

**The LEA Special Education
Point of Contact Monthly Webinar
will begin momentarily.**

**A copy of today's presentation is available
for download through GoToWebinar. To
access, expand the 'Handouts' menu.**





LEA Special Education Point of Contact Monthly Webinar

April 18, 2018

OSSE Division of Data, Assessment, and Research
OSSE Division of K-12 Systems and Supports
OSSE Division of Student Transportation
OSSE Division of Teaching and Learning



Agenda

- Extended School Year (ESY) Updates & Reminders
- Student Transportation Updates & Reminders
- End-of-Year Wrap Up in the Special Education Data System (SEDS)
- End-of-Year Wrap Up for Service Delivery
- DC Municipal Regulations Chapter 30 Proposed Rulemaking
- Reminders and Announcements



Extended School Year (ESY)

Updates & Reminders

- Updating ESY Calendars
- Certification Deadline
- Trainings & Resources



Updating ESY Calendars

All LEAs must ensure the ESY calendar is accurate in the following data systems:

1. **SEDS** (only LEA Special Education Points of Contact—LEA SE POCs—can edit the SEDS calendar)
2. **eSchoolPLUS** (only LEA Data Managers can [edit calendars in eSchoolPLUS](#))
3. **TOTE**

See other slides in this presentation for list of trainings & resources to update calendars.



Updating ESY Calendars: SEDS

The screenshot shows the top navigation bar with 'Smart Logbook', 'My Calendar', and 'My Info'. The 'My Calendar' tab is active. Below the navigation bar, there is a green button labeled 'Edit School Years'. A red box highlights the 'My Calendar' tab and the 'Edit School Years' button. A red arrow points from the text to the 'Edit School Years' button.

Select the calendar icon, scroll to bottom of page, then select “Edit School Years.”

Then select “Edit” for 2017-2018 ESY Schedule.

The screenshot shows the 'Edit School Years' table. The table has columns: Del, School Year, Begin Date, End Date, Cal Days, Sch Days, ESY Schedule, and Report Periods. The 2017-2018 row is highlighted, and the 'Edit' button in the ESY Schedule column is highlighted with a red box. A red arrow points from the text to the 'Edit' button.

Del	School Year	Begin Date	End Date	Cal Days	Sch Days	ESY Schedule	Report Periods
<input type="checkbox"/>	2016-2017	08/22/2016	06/14/2017	297	213	Edit	Edit
<input type="checkbox"/>	2017-2018	08/21/2017	06/13/2018	297	212	Edit	Edit

The screenshot shows the 'Edit 2017-2018 ESY Schedule' form. It includes a note about holidays and non-school days, a table for ESY sessions, another note about deleting break periods, and a final note about ESY reporting periods. A red box highlights the note about holidays and non-school days. A red arrow points from the text to the red box.

Edit 2017-2018 ESY Schedule

NOTE: Holidays and non-school days where services are not provided should be entered by clicking on the date on the calendar and selecting the appropriate Day Type from the menu at the top of the page.

Del	Period Number	Period Name	Begin Date	End Date
<input type="checkbox"/>	1	Summer 2018 ESY Session	06/25/2018	08/03/2018

NOTE: If you delete a given break period, ALL higher numbered break periods will also be deleted.

ESY reporting periods must also be entered on the regular reporting period schedule page in order for them to appear and function correctly in the Progress Report Wizard.

Update the Database

Ensure holidays and non-school days are correctly labeled within the ESY period.



Updating ESY Calendars: SEDS

Edit individual calendar days by clicking directly on that day within the calendar. For example, mark July 4 as a non-school day or holiday for the ESY period.

School System Calendar

<< July 2018 >> today

July 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	*2	*3	Federal Holiday 4	*5	*6	

Edit Day Type

Level	Day Type	Label
School System	<div>Holiday</div>	4th of July Holiday

School Day

Summer School

Holiday

Teacher Workday

Weekend

Summer Day

ESY

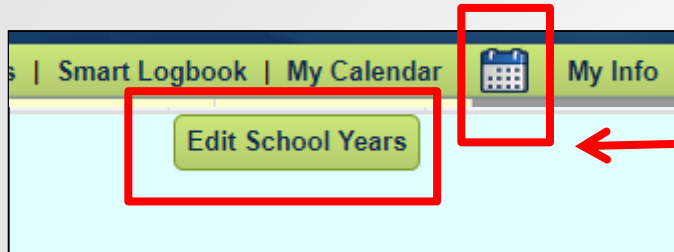
Summer School & ESY

NOTE: To change the Date range in the format mm/dd/yyyy separated by a comma. If you enter a date range (7/4/2018) will only be included in the date range you enter here. If you add any calendar entries below (where it says "New Calendar Entries:"), they will only be added to the date 7/4/2018, not to dates in the date ranges you enter here.

For multiple days at once, please enter a date range. You can also enter multiple date ranges separated by a comma. Only the date ranges you enter. Also note that if you enter a date range, it will only be added to the date 7/4/2018, not to dates in the date ranges you enter here.



Updating ESY Report Periods



Select the calendar icon, scroll to the bottom of page, and select “Edit School Years.”

Then select “Edit” for 2017-2018 Report Periods.

Edit School Years							
Del	School Year	Begin Date	End Date	Cal Days	Sch Days	ESY Schedule	Report Periods
<input type="checkbox"/>	2016-2017	08/22/2016	06/14/2017	297	213	Edit	Edit
<input type="checkbox"/>	2017-2018	08/21/2017	06/13/2018	297	212	Edit	Edit



Updating ESY Report Periods

Enter the Reporting Period Name, Begin Date, End Date and check ESY

Edit 2017-2018 Reporting Period Schedule

(Docs Demo)

Del	Reporting Period	Reporting Period Name	Begin Date	End Date	Due Date	ESY	Cal Days	Sch Days
<input type="checkbox"/>	1	Qtr 1 Reporting Period 1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>		
<input type="checkbox"/>	2	Qtr 2 Reporting Period 2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>		
<input type="checkbox"/>	3	Qtr 3 Reporting Period 3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>		
<input type="checkbox"/>	4	Qtr 4 Reporting Period 4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>		
<input type="checkbox"/>	5	Trimester 1	08/21/2017	10/02/2017	<input type="text"/>	<input type="checkbox"/>	43	31
<input type="checkbox"/>	6	Trimester 2	10/03/2017	03/01/2018	<input type="text"/>	<input type="checkbox"/>	150	107
<input type="checkbox"/>	7	Trimester 3	03/02/2018	06/22/2018	<input type="text"/>	<input type="checkbox"/>	113	74
<input type="checkbox"/>	8	Qtr 5 Reporting Period 5	06/25/2018	08/08/2018	<input type="text"/>	<input checked="" type="checkbox"/>		

NOTE: If you delete a given reporting period, ALL higher numbered reporting periods will also be deleted.

