





- Significant Disproportionality "Equity in IDEA"
- SEDS Changes
- End of Year Close Out
 - Progress Reports
 - Age Out Students
 - Summary of Performance

Reminders and Announcements



A Timeline of the Regulations

- In December 2016, the U.S. Education Department (USED) issued new regulations under IDEA Part B on significant disproportionality. Also referred to as "Equity in IDEA," the regulations aim to promote equity by targeting disparities in the treatment of students of color with disabilities.
- In July 2018, USED issued a final rule that delayed by two years the date for states to comply with the new regulations. Originally set to go into effect on July 1, 2018, implementation of the rules was delayed until July 1, 2020.
- On March 7, 2019, the U.S. District Court vacated USED's decision to delay compliance with the 2016 regulation on how to calculate significant disproportionality in racial disparities in special education.
- To our knowledge, USED is reviewing the ruling and considering its options. OSSE will keep stakeholders abreast of any shifts as they are identified.



What is significant disproportionality?

Significant disproportionality exists when students in a racial or ethnic group are more likely to be:

- Identified as a student with a disability;
- Identified as a student with a particular disability;
- Placed in more restrictive settings; and
- Suspended or expelled at a higher rate than students in other racial or ethnic groups.



What are the changes?

The new significant disproportionality regulations do the following:

- Establish a standard methodology for all states;
- Clarify that states must address significant disproportionality in the incidence, duration, and type of disciplinary actions, including suspension and expulsion;
- Clarify requirements for the review and revision of policies, practices and procedures when significant disproportionality is found; and
- Ensure that local educational agencies (LEAs) identify and address the factors contributing to significant disproportionality as part of comprehensive coordinated early intervening services (CEIS) and allow these services for children ages 3 – grade 12 with and without disabilities.



Why a standard methodology?

The new standard methodology allows for:

- Increased appropriate identification of LEAs with significant disproportionality;
- Increased comparability of data across states; and
- Increased transparency of each state's definition of significant disproportionality.



When will these changes go into effect?

Based on current uncertainty with legal aspects of these regulations, OSSE plans to identify LEAs as having significant disproportionality under the new regulations in **spring of 2020**.

For updates related to this work, please visit OSSE's <u>significant disproportionality</u> <u>website</u>.



Significant Discrepancy

- IDEA section 612(a)(22)
- Requires States to identify LEAs that have disparities by race and ethnicity or by disability status in the rate of long-term suspensions and expulsions of children with disabilities.
- OSSE flags LEAs for significant discrepancy based on discipline data and reviews of policies, procedures and practices for each LEA.
- LEAs that inappropriately discipline students from a particular race or ethnicity will receive a finding.
- Significant discrepancy is reported to OSEP in OSSE's Annual Performance Report as indicator 4.
- The significant disproportionality regulations do not apply to or address the obligation to identify significant discrepancy due to inappropriate discipline practices under IDEA section 616(a)(3)(C).



Disproportionate Representation

- IDEA section 616(a)(3)(C)
- Requires States to identify LEAs with over representation of racial and ethnic groups in special education and disability categories that is the result of inappropriate identification.
- OSSE flags LEAs for disproportionate representation based on Child Count data and reviews of policies, procedures and practices for each LEA.
- LEAs that demonstrate inappropriate identification of students will receive a finding.
- Disproportionate representation is reported to OSEP in OSSE's Annual Performance Report as indicator 9a and 9b.
- The significant disproportionality regulations do not apply to or address the obligation to identify disproportionate representation due to inappropriate identification under IDEA section 616(a)(3)(C).



