site'. The main heading is 'Service Tracker Wizard' with a '(Select Students)' link to its right. A sub-heading reads: '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 is titled 'Students where you are a Case Manager (9)' and includes 'Check All' and 'Check None' buttons. It lists nine items, each with a checked checkbox: 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 is titled 'Students where you are on a Team (0)' and also has 'Check All' and 'Check None' buttons. Below this section, it says '(No items available)' and '(9 total available students)'. A 'Continue' button is at the bottom of the wizard.

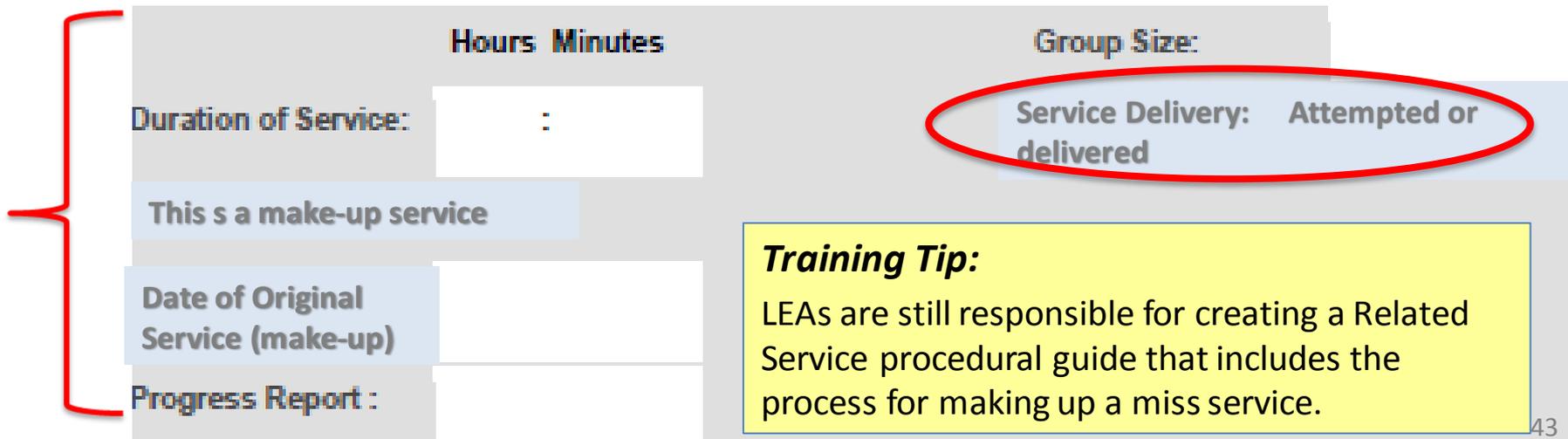
# Service Logging Wizard

## 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 shows a form with several fields. A red bracket on the left side groups the 'Duration of Service', 'This s a make-up service', 'Date of Original Service (make-up)', and 'Progress Report' fields. A red oval highlights the 'Service Delivery: Attempted or delivered' field.

Hours	Minutes	Group Size:
Duration of Service:	:	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.

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

Course Name	Description	Time Frame	Audience
New LEA Special Education Point of Contact Orientation	Onboarding for new LEA SE POCs	Next session is September 11	All new LEA SE POCs who have not previously attended
SEDS Train-the-Trainer	Guides trainers through available training resources.	September 12, 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, beginning August 20, 2014, 10:00AM	All LEA SE POCs
SEDS Fall Release Training	Provides training on the updates and changes with the Fall Release of SEDS	TBD	All LEA SE POCs
Related Service Providers Training	Provides training for service providers in specific areas of SEDS that relate to their daily routine	September 19 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.	September 24	All NP POCs

# For a copy of this presentation, please access the SEDS Resource Site

**NOTE:** The LEA Data Administrator page will be renamed the “LEA Special Education Point of Contact” resource page to reflect the recent title change.

DC Office of the State Superintendent of Education

**SEDS**  
Special Education Data System

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**LEA Data Administrator Resources**

**ANNOUNCEMENTS**

**Rescheduled! 2014 Special Education Data System Fall Release**

The Wednesday, July 23<sup>rd</sup>, 2014 SEDS Fall Release Webinar training has been rescheduled to take place Wednesday, August 13<sup>th</sup>, 2014.

Each year the Special Education Data System (SEDS) is updated in order to stay current with federal and local laws, state-level policies, and special education practice. Updates also incorporate LEA feedback and improve functionality for the end user.

A major SEDS update is underway for the fall of 2014. The SEDS Fall Release Training will showcase these major updates in the system. OSSE has rescheduled this webinar training to ensure that the training is able to showcase all final updates within the system in a way that will be effective for webinar participants.

All LEA Special Education Point of Contacts (formerly called LEA Data Administrators) and Nonpublic Point of Contacts, who are trained as SEDS trainers, are encouraged to participate in the Wednesday, August 13<sup>th</sup>, 2014 webinar. Registration information for the August webinar is below.

In addition to a training webinar on Wednesday, August 13<sup>th</sup>, 2014 OSSE will host two in-person trainings in September and October, 2014. These hands-on trainings will allow participants to access the system and become familiar with all changes and updates. These trainings will also provide suggested methods and resources for conducting school-based trainings. Upon completion of this training, trainers are expected to train all relevant staff on the features that directly impact their users.

# Thank you for your participation!

For questions, please access the OSSE Support Tool.

Please proceed to the SEDS Resource Site, homepage for a copy of today's webinar.

All participants will receive a follow up email with the link to this webinar recording.

Save the Date: Monthly support webinars for LEA Special Education Point of Contacts (formerly LDA) will continue in the 2014-15 School Year on the 3rd Wednesday of each month, beginning August 20, 2014.