To add a reporting period for ESY, you must use the following format in order for the progress reporting wizard to work correctly: "Reporting ESY Period #"

Update the Database

Auto-fill Begin and End Dates

Add another reporting period

Create a Reporting
Period for ESY →



2018 ESY Data System Deadlines (Part 1)

Data System	ESY Required Tasks	Earliest LEA can begin	Final deadline to complete task	Training & Resources
SEDS	Finalize ESY eligibility & ESY transportation eligibility status on Individualized Education Program (IEP)	Fall 2017	Friday, May 4, 2018 <i>(shows in TOTE next business day)</i>	Feb. 21, 2018 LEA Special Education POC Webinar SEDS Basic User Guide , Section 6.9 (pages 87-92)
	Enter ESY calendar & ESY progress report dates	Fall 2017	Friday, May 4, 2018	Feb. 21, 2018 LEA Special Education POC Webinar LEA Special Education Point of Contact Manual (pages 30-40)
	Generate Service Tracker for each student for ESY period <i>Note: Service logs should be completed within five business days of each service delivery session throughout the entire ESY period.</i>	Last day of ESY	Within 5 business days after ESY ends for LEA	SEDS Basic User Guide , Chapter 10 (pages 132-149) March 9, 2018 Related Service Provider SEDS 101 Webinar
	Complete ESY Progress Reports	Last week of ESY		



2018 ESY Data System Deadlines (Part 2)

Data System	ESY Required Tasks	Earliest LEA can begin task	Final deadline	Training & Resources
TOTE	Complete Transportation Request Form (TRF) for each student eligible for ESY transportation	March 19, 2018	Monday, May 7, 2018	<ul style="list-style-type: none"> • TOTE Quickstart Guide • TOTE Help Desk (202) 576-5520 or DOT.data@dc.gov • Feb. 21, 2018 LEA Special Education POC Webinar • April 19th In-person training
eSchool PLUS	Create ESY calendar <i>(LEA Data Managers)</i>	March 26, 2018	Friday, May 4, 2018	Guide to creating calendars in eSchoolPLUS for 2017-18
SLED ESY Module	Input ESY site location(s) for LEA [new for 2018]	April 2, 2018	Friday, May 4, 2018	Recording of April 4, 2018 Training https://osse.dc.gov/multimedia/sled-esy-training
	Assign each ESY-eligible student to ESY site location	April 2, 2018	Friday, May 4, 2018	
	Indicate overall ESY attendance for student	<i>Can be completed as early as the first day of ESY if the parent/guardian/student opted out of ESY.</i>	Within 5 business days after ESY ends for LEA	



Transportation Announcements & Reminders



Changes to TOTE for 2018-19 School Year

OSSE will roll out a new system to replace the Transportation Online Tool for Education (TOTE) coming in the 2018-19 school year

- Integrated, easy-to-use cloud-based system
- Streamlined and reduces data entry
- OSSE will provide a demonstration of the new system during the June 12 Start of School Summit
- LEAs should continue to use TOTE until OSSE communicates deployment and training timelines for the new system



Submitting Transportation Data in TOTE

TOTE is available for LEAs to submit transportation certification data.

Please log in and begin entering school calendar information as well as student transportation requests for both Extended School Year (ESY) 2018 and the 2018-19 school year.

All LEAs and schools that will serve as ESY sites and have students eligible for ESY transportation must submit their new **ESY 2018 school calendars** to OSSE's Division of Student Transportation (DOT) via TOTE.

For **non-public schools**, please upload your **ESY and school year calendars** in TOTE, which will allow the LEAs to complete the transportation request for students attending your school for ESY and the regular school year.

Both the ESY and school year **certification process** entail successful submission of school calendars and transportation requests for all eligible students.



Transportation Request Forms: Deadlines

OSSE DOT requires a new Transportation Request Form (TRF) for both the ESY and the regular school year for all students who are eligible.

- **Students eligible for ESY transportation**

- **Deadline: Monday, May 7, 2018**

- Use TOTE for all ESY requests

- **Students eligible for 2018-19 school year transportation**

- **Deadline: Monday, June 4, 2018**

- Students returning for 2018-19 school year

- **Deadline: Two weeks prior to start of school year**

- Students new to the LEA for 2018-19 school year

- Use TOTE to begin submitting requests—OSSE will notify LEAs when the new system is ready for use



Transportation Training & Resources

- **Upcoming TOTE Trainings:**
 - **April 19, May 3, 15, 31, June 28** (90-minute sessions)
 - Register here: <https://osse.dc.gov/event/tote-esy-2018-and-2018-19-school-year-update-and-certification-workshop>
- Check out the [NEW SY18-19 Transportation Checklist](#)
- TOTE Access: <https://octo.quickbase.com/db/bh9fgniun>
- TOTE Support Line: (202) 576-5520 or DOT.data@dc.gov
- TOTE Quickstart Guide: <https://osse.dc.gov/node/756732>
- [TOTE refresher training recording](#) (last 15 minutes of video)

REMINDER: Please submit ESY & SY18-19 calendar information to TOTE as soon as possible



SY 2018-19 Transportation Checklist

<https://osse.dc.gov/publication/lea-transportation-checklist-2018-19-school-year>

LEA Transportation Checklist for Start of New School Year

Overview

This document outlines transportation related tasks for LEAs to complete for the start of 2018-19 school year. This checklist is developed for LEAs that have students who are eligible for transportation services.

Checklists

Planning and Preparation

✓	Tasks	Recommended Start Date	Recommended End Date
<input type="checkbox"/>	LEA Data Manager updates the list of transportation POCs in eScholPLUS to ensure that the appropriate team members gain access to necessary systems and receive notifications	Start of School Year	April 20
<input type="checkbox"/>	LEA Data Manager emails Special Education Transportation Application Support team (dot.data@dc.gov) to obtain access for Transportation POC or Special Education Coordinator	March 1	As needed for new LEA staff members
<input type="checkbox"/>	Run the 'DC Transportation' report in SEDS to obtain list of students who are eligible for transportation service <ul style="list-style-type: none">- After running the report, connect with your school team to double-check that no other students require transportation and develop plan for fixing any errors	March 1	June 1



End-of-Year Wrap Up in SEDS

- Progress Reports
- Summary of Performance
- Students Aging Out



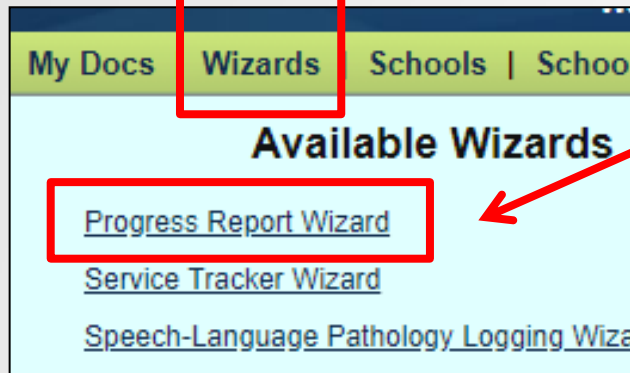
Progress Reports: IDEA Requirement

IDEA requires that each student's IEP includes a description of **when periodic reports on the progress the child is making toward meeting the annual goals** (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) **will be provided**. (34 CFR §300.320(a)(3)(ii)).

LEAs may utilize the quarterly progress reporting tool in SEDS to meet this requirement.



Progress Reports in SEDS



Access the Progress Report Wizard

Select the students for whom you want to contribute and/or generate a progress report.

Select ESY Reporting Period



Progress Reports in SEDS

School Year: 2017-2018
Qtr 4Reporting Period 4
Document progress toward goals

Note: To report progress on goals, check the box next to the area you will be commenting on. You may select more than one area at a time.

Academic-Reading ☐

Area of Concern: Academic-Reading	
Student Name: Chad Changes1296	
Annual Goal: Student will independently read a short story and be able to answer five inference questions with 80% accuracy in 2 out of three opportunities.	
Common Core Standard: 8.RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	
Current Reporting Period	Progress: <div>▼ Not Introduced Just Introduced Progressing No Progress Regressing Mastered</div>
<div>Comments: Describe the data used to determine the status of progression. Describe the student's progress in a way that parents will understand why you selected this particular status.</div> <div>abc ✓</div>	
<div>Save</div>	

In addition to selecting the progress status, be sure to include detailed comments for the benefit of parents and other members of the IEP team.



Progress Reports in SEDS

School Year: 2017-2018
Qtr 4Reporting Period 4
Document progress toward goals

Note: To report progress on goals, check the box next to the area you will be commenting on. You may select more than one area at a time.