IDEA Monitoring Updates

Upcoming Monitoring Activities:

- Initial Evaluation
 - FFY 18 Quarter 3 (Jan. 1, 2019 to March 31, 2019)
 - Review to take place in May/June
- Significant Discrepancy (discipline)
 - FFY 17 (based on discipline data submitted by LEA)
 - Review to take place in May/June
- Disproportionate Representation (identification)
 - FFY 18 (based on Child Count data)
 - Review to take place in May/June



SEDS System Updates



Educational Environment

east Restrictive Environment	
Least Restrictive Environment (LRE) identified in previous IEP	C - 61%-100% outside general education classroom
Based on service decisions made by the IEP Team, the percentage of time that the student will be serviced outside the general education classroom is	9.09%
Please identify the LRE placement category that corresponds to the percentage of time the student is served outside the general education classroom. Refer to the <u>Guidance Document</u> for additional assistance in choosing the appropriate Educational Environment.	 1. Inside regular class 80% or more of day; 2. Inside regular class no more than 79% of day and no less than 40% of the day; 4. Separate School; 5. Residential Facility; 6. Homebound/Hospital; 7. Correctional Facilities; and 8. Parentally-placed in Private Schools.
education classroom is the first option within the least restrictive end consider. The IEP Team must consider what supplementary aids an	are educated alongside students without disabilities to the extent appropriate. The general vironment (LRE) continuum that the Individualized Education Program (IEP) Team must add services (e.g. assistive technology, special behavior strategies, or accommodations or not to remain in a general education classroom before considering more restrictive options



Dedicated Aide



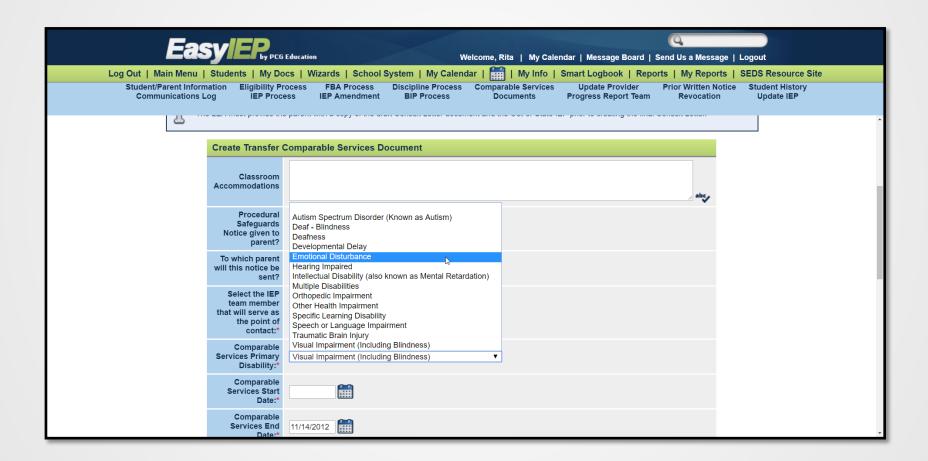


Assessment Duration

Hearing Screening Assessment Results				
Student Name	Eligibility7.0 Test			
Student ID	1234567282			
School	Closed - Testing School			
Provider Assigned	Allister Test			
Reason for Request	Hearing Officer Determination			
Assessment Duration	hour(s) ▼			
Signature Date	04/01/2016			
Consent Date	Refer to Independent Educational Evaluation			
Date Requested	04/01/2016			
Date Due	Refer to Independent Educational Evaluation			
Date Assessment Completed*	04/17/2019			

