

**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 24, 2019

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



- 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 [significant disproportionality website](#).





# 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

New Educational Environment options are available on the LRE page.

## Least 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 <a href="#">Guidance Document</a> for additional assistance in choosing the appropriate Educational Environment. | <ul style="list-style-type: none"><li><input type="radio"/> 1. Inside regular class 80% or more of day;</li><li><input checked="" type="radio"/> 2. Inside regular class no more than 79% of day and no less than 40% of the day;</li><li><input type="radio"/> 3. Inside regular class less than 40% of the day;</li><li><input type="radio"/> 4. Separate School;</li><li><input type="radio"/> 5. Residential Facility;</li><li><input type="radio"/> 6. Homebound/Hospital;</li><li><input type="radio"/> 7. Correctional Facilities; and</li><li><input type="radio"/> 8. Parentally-placed in Private Schools.</li></ul> |



Each LEA is responsible for ensuring that students with disabilities are educated alongside students without disabilities to the extent appropriate. The general education classroom is the first option within the least restrictive environment (LRE) continuum that the Individualized Education Program (IEP) Team must consider. The IEP Team must consider what supplementary aids and services (e.g. assistive technology, special behavior strategies, or accommodations or modifications in the curriculum or assignments) will allow the student to remain in a general education classroom before considering more restrictive options such as separate classes and separate schools.



# Dedicated Aide

**EasyIEP** by PCG Education

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[Student/Parent Information](#) | [Eligibility Process](#) | [FBA Process](#) | [Discipline Process](#) | [Comparable Services](#) | [Update Provider](#) | [Prior Written Notice](#) | [Student History](#)  
[Communications Log](#) | [IEP Process](#) | [IEP Amendment](#) | [BIP Process](#) | [Documents](#) | [Progress Report Team](#) | [Revocation](#) | [Update IEP](#)

[Calculate Service Time](#)


**Supplemental Aids**

Assistive Technology

[Manage Devices](#)

EasyFAX Paper Justification Documents

[Create Justification Cover Sheet For Faxing](#)

 No Device Justification Cover Sheet Documents have been generated for this student.

**Other Classroom Aids and Services:**

Use this space to document aids, services, and other supports that are **ONLY** provided in regular education classes or other education-related settings to enable children with disabilities to access the curriculum and are **NOT** accommodations provided in the Statewide Assessment.



[abc](#)

**Dedicated Aides:**





# 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                  | <input type="text"/> 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*           | <input type="text" value="04/17/2019"/>  |



# Comparable Services

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Student/Parent Information Communications Log | Eligibility Process IEP Process | FBA Process IEP Amendment | Discipline Process BIP Process | Comparable Services Documents | Update Provider Progress Report Team | Prior Written Notice Revocation | Student History Update IEP

**Create Transfer Comparable Services Document**

|  |   |
|--|---|
| Classroom Accommodations   | <input type="text"/>  |
| Procedural Safeguards Notice given to parent?                        | <ul style="list-style-type: none"><li>Autism Spectrum Disorder (Known as Autism)</li><li>Deaf - Blindness</li><li>Deafness</li><li>Developmental Delay</li><li><b>Emotional Disturbance</b></li><li>Hearing Impaired</li><li>Intellectual Disability (also known as Mental Retardation)</li><li>Multiple Disabilities</li><li>Orthopedic Impairment</li><li>Other Health Impairment</li><li>Specific Learning Disability</li><li>Speech or Language Impairment</li><li>Traumatic Brain Injury</li><li>Visual Impairment (Including Blindness)</li><li>Visual Impairment (Including Blindness)</li></ul> |
| To which parent will this notice be sent?                            |   |
| Select the IEP team member that will serve as the point of contact.* |   |
| Comparable Services Primary Disability.*                             | <input type="text"/>  |
| Comparable Services Start Date.*                                     | <input type="text"/>  |
| Comparable Services End Date.*                                       | 11/14/2012  |