Academic-Reading ☐

Communication/ Speech and Language ☐

Team Member Sign Off			
Student Name: Chad Changes1296		Student ID: CHADCHANGES1296	School: Academy 810
Reporting Period: Qtr 4Reporting Period 4: -			
IEP Team Member	Title	Progress comments completed Note: Be sure to create a draft and review the comments you have made before signing off.	Completion date and time
Administrator 1296	Special Education Coordinator	<div>Sign Off</div> <div>✗</div>	

Only Case Manager (Administrator 1296) can finalize this progress report after all team members have signed off.

Return to Select Student Page

Save

Save and Continue to Next Student

Create Draft

Do not finalize the progress report until all service providers and teachers have contributed to their areas of service provision or instruction.



Progress Reports—Best Practices

Develop a process for delivery.

- Determine if your LEA will deliver progress reports to parents **with student report cards** or in conjunction with another quarterly reporting event.
- **Document this process** in a parent resource communicating to families when they will receive progress information (e.g., parent handbook, special education handbook or policy).

Ensure completion before finalizing in SEDS.

- Ensure all teachers'/service providers' comments and status information are included on the progress report before finalizing the document in SEDS each quarter.



Progress Reports—Best Practices

Quarterly Status information & Comments – Specificity is KEY

- Specify the **data you are relying on to assign the status** of the goal.
- Provide information on **strategies used or that will be used**.

Consider which communication provides the parent with a full understanding of student's progress toward meeting his or her annual goals?

Not Specific

“Student has not made any progress.”

or

“Progressing.”

or

“This goal has not been introduced.”

Specific

“Student has not made any progress on this goal **according to monthly classroom testing**. Student **will continue to read books on his current grade level** for 30 minutes per day in order to increase comprehension skills. Adult **side-by-side reading will be implemented to capture comprehension at intervals**.”



Summary of Performance (SOP)

Comprehensive student summary that provides individualized information to postsecondary service providers, which includes:

- Academic achievement
- Cognitive and functional performance
- Recommendations to assist student in meeting postsecondary goals



Timeline

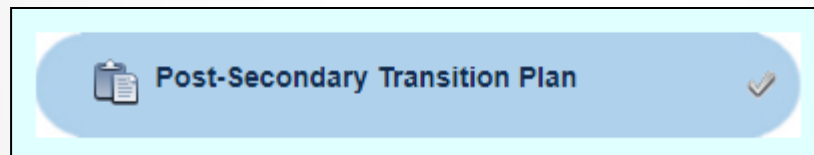
- Complete at least **60 days** before student's pending graduation or when student ages out of special education (end of semester of 22nd birthday).
- SOP does **not** need to be completed annually.

34 C.F.R. §300.305(e)(3)

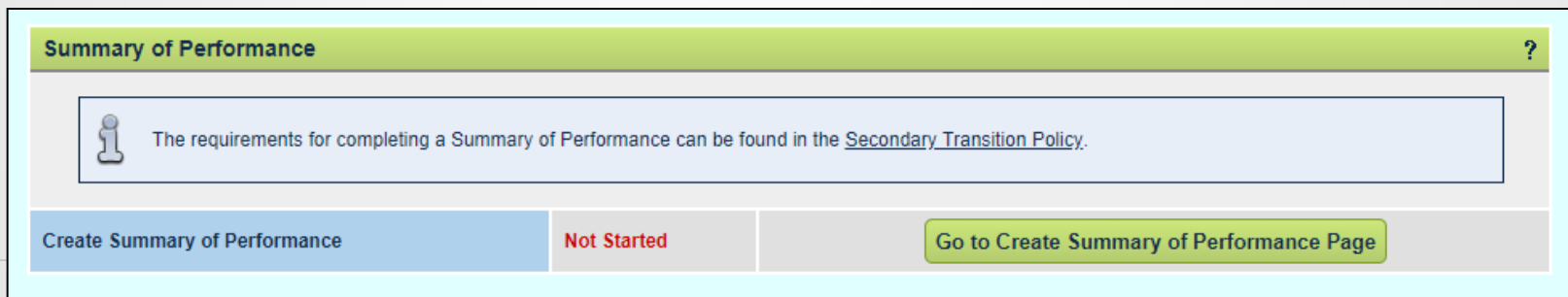


Summary of Performance (SOP) in SEDS

- The Summary of Performance block should be completed no later than **60 days prior to graduation**.
 - **Failure to complete this may result in the student remaining active in SEDS after graduation.**
- Within the IEP Process in SEDS, select Post-Secondary Transition Plan.



- Click on the “Go to Create Summary of Performance Page” button to access the summary of performance.





Summary of Performance (SOP) in SEDS

- Plan ahead to ensure all sections of the SOP are completed:
 - Part 1: Assessments
 - Part 2: Student Input
 - Part 3: Present Levels of Performance (imported from current IEP)
 - Part 4: Accommodations (imported from current IEP)
 - Part 5: Team Recommendation
- Add additional documents that provide helpful supplemental information on the student

Indicate attachments that will be included with Summary of Performance Form	<input data-bbox="1178 1063 1748 1106" type="text"/> <input data-bbox="1149 1135 1729 1199" type="button" value="Add Summary of Performance Attachment"/>
---	--

For additional guidance on completing the SOP, see [SEDS Basic User Guide](#), p. 101.



Summary of Performance (SOP) in SEDS

- The completed summary of performance should be printed out on the Summary of Performance page and uploaded with documentation.
- Enter the date and method by which the SOP document was provided to the student.

Date Generated	Document Type	Type	EasyFax	Date Received	Date Sent	Method	Upload
04/11/2018	Summary Of Performance	Final			04/11/2018	In Person ▼	Upload Files

- Student must sign the SOP (or parent if rights did not transfer)

Part 5: Student Acknowledgement of Summary of Performance Participation
The student acknowledges his or her participation in the development of the Summary of Performance document by reviewing the statement below and providing a signature. The parent must provide a signature if educational decision making rights did not transfer to the student upon age of majority.

I, _____, have been given the opportunity to provide input to the Summary of Performance, and have received a copy of the Summary of Performance.

_____ (Printed Name)

Student Signature: _____ Date: ____ / ____ / ____

Parent Signature: _____ Date: ____ / ____ / ____



Summary of Performance (SOP)

SOP document is most useful when student (and parents, if appropriate) has opportunity to actively participate in its development.

- How does the disability affect academic work and school activities?
- What supports have been tried to help with success?
- Which accommodations have worked best?
- Which accommodations have not worked?
- Strengths and needs professionals should be aware of as student enters postsecondary school/work environment.



Aging Out Students

- Students receiving special education services are eligible to receive special education services until they:
 - **Graduate:** earn a regular diploma, or
 - **Age out:** end of the semester in which they turn 22 years old

5-E DCMR §3002.1(b)

- **Generate the “Age Out” form in SEDS**
 - Serves as prior written notice to the parent/student
 - Must be signed by Head of School

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

Documents:

Special Education – Student Data Cover Sheets Medicaid Service Logging Tracker

☐ Additional Participant Consent - No Response Form ☐ Blank Prior Written Notice

☒ **Age Out** ☐ Compensatory Education Plan/Notes Cover Sheet

☐ Assessment Accommodations Tool Cover Sheet ☐ Graduation with Diploma

30



Aging Out Students—SEDS Form

Age Out

Student Information

Student: Mary Major1299

Local ID:

State USI:

DOB: 06/01/1992

Grade: 12

MARYMAJOR1299

Last Eligibility Meeting Date: 03/03/2017

Last IEP Annual Review Meeting Date: 03/15/2017

LEA/School Information

LEA of Enrollment: Docs Demo

Case Manager: Administrator 1299

School/Site: Academy 810

School Phone:

School Address: 810 1st Street NE, Washington, DC 22222

Dear Parent(s)/Adult Student:

According to local regulations, the local education agency (LEA) in which your child is enrolled is obligated to provide a free and appropriate public education (FAPE) to your child through the end of the semester he/she turns twenty-two (22) years old (5-E DCMR §3002.1(b)). Your child's records indicate that he/she will turn twenty-two (22) years old on **06/01/2014**.