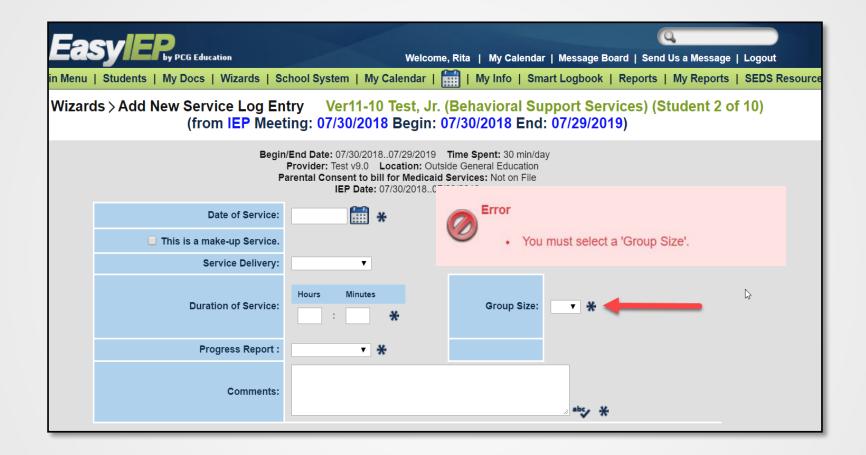


Comparable Services





Group Size





End of Year Close Out in SEDS



End of the Year Close Out

Things to Consider:

Summary of Performance

Graduate with Diploma

Aged Out

Prior Written Notice

Service Logging

Progress Reports



Removing students from SEDS Roster

An LEA may need to take action to remove a student who has remained on an LEA's SEDS roster, even after the student has left that LEA.

Issue	Resolution
Failure to properly exit the student from the Student Information System (SIS).	Work with school registrar. See OSSE Entry and Exit Guidance, for proper exit of students with disabilities.
Student has graduated from the LEA, with Regular High School Diploma	Complete the Summary of Performance document in SEDS Compete Graduation Document in SEDS Complete PWN – other Notice Related to FAPE
Student has aged out of special education, but the age out process has not been completed by the LEA.	Complete the Age Out document in SEDS
Student has transferred to a new LEA but the records transfer process has not been completed.	Use the OSSE Support Tool to request a records transfer for this student in SEDS.



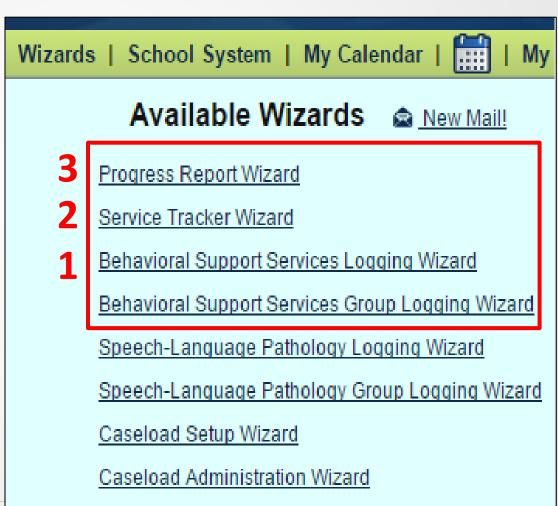
Complete Service Logging

When a related service provider (RSP) provides a service to a student, or attempts to provide a service, it must be documented in SEDS in the following order:

STEP 1: Create service log using logging wizard (within 5 business days of each session).

STEP 2: Generate service tracker (LEA determines how often this is done—weekly is recommended).

STEP 3: Complete progress report (at end of progress reporting period).







2019 Secondary Transition Institute

OSSE's Division of Teaching and Learning is pleased to announce the 2019 Secondary Transition Institute for interested LEAs serving middle and high school students in the District of Columbia. Participants will learn more about evidence-based practices in secondary transition for students with disabilities through inspiring keynote speakers, rich content sessions, and thought-provoking panels. Participants will also have the opportunity to gather resources and meet with individuals from across the District who are working to improve post-school outcomes for students with disabilities.

This full-day event will take place on **Tuesday**, **June 4**, **2019**, **8:30 a.m.-3:30 p.m.**, at OSSE, First Floor, Eleanor Holmes Norton Rooms.

Register at https://osse.dc.gov/event/2019-dc-secondary-transition-institute

For questions, please contact Jennifer Carpenter at Jennifer.Carpenter@dc.gov.