# Group Size

**EasyIEP** by PCG Education Welcome, Rita | My Calendar | Message Board | Send Us a Message | Logout

[In Menu](#) | [Students](#) | [My Docs](#) | [Wizards](#) | [School System](#) | [My Calendar](#) | [My Info](#) | [Smart Logbook](#) | [Reports](#) | [My Reports](#) | [SEDS Resource](#)

**Wizards > Add New Service Log Entry**    **Ver11-10 Test, Jr. (Behavioral Support Services) (Student 2 of 10)**  
(from IEP Meeting: 07/30/2018 Begin: 07/30/2018 End: 07/29/2019)

Begin/End Date: 07/30/2018..07/29/2019    Time Spent: 30 min/day  
Provider: Test v9.0    Location: Outside General Education  
Parental Consent to bill for Medicaid Services: Not on File  
IEP Date: 07/30/2018..07/29/2019

|   |   |
|---|---|
| Date of Service:                                    | <input type="text"/> *                                      |
| <input type="checkbox"/> This is a make-up Service. |   |
| Service Delivery:                                   | <input type="text"/> ▼                                      |
| Duration of Service:                                | Hours: <input type="text"/> Minutes: <input type="text"/> * |
| Progress Report :                                   | <input type="text"/> ▼ *                                    |
| Comments:   | <input type="text"/> *                                      |

**Error**

- You must select a 'Group Size'.

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**

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# 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 <b>school registrar</b> .<br>See <a href="#">OSSE Entry and Exit Guidance</a> , for proper exit of students with disabilities.   |
| Student has <b>graduated</b> from the LEA, with <b>Regular High School Diploma</b>                           | Complete the Summary of Performance document in SEDS<br>Compete Graduation Document in SEDS<br>Complete PWN – other Notice Related to FAPE |
| Student has <b>aged out</b> 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).

The screenshot shows the 'Available Wizards' page in the SEDS system. The page has a green header with navigation links: 'Wizards | School System | My Calendar | My'. A 'New Mail!' notification is visible in the top right. The main content area is light blue and lists several wizards. A red rectangular box highlights the first two items in the list: '3 [Progress Report Wizard](#)' and '2 [Service Tracker Wizard](#)'. Below these, the number '1' is positioned to the left of the first item in the highlighted group, 'Behavioral Support Services Logging Wizard', which is underlined. The other items in the list are also underlined but not highlighted.

Wizards | School System | My Calendar | My

**Available Wizards** [New Mail!](#)

3 [Progress Report Wizard](#)

2 [Service Tracker Wizard](#)

1 [Behavioral Support Services Logging Wizard](#)

[Behavioral Support Services Group Logging Wizard](#)

[Speech-Language Pathology Logging Wizard](#)

[Speech-Language Pathology Group Logging Wizard](#)

[Caseload Setup Wizard](#)

[Caseload Administration Wizard](#)



# Reminders and Announcements



# 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](mailto:Jennifer.Carpenter@dc.gov).



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 *Andrew 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](mailto: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 26<sup>th</sup> – 5:00 p.m., Saturday, April 27<sup>th</sup> 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](mailto: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<br><i>(shows in TOTE next business day)</i> |
|                 | 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 ends for LEA                   |
|                 | Enter Progress Reports  | Last week of ESY  |   |
| 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<br><i>(LEA Data Managers)</i>   | 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   | <i>Can be completed as early as first day of ESY, if parent/guardian /student opted out of ESY.</i> | 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>
- [SEDS Basic User Guide](#) (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>



# Thank you!

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

Policy questions: [OSSE.DSEpolicy@dc.gov](mailto:OSSE.DSEpolicy@dc.gov)

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

Special education monitoring: [Karen.Morgan-Donaldson@dc.gov](mailto:Karen.Morgan-Donaldson@dc.gov)  
or your LEA state rep

Statewide assessment questions: [OSSE.Assessment@dc.gov](mailto:OSSE.Assessment@dc.gov)

**NEXT WEBINAR:**

**Wednesday, May 15, 2018 10—11 a.m.**