Under the Individuals with Disabilities Education Act (IDEA), written notice must be given to the parents of a child with a disability a reasonable time before the LEA: (1) Proposes to initiate or change the identification, evaluation, or educational placement of your child or the provision of a free appropriate public education (FAPE) to the child; or (2) Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child (34 CFR §300.503). Termination of special education services due to age constitutes a change in the provision of FAPE. This notice serves to inform you that your child will no longer receive special education or related services as of _____ (*Last day of the applicable semester*).

I, _____ (*Head of School Name*), affirm that _____ (*Student's Full Name*)

- Will receive special education services through the end of the semester he/she turns twenty-two (22) years old;
- Will receive a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals; and
- Will receive a cumulative school report or final report card and appropriate academic exit documents.

Head of School Signature: _____ Date: _____



End-of-Year Wrap Up for Service Delivery

- Service Logs & Service Trackers
- Related Services Management Report (RSMR)



Service Log Maintenance

- Regularly check for requests from service providers to have erroneous logs deleted.

Schools	School System	Users	Smart Logbook	My Calendar		My Info	Reports	My Reports	Provide
m Info	Reports	Assign Schools	Inactive Students	User Types	Unrecognized Faxes	Manage Goal Bank			
mary	Lists	Assign Teachers	Inactive Users	User Type Assign	Manage Service Logs	User Type Impersonate			

Manage Service Log Entries					
Delete	Log ID	Log Information		Delete Request Info	
	3719	Log Date: 04/05/2018	Service Date: 04/04/2018	Delete Request Date:	04/05/2018 10:22 AM (6 days, 10 hr Ago)
		Student: Adele Adult1302	State ID (USI): ADELEADULT1302	Delete Requested By:	RSP Provider A (rspprovidera@dc.gov)
		Service: Behavioral Support Services	Provider: RSP Provider A	Justification:	It's wrong.
		Service Type: Direct Service	Duration of Service: 0:45	Comments:	LEA SE POC should type comments here to explain why you chose to delete/not delete this service log.
		Group Size: 1	Progress Report: Maintaining		



Service Log Requirements

Q: When is a service log required?

A: Related service providers (RSPs) must create a **separate service log** for each student for:

- Each session when a service was **delivered** to a student
- Each session when a service was **scheduled to occur, but was missed**
- Each **makeup session** where a service was delivered to a student

Q: What is the deadline to create each service log?

A: RSPs must create service logs in SEDS **within five business days** of the delivered (or missed) service date.

PLEASE NOTE: **Incorrect logs** may affect service trackers, monitoring and compliance, Medicaid billing, nonpublic payments, the Related Services Management Report, etc.



Service Tracker Requirements

Frequency: Service trackers must be generated **at least once a month** for each student for each related service area on the IEP.

- LEAs can require **more frequent** service tracker generation.

Signature: OSSE does **not** require a physical signature (generating a PDF service tracker constitutes the “electronic signature” of the provider).

- **Exception:** Interns and assistants must have trackers signed by fully licensed supervisor, then uploaded into SEDS.
- LEAs can choose to require a physical signature by all providers.

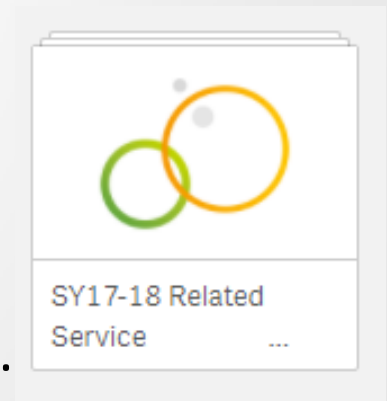
TIP: Completed trackers will show up in a student’s document tab.

Documents created for Adele Adult1221 (School Year: 2017-2018)					
Doc ID	Date Generated	Document	Batch	Received	
44364	11/14/2017	Speech-Language Pathology - Service Tracker	PDF	<input type="checkbox"/>	<input type="checkbox"/>
44159	10/17/2017	New Eligibility Determination	PDF	<input type="checkbox"/>	(Draft)
44117	10/12/2017	Speech-Language Pathology - Service Tracker	PDF	<input type="checkbox"/>	<input type="checkbox"/>
44116	10/12/2017	Physical Therapy - Service Tracker	PDF	<input type="checkbox"/>	<input type="checkbox"/>
43921	09/26/2017	Speech-Language Pathology - Service Tracker	PDF	<input type="checkbox"/>	<input type="checkbox"/>
43920	09/26/2017	Speech-Language Pathology - Service Tracker	PDF	<input type="checkbox"/>	<input type="checkbox"/>