High-Quality IEPs Series Part 4: Using Data to Propose Appropriate Service Hours and Setting

OSSE's Division of Teaching and Learning is offering a new professional development series focused on building capacity and developing high-quality individualized education programs (IEPs). This training series will provide LEAs with support to develop capacity among their special education staff to meet the more rigorous standard for IEP quality set forth by the *Endrew F*. decision.

Part 4 of this training series will be offered on Monday, April 22, 2019 and repeated on Tuesday, May 7, 2019, and Tuesday, May 21, 2019. All sessions are from 9:30 a.m.-3:30 p.m. and will take place at OSSE, First Floor, Eleanor Holmes Norton Conference Rooms.

Register at https://osse.dc.gov/event/high-quality-ieps-series-part-4-using-data-propose-appropriate-service-hours-and-setting

For questions, please contact Jennifer Carpenter at Jennifer.Carpenter@dc.gov.



Early Access to Students with Disabilities Data

- Gives LEAs timely and appropriate access to information for students with disabilities starting April 26, 2019, including those who will be newly enrolling in the LEA for the 2019-20 school year.
 - Available in Qlik Sense to LEA Data Managers and Special Education Points of Contact (SE POCs).
- Updated daily and reflects changes in enrollment.
- Provides student demographic information from SLED as well as comprehensive data points from SEDS including:
 - Primary disability category
 - Eligibility start and end dates
 - IEP start and end dates
 - Special education level
 - Weekly service hours
 - Assistive technology

- Related services: setting, time, frequency
- Least restrictive environment
- Dedicated aide and hours
- Transportation eligibility and mode
- ESY eligibility
- IDEA Part C services *NEW*



SEDS Maintenance

Scheduled SEDS Maintenance 5:00 p.m., Friday, April 26, 2019 – 5:00 p.m., Saturday, April 27, 2019.

The Special Education Data System (SEDS or "EasyIEP") will be unavailable from 5:00 p.m., Friday, April 26th – 5:00 p.m., Saturday, April 27th for scheduled maintenance.



Volunteer Opportunity

We are seeking Volunteers to speak about your LEA's use of Student with Disabilities (SWD) application in Preparing for the Start of School.

If interested, please reach out to Christie.Weaver-Harris@dc.gov



2019 ESY Data System Deadlines

Data System	ESY Required Tasks	Earliest date LEA can begin task	Final deadline to complete task
SEDS	Finalize ESY eligibility & ESY transportation eligibility status on IEP	Fall 2018	Friday, May 3, 2019 (shows in TOTE next business day)
	Enter ESY calendar & ESY progress report dates	Fall 2018	Friday, May 3, 2019
	Enter Service Trackers	Last day of ESY	Within 5 business days after ESY
	Enter Progress Reports	Last week of ESY	ends for LEA
TOTE	Complete transportation request form (TRF) for each student eligible for ESY transportation	March 18, 2019	Monday, May 6, 2019
eSchool PLUS	Create ESY calendar (LEA Data Managers)	March 25, 2019	Friday, May 3, 2019
SLED ESY Module	Input ESY site location(s) for LEA	April 1, 2019	Friday, May 3, 2019
	Assign each ESY-eligible SWD to ESY site location	April 1, 2019	Two days prior to the first day of ESY for the LEA
	Indicate overall ESY attendance for student	Can be completed as early as first day of ESY, if parent/guardian /student opted out of ESY.	Within 5 business days after ESY ends for LEA



Trainings & Resources

Archived SEDS Resources:

- Getting Started with SEDS: Related Service Provision 101 (webinar recording) https://osse.dc.gov/node/1288166
- Navigating the Initial Eligibility Process in SEDS (webinar recording) https://osse.dc.gov/node/1317041
- <u>SEDS Basic User Guide</u> (200-page manual with step-by-step instructions & screenshots)
- Previous LEA SE POC Monthly Webinar Recordings
 https://osse.dc.gov/service/office-data-management-and-applications



Data systems access, training, and troubleshooting, including SEDS issues: OSSE Support Tool or DAR Liaison

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 15, 2018 10—11 a.m.