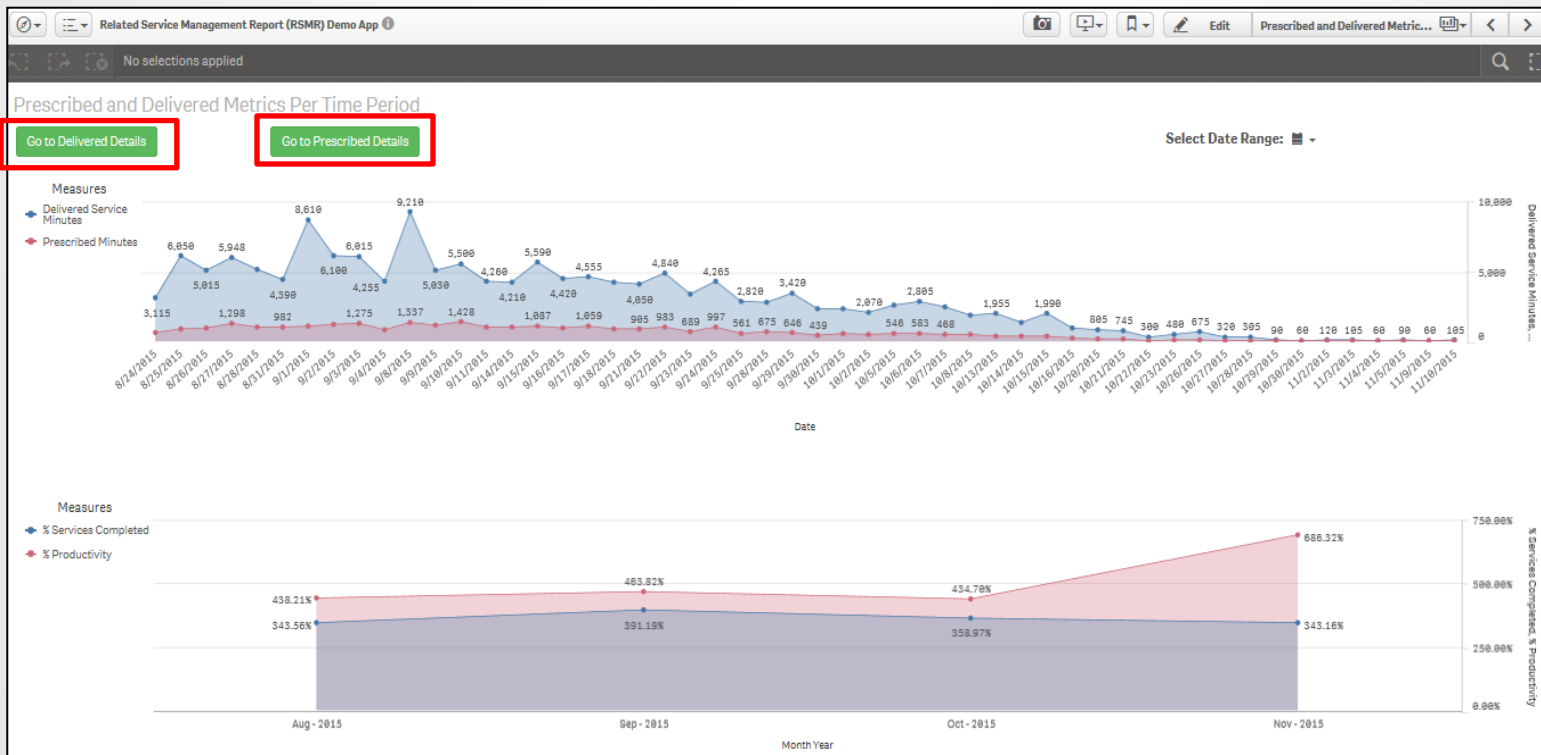
Related Services Management Report

- The Related Services Management Report (RSMR) compares the amount of time a related service is **prescribed** on a student's IEP to the amount of time the service is actually **provided**.
- The report is based on data entered by the service provider via the **Service Logging Wizard** in SEDS.
- This report assists school leaders and managers in:
 - Determining if providers are delivering services as prescribed on the IEP (e.g., duration, frequency, setting, etc.),
 - Managing caseload assignments,
 - Managing service provider resources, and
 - Addressing any discrepancies in services to students.



Prescribed and Delivered Metrics - Time Period

- The purpose of this sheet is to provide the main metrics on a case-by-case basis.
- This is a valuable tool to use to view drops in delivered service minutes versus prescribed minutes, and the percentage of services completed and percentage of productivity.



Exploration Menu



Prescribed and Delivered Metrics – Per Provider

- This sheet shows the totals by types of services, percentage of time spent for each service, minutes for each service delivered, and logged providers, and more.





RSMR—Delivered Services Detail

- The Delivered Services detail sheet provides specific demographic information and delivered services.
- Click on the icon to see the full screen. Users also can take a snapshot of the data or export the data.

Related Service Management Report (RSMR) Demo App

No selections applied

Delivered Services Details

[Go to Prescribed Details](#)

Event ID

Prescribed Service

USI

Student Name

Delivered Logged Provider

Delivered Service Type

Deleted Service

Make Up Service

Delivered Services Minutes

9,918,792.00

% Productivity

224.93%

Select Date Range:

Total Prescribed Minutes

5,120,192.96

% Services Completed

193.72%

Demographics

USI	Student Name	Date of Birth	Gender	Grade
8764420824	TrainLast55262, TrainFirst55262	11/2/2001	F	9th Grade
3613514954	TrainLast87627, TrainFirst87627	1/16/2000	M	5th Grade
7483374697	TrainLast26241, TrainFirst26241	5/14/1998	M	9th Grade

Delivered Services

0012841704	Speech-Language Pathology	8/8/2016	30	School Campus 6300	Logged Provider 62	No
0473340748	Behavioral Support Services	8/8/2016	30	School Campus 3500	Logged Provider 130	No
0473340748	Speech-Language Pathology	8/8/2016	30	School Campus 3500	Logged Provider 786	No
0688271788	Speech-Language Pathology	8/8/2016	30	School Campus 6300	Logged Provider 62	No
1311059477	Speech-Language Pathology	8/8/2016	30	School Campus 3680	Logged Provider 901	No
2043781421	Behavioral Support Services	8/8/2016	30	School Campus 8540	Logged Provider 329	No
2266390474	Speech-Language Pathology	8/8/2016	30	School Campus 3420	Logged Provider 981	No
2200145667	Speech-Language Pathology	8/8/2016	30	School Campus 6300	Logged Provider 62	No

Take snapshot

Export data

Full Screen



RSMR—Summary Sheet

- The summary sheet provides a comprehensive overview of the data.
- This view shows the total number of instructional days, prescribed minutes, delivered services minutes, the percentage of services completed and productivity for the 2016-17 school year to date.

Related Service Management Report (RSMR) Demo App ©																	Summary	
No selections applied																		
Summary																		
Current Assigned Provider -	USI -	Student Name -	Grade -	Date of Birth -	Event ID -	IEP Bagh Data -	IEP End Date -	Prescribed Service -	Prescribed Amount (IEP) -	Total Prescribed Minutes -	Delivered Services Minutes -	% Services Completed -	% Productivity -	Student Absent Minutes -	Student Unavailable Minutes -	School Closure Minutes -	Provider Unavailable Minutes -	Age -
Current Assigned Provider 7	1439544886	TrainLast81318, TrainFirst81318	NA	11/27/2007	93602	1/29/2016	1/18/2017	Speech-Language Pathology	8.5 Hours Per Week	196	1095	559%	57.4%	0	0	0	0	38
Current Assigned Provider 18	2383183418	TrainLast5928, TrainFirst5928	NA	8/26/2008	32873	4/18/2016	1/29/2017	Behavioral Support Services	1 Hours Per Week	1936	1545	88%	11.1%	150	0	0	0	38
Current Assigned Provider 18	3987392548	TrainLast82327, TrainFirst82327	NA	11/6/2007	86688	8/1/2016	12/13/2016	Behavioral Support Services	1 Hours Per Week	473	690	146%	193%	0	0	0	0	9
Current Assigned Provider 18	3136384519	TrainLast7369, TrainFirst7369	NA	7/18/2007	14896	4/26/2016	12/11/2016	Behavioral Support Services	1 Hours Per Week	386	535	139%	224%	0	0	0	0	9
Current Assigned Provider 18	2991421747	TrainLast12617, TrainFirst12617	NA	6/16/2009	31179	12/4/2015	11/28/2016	Behavioral Support Services	1 Hours Per Week	392	458	136%	226%	0	0	0	0	7
Current Assigned Provider 18	8142544977	TrainLast58729, TrainFirst58729	NA	3/12/2005	52684	6/8/2016	6/8/2017	Behavioral Support Services	40 Minutes Per Week	253.33	448	174%	276%	68	0	0	0	28
Current Assigned Provider 18	2548747418	TrainLast43287, TrainFirst43287	NA	5/12/2007	12495	4/29/2016	6/12/2017	Behavioral Support Services	45 Minutes Per Week	216.75	795	367%	458%	0	0	0	0	9
Current Assigned Provider 18	5548414666	TrainLast12863, TrainFirst12863	NA	10/1/2006	37297	6/13/2016	6/12/2017	Behavioral Support Services	40 Minutes Per Week	154	238	149%	268%	0	0	0	0	18
Current Assigned Provider 18	6080416418	TrainLast66799, TrainFirst66799	NA	12/19/2016	23353	5/31/2016	5/30/2017	Behavioral Support Services	30 Minutes Per Week	128.5	368	288%	487%	0	0	0	0	7
Current Assigned Provider 11	6117976112	TrainLast89889, TrainFirst89889	NA	3/21/2003	99234	12/7/2015	12/4/2016	Speech-Language Pathology	300 Minutes Per Month	489.15	878	178%	134%	0	0	0	0	13
Current Assigned Provider 11	3982834418	TrainLast55679, TrainFirst55679	NA	7/7/2006	64117	11/20/2015	11/8/2016	Speech-Language Pathology	120 Minutes Per Month	84.29	390	463%	463%	0	0	0	0	10
Current Assigned Provider 11	6921289487	TrainLast75952, TrainFirst75952	NA	12/11/1999	14582	9/29/2015	9/28/2016	Speech-Language Pathology	240 Minutes Per Month	67.68	38	48%	239%	0	0	0	0	17
Current Assigned Provider 11	5731828493	TrainLast53331, TrainFirst53331	NA	2/4/2009	28341	9/29/2015	9/14/2016	Speech-Language Pathology	240 Minutes Per Month	25.33	45	178%	178%	0	0	0	0	8
Current Assigned Provider 12	3826221488	TrainLast56843, TrainFirst56843	18th Grade	8/31/1997	54196	16/6/2015	9/19/2016	Behavioral Support Services	60 Minutes Per Week	2625	8258	314%	314%	0	0	1500	0	19
Current Assigned Provider 15	7618553423	TrainLast58427, TrainFirst58427	NA	1/12/2016	76814	11/8/2015	11/9/2016	Speech-Language Pathology	4 Hours Per Month	286.69	885	281%	294%	35	0	0	0	7
Current Assigned Provider 15	3179995948	TrainLast58926, TrainFirst58926	NA	3/15/2016	72498	11/5/2015	10/11/2016	Speech-Language Pathology	240 Minutes Per Month	177.95	478	254%	287%	48	0	0	0	6
Current Assigned Provider 15	6083395468	TrainLast17939, TrainFirst17939	NA	10/23/2016	89848	8/17/2015	8/9/2016	Speech-Language Pathology	180 Minutes Per Month	18	45	450%	450%	0	0	0	0	6
Current Assigned Provider 19	5462748142	TrainLast65967, TrainFirst65967	Pre-kindergarten	10/19/2016	99841	16/6/2015	9/13/2016	Speech-Language Pathology	2 Hours Per Week	25.98	248	924%	924%	0	0	0	0	6
Current Assigned Provider 22	7441493488	TrainLast44918, TrainFirst44918	NA	10/3/2016	9594	4/27/2016	10/16/2016	Speech-Language Pathology	60 Minutes Per Week	128	428	333%	429%	68	0	0	0	6
Current Assigned Provider 22	2885898493	TrainLast79526, TrainFirst79526	NA	2/23/2011	82837	4/29/2016	10/4/2016	Speech-Language Pathology	1 Hours Per Week	57	380	526%	526%	0	0	0	0	6
Current Assigned Provider 22	8989894248	TrainLast55963, TrainFirst55963	NA	8/23/2008	28384	6/26/2016	10/2/2016	Speech-Language Pathology	60 Minutes Per Week	27	380	1111%	1111%	0	0	0	0	8
Current Assigned Provider 25	5887579438	TrainLast55181, TrainFirst55181	NA	9/21/2002	10854	4/12/2016	1/18/2017	Physical Therapy	60 Minutes Per Month	538.8	9689	9689%	9689%	0	0	0	0	14
Current Assigned Provider 26	6453471842	TrainLast42696, TrainFirst42696	NA	2/18/2003	24172	4/13/2016	1/24/2017	Behavioral Support Services	240 Minutes Per Month	264.58	548	204%	215%	38	0	0	0	14
Current Assigned Provider 26	2091892114	TrainLast48339, TrainFirst48339	NA	3/12/2002	44836	5/12/2016	5/11/2017	Behavioral Support Services	30 Minutes Per Week	147.5	578	388%	487%	38	0	0	0	14
Current Assigned Provider 26	2617684941	TrainLast78855, TrainFirst78855	NA	7/29/1998	87477	2/3/2016	1/31/2017	Behavioral Support Services	120 Minutes Per Month	117.78	435	369%	369%	0	0	0	0	18
Current Assigned Provider 26	9686793438	TrainLast53398, TrainFirst53398	NA	3/17/1998	67782	4/14/2016	4/13/2017	Behavioral Support Services	120 Minutes Per Month	189.73	360	328%	437%	68	0	0	0	18
Current Assigned Provider 26	9831184416	TrainLast68885, TrainFirst68885	NA	12/12/1996	37938	4/14/2016	2/28/2017	Behavioral Support Services	120 Minutes Per Month	189.86	360	349%	437%	68	0	0	0	20
Current Assigned Provider 26	2458878488	TrainLast41294, TrainFirst41294	NA	1/25/1998	75889	3/18/2016	9/13/2016	Behavioral Support Services	120 Minutes Per Month	77	98	333%	333%	0	0	0	0	19
Current Assigned Provider 27	7898133499	TrainLast87852, TrainFirst87852	NA	3/28/2002	19497	1/27/2016	1/9/2017	Speech-Language Pathology	60 Minutes Per Week	183.782	155828	155828%	155828%	5888	28588	0	0	14
Current Assigned Provider 27	3988826942	TrainLast46439, TrainFirst46439	NA	6/2/2002	1087	7/6/2016	12/4/2016	Speech-Language Pathology	240 Minutes Per Month	40928.88	137388	265%	283%	0	0	8828	0	14
Current Assigned Provider 27	1483314451	TrainLast13181, TrainFirst13181	NA	12/19/2005	28126	1/7/2016	11/21/2016	Speech-Language Pathology	60 Minutes Per Week	32928	73588	223%	339%	35288	0	0	0	14
Current Assigned Provider 28	5187282851	TrainLast1268, TrainFirst1268	NA	9/17/2012	95689	4/27/2016	2/8/2017	Speech-Language Pathology	60 Minutes Per Week	594	1328	222%	222%	0	0	0	0	4
Current Assigned Provider 28	4592944854	TrainLast39224, TrainFirst39224	NA	5/18/2016	36988	2/9/2016	2/1/2017	Speech-Language Pathology	60 Minutes Per Week	546	1118	203%	203%	0	0	0	0	6
Current Assigned Provider 28	8217658959	TrainLast87946, TrainFirst87946	NA	10/16/2006	85781	9/14/2016	9/12/2016	Speech-Language Pathology	60 Minutes Per Week	1206	544	271%	271%	0	0	0	0	17
Current Assigned Provider 28	8188494154	TrainLast24148, TrainFirst24148	NA	11/14/2003	98115	10/22/2015	10/12/2016	Speech-Language Pathology	1.5 Hours Per Week	256.5	458	175%	175%	0	0	0	0	13
Current Assigned Provider 28	3992559488	TrainLast85376, TrainFirst85376	NA	10/26/2008	54932	10/19/2015	10/12/2016	Speech-Language Pathology	60 Minutes Per Week	261	435	216%	216%	0	0	0	0	8
Current Assigned Provider 28	6977248878	TrainLast72889, TrainFirst72889	NA	1/23/2006	25873	12/7/2015	10/19/2016	Speech-Language Pathology	60 Minutes Per Week	198	428	212%	212%	0	0	0	0	11
Current Assigned Provider 28	8279589655	TrainLast87946, TrainFirst87946	NA	10/10/2008	29941	9/15/2015	9/13/2016	Speech-Language Pathology	60 Minutes Per Week	78	188	231%	231%	0	0	0	0	8
Current Assigned Provider 34	8358149288	TrainLast66186, TrainFirst66186	NA	1/11/2009	8153	11/14/2015	11/13/2016	Behavioral Support Services	2 Hours Per Month	58.48	248	475%	475%	0	0	0	0	8
Current Assigned Provider 35	8172328477	TrainLast68119, TrainFirst68119	NA	5/17/2004	54574	12/16/2015	12/17/2016	Occupational Therapy	1 Hours Per Week	298	398	134%	226%	12	0	0	0	17
Current Assigned Provider 38	8811899547	TrainLast69289, TrainFirst69289	NA	1/21/1992	66355	12/18/2015	10/2/2016	Occupational Therapy	4 Hours Per Week	152.58	248	157%	197%	0	0	0	0	23
Current Assigned Provider 38	1949188417	TrainLast57854, TrainFirst57854	NA	10/7/1995	19328	2/3/2016	1/5/2017	Occupational Therapy	8.5 Hours Per Week	127	638	498%	498%	0	0	0	0	21
Current Assigned Provider 39	1857272441	TrainLast54772, TrainFirst54772	NA	11/18/2002	80188	6/16/2016	6/15/2017	Behavioral Support Services	240 Minutes Per Month	187951.5	189898	101%	248%	282588	74258	27888	13586	14
Current Assigned Provider 48	6938748348	TrainLast79286, TrainFirst79286	NA	8/27/2006	91859	8/25/2016	12/14/2016	Speech-Language Pathology	240 Minutes Per Month	424.82	728	169%	184%	38	0	0	0	10
Current Assigned Provider 48	4868673244	TrainLast4238, TrainFirst4238	NA	4/30/2011	8159	8/15/2016	12/8/2016	Speech-Language Pathology	240 Minutes Per Month	688	154%	169%	169%	38	0	0	0	6
Current Assigned Provider 48	3847834988	TrainLast1838, TrainFirst1838	NA	4/18/2009	98435	12/18/2015	11/28/2016	Speech-Language Pathology	240 Minutes Per Month	788	211%	211%	211%	38	0	0	0	7
Current Assigned Provider 48	8383819444	TrainLast39881, TrainFirst39881	NA	7/30/2009	38802	11/19/2015	11/9/2016	Speech-Language Pathology	240 Minutes Per Month	294.3	458	153%	153%	0	0	0	0	18
Current Assigned Provider 48	4287788864	TrainLast87871, TrainFirst87871	NA	11/27/2006	55482	11/18/2015	11/9/2016	Speech-Language Pathology	240 Minutes Per Month	261.58	345	121%	121%	0	0	0	0	18
Current Assigned Provider 48	5885484488	TrainLast82377, TrainFirst82377	NA	1/14/2009	42944	6/29/2016	10/5/2016	Speech-Language Pathology	240 Minutes Per Month	188.83	278	149%	183%	0	0	0	0	8
Distinct Instructional Days																		
Total Prescribed Minutes																		
Delivered Services Minutes																		
% Services Completed																		
% Productivity																		
134																		
5,120,192.96																		
9,918,792.00																		
193.72%																		
224.93%																		



RSMR—Identifying Errors in Service Logs

- The RSMR can help LEA SE POCs identify errors in service logs, where one or more may need to be deleted.
- For example, the Delivered Service Details sheet below shows that this provider **logged services twice on 10/9/2015**. Normally, this would be fine because it was likely for two different students on his caseload. However, one log says **‘School Closure’** and the other log says **‘Direct Service.’**
- This red flag should prompt the LEA SE POC to further investigate what actually happened on 10/9/2015.

Delivered Service Date ▲	Prescribed Service ▲	Prescribed Minutes ▲	Delivered Service Minutes ▲	Make Up Service ▲	Original Service Date ▲	Delivered Service Type ▲	Deleted Service
9/7/2015	Speech-Language Pathology	0	30	No	NA	School Closure	No
10/9/2015	Speech-Language Pathology	0	30	No	NA	School Closure	No
9/7/2015	Speech-Language Pathology	0	45	No	NA	School Closure	No
10/12/2015	Speech-Language Pathology	0	45	No	NA	Direct Service	No
10/9/2015	Speech-Language Pathology	0	45	No	NA	Direct Service	No
8/28/2015	Speech-Language Pathology	1.43	10	No	NA	Direct Service	No
9/24/2015	Speech-Language Pathology	1.43	30	No	NA	Direct Service	No
10/5/2015	Speech-Language Pathology	1.58	30	No	NA	Student Absent	No
9/2/2015	Speech-Language Pathology	5.71	30	No	NA	Direct Service	No



RSMR—Identifying Errors in Service Logs

When the LEA SE POC sees any potential errors in delivered services, the POC should:

- Check to see if the provider already requested that an erroneous service log be deleted by the POC.
 - In SEDS go to ‘School System’ then ‘Manage Service Logs’
 - If the request is not here, the POC should contact the provider for further info

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

School System | System Info | Inactive Students | Summary | Reports | Unrecognized Faxes | **Manage Service Logs**
Assign Teachers | Inactive Users | User Types | User Type Assign | Lists | Messages | Manage Goal Bank

Manage Service Log Entries

Delete	Log ID	Log Information				Delete Request Info	
<input type="checkbox"/>	3391	Log Date: 08/23/2016	Service Date: 08/23/2016	Delete Request Date: 09/09/2016 1:29 PM (5 days, 16 hr Ago)			
		Student: Tanisha Teacher1168	State ID (USI): TRN0014311	Delete Requested By: New Trainer1168 (cbrennan@etesdc.com)			
		Service: Speech-Language Pathology	Provider: New Trainer1168	Justification: Logged incorrect time			
		Service Type: Student Unavailable	Duration of Service: 0:30	Comments: <input type="text"/>			
		Group Size: 1	Progress Report: Not applicable				



RSMR—Oversight of Campuses

LEA SE POC should routinely share RSMR data with the appropriate campus-level staff:

- **Filter** data to the campus level using the “Introduction” sheet
- **Export** data to a shareable format
- Share data using a **secure method** (contains sensitive student information)



Generating and Exporting a Report

- The RSMR provides the ability for the LEA SE POC to select specific dimensions on the sheets.
- After completing the selections, close the page and right click to export data to generate an Excel spreadsheet.
- Below is an example of a selection that is helpful if the POC wants to monitor service provisions at a nonpublic campus and view all information requested by all providers for all students at the campus.

Related Service Management Report (RSMR) SY15-16

Serving School ...
School Campus 60

Introduction

Related Service Management Report (RSMR) SY15-16

This report identifies the prescribed and delivered services for SY1516 dates and students selected. Data can be filtered additionally with the parameters listed here.

Select Date Range: [Calendar Icon]

Assigned Provider NPI [Dropdown] Delivered Logged Provid... [Dropdown]

Assigned Provider [Search] Delivered Logged Pr... [Search]

Assigned Provider 28 Logged Provider 487

Prescribed Service

Behavioral Support Services

Speech-Language Pathology

Adapted Physical Education

Audiology

Occupational Therapy

Orientation and Mobility

Physical Therapy

School Campus 60 ✓

School Campus 80

School Campus 120

School Campus 140

School Campus 180

School Campus 200

School Campus 220

School Campus 360

Serving School Name [Dropdown]

Serving School Type [Dropdown]

Event ID [Dropdown]

Related Service Management Report (RSMR) Demo App

SELECTIONS

Prescribed Service

Speech-Language Pathology

Adapted Physical Education

Audiology

Behavioral Support Services

Occupational Therapy

Orientation and Mobility

Physical Therapy

Take snapshot

Export data

APP DIMENSIONS

Age	Assigned Provider	Assigned Provider NPI	Assigned Provider Title	Calendar First Day	Calendar Last Day	Calendar Level	Comments
4	Assigned Provider 13		Related Service Provider	8/1/2013	1/31/2018	HS	
5	Assigned Provider 14		RSP Program Coordinator				
6	Assigned Provider 23		RSP/REP				
7	Assigned Provider 60		Speech Language Pathologist				
8	Assigned Provider 72		Adapted PE Teacher				
9	Assigned Provider 75		Audiologist				
10	Assigned Provider 88		Occupational Therapist				
11	Assigned Provider 128		Physical Therapist				
12	Assigned Provider 133		Psychologist				



DC Municipal Regulations (DCMR) Chapter 30 Proposed Rulemaking



Chapter 30 Proposed Rulemaking

- On Friday, April 6, 2018 OSSE released a Notice of Proposed Rulemaking providing draft proposed revisions to the special education regulations currently located in Title 5-E, Chapter 30 of the District of Columbia Municipal Regulations (5-E DCMR §E-3000-3099).
- Limited revision to the current Chapter 30, to be effective for the 2018-19 school year, that addresses critical gaps and clarifies existing responsibilities related to:
 - Child Find obligations;
 - Referrals for initial evaluation;
 - LEA responsibility to conduct reasonable efforts to obtain parent consent prior to an initial evaluation;
 - Reviewing existing information and data during the initial evaluation of a child younger than age 6;
 - LEA responsibilities related to extended school year services; and
 - Requirements related to the provision and documentation of prior written notice.



Chapter 30 Proposed Rulemaking

- **Notice of Proposed Rulemaking** is available at:
<https://osse.dc.gov/node/1322836>
- **Public comment:** 45-day public comment period begins **Friday, April 6, 2018** and ends **Monday, May 21, 2018**.
 - Email written comments to: OSSE.PublicComment@dc.gov
 - Mail or hand deliver to: Office of the State Superintendent of Education, Attn.: Elisabeth Morse, RE: Special Education NPR, 1050 First Street, NE Fifth Floor, Washington, DC 20002
- **Public hearing:** to sign-up to testify, contact Christie Weaver-Harris at Christie.Weaver-Harris@dc.gov or (202) 741-0470
 - **Friday, April 20, 2018, 1-3 p.m.** at OSSE, Room 110
 - **Thursday, April 26, 2018, 5-7 p.m.** at OSSE, Room 110



Reminders and Announcements



Start of School Overview

- As the 2017-18 school year winds down and 2018-19 ramps up, OSSE is once again launching its Start of School Campaign.
- With five priority areas for SY18-19, OSSE intends to leverage the progress made last year to continue improving the start of school experience for LEA leaders and staff.

Overall, the goals of the Start of School Campaign are to

- **Reduce and streamline the requests** OSSE makes of LEAs, staff, schools, students, and families during the busy months of August and September
- **Improve communications** to LEAs by delivering messaging with greater clarity, timeliness and coordination across OSSE
- **Offer user-driven, helpful tools** to aid LEAs in solving problems impeding the delivery of quality start of school services
- **Enhance the responsiveness and quality of support** OSSE provides to LEAs, staff, schools, students, and families at the start of school





2018 Start of School Campaign Priorities

- Priority areas for the SY18-19 Start of School campaign include **early access to information for ELs**, **connecting LEA SIS to OSSE data systems**, **data system troubleshooting**, **timely access to SWD transportation**, and a **streamlined and effective enrollment audit**.

Early Access to
Information for
English Learners



Early Access to Information
for English Learners

Shared through the Early Access Qlik application, an updated English Learner Guidebook, and earlier release of 2017-18 ACCESS scores

Easy LEA Student
Information
System
Connections



Easy Connection of Your
Student Information System
to OSSE's Data System

Facilitated by a new data error resolution tool to help LEAs resolve data errors that prevent student data pushes into state systems

Effective OSSE
Data System
Troubleshooting
and Support



Effective Troubleshooting
and Support for OSSE Data
System Issues

Delivered via expanded DAR Liaison capacity, streamlined responses to OST tickets, new troubleshooting tools, and better communication

Timely Access to
Transportation for
Students With
Disabilities



Timely Access to
Transportation for Students
with Disabilities

Made possible by a new, simplified, and more accurate system for transportation request form submission

A Streamlined and
Effective
Enrollment Audit



A Streamlined and
Effective Enrollment Audit

Supported by an updated Enrollment Audit and Child Count Handbook and enhanced applications to improve transparency and ease of use



2018 Start of School Summit



Early Access to Information
for English Learners



Easy Connection of Your
Student Information System
to OSSE's Data System



Effective Troubleshooting
and Support for OSSE Data
System Issues



Timely Access to
Transportation for Students
with Disabilities



A Streamlined and
Effective Enrollment Audit

- **KEY DETAILS**

- Tuesday, June 12; Wednesday, August 1 (*make-up date*)
- Gallaudet University Kellogg Conference Center

- **PURPOSE**

- Full-day training to help critical LEA contacts gain the skills and tools necessary for a successful start to the 2018-19 school year

- **TARGET STAKEHOLDERS**

- LEA data managers, enrollment audit points of contact, homeless student liaisons, special education points of contact, and transportation leads; LEA leaders are optional, but encouraged.

For more details – including an [agenda](#) - and to [register](#), visit OSSE's [2018-19 Start of School website](#).



2018 Start of School Summit

Timely Access to Transportation for Students With Disabilities



Timely Access to
Transportation for Students
with Disabilities

Breakout sessions for LEA-level Special Education POCs will include

- *Preparing to Serve Students with Disabilities*, which will provide tools and training for LEAs to prepare effectively to serve students with disabilities at the start of the school year. Session will cover the Qlik Early Access app, administrative tasks in SEDS, key updates to Chapter 30, and Child Count considerations, and
- *Early Childhood Special Education*, which will provide information on early childhood-specific special education policies, practices, and procedures, including C to B transition and Child Find considerations.



New OSSE Website

Announcing the Updated OSSE Website: A New, More Intuitive Browsing Experience

OSSE has updated our main website, osse.dc.gov, to bring you a new navigation experience. Previously, the OSSE website wasn't organized with the user in mind, making it difficult to find content. Now, you can explore by core content areas under [Topics](#), and quickly access information for [Students & Families](#), [Educators](#), [LEAs & Schools](#), and [Child Development Facilities](#). We've also centralized data sets and reports released by OSSE on [Data & Reports](#) and created a new [2018-19 Grants Forecast](#) to help LEAs and community-based organizations better plan for the upcoming school year.

Want to know more or have questions? Check out our [quick guide](#) or email OSSE.Communications@dc.gov.



LEA Look Forward Newsletter


Our weekly newsletter contains important information and announcements:

- Start of school updates
- Updates to relevant laws and policies
- Grant opportunities
- Reminders of key dates & deadlines
- Professional development opportunities

LEA leaders and POCs are expected to review each week's publication and pass along relevant content with LEA staff.

Subscribe to receive the LEA Look Forward via email each Wednesday by sending a request to OSSE.Communications@dc.gov.

View recent versions on OSSE home page under "Newsletters" www.osse.dc.gov or www.osse.dc.gov/newsroom/newsletters



Press Releases	Newsletters	Testimonies	Advisories
10 JAN	LEA Look Forward for Jan. 10-16, 2018 2018 PARCC Registration and Personal Needs Profiles		
3 JAN	LEA Look Forward for Jan. 3-9, 2018 [Required Training] Implementing Effective Child Find Your LEA		
27 DEC	LEA Look Forward for Dec. 27, 2017 - Jan. 2, 2018 View the LEA Look Forward for Dec. 27, 2017 - Jan. 2,		
20 DEC	LEA Look Forward for Dec. 20-26, 2017 Important Update: Enhanced Documentation Required Payments		



OSSE Professional Development Calendar

Stay informed of upcoming professional development (PD) opportunities by viewing the PD section of the weekly **LEA Look Forward** newsletter.

Newly announced PD events will be listed here.

Running calendar of **previously announced** upcoming PD events can be viewed under **“Dates to Remember.”**

Professional Development Opportunities

- [Response to Intervention: Foundations](#) (reminder)
- [Next Generation Science Standards \(NGSS\) Professional Development Course](#) (reminder)
- [Next Generation Science Standards \(NGSS\) Formative Assessment Professional Development](#) (reminder)
- [Nonviolent Crisis Intervention Trainings](#) (reminder)
- [Save the Date! 2018 Secondary Transition Institute](#) (reminder)

Dates to Remember

OSSE Division of Teaching and Learning Course Catalog & Calendar
<https://osse.dc.gov/publication/k-12-professional-development-catalog>



DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

**2017-18 School Year
Professional Development Calendar**

OSSE Division of Teaching and Learning



Thank you!

Data systems access and training, SEDS issues: OSSE Support Tool

Policy questions: OSSE.DSEpolicy@dc.gov

TOTE and transportation: (202) 576-5520 or DOT.data@dc.gov

Special education monitoring: Karen.Morgan-Donaldson@dc.gov
or your LEA state rep

Statewide assessment questions: OSSE.Assessment@dc.gov

NEXT WEBINAR:

Wednesday, May 16, 2018, 10—11 a.m.

Topic: Using the Qlik App: Early Access to Students with Disabilities Data