

**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

Aug. 22, 2018

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



- Student Transportation Updates & Reminders
- SEDS Administrative Tasks for New School Year
- Changes to Monitoring Process for Initial Evaluation, Reevaluation, and C to B Transition
- DC Municipal Regulations Chapter 30 Updates and Reminders
- SEDS Training Check In
- Reminders and Announcements



# Student Transportation Updates & Reminders

- Updates on the New Transportation Request System: CRM
- Importance of Accurate Data
- LEA Reimbursement Policy



# NEW CRM - 5 Things You Should Know

- System integration with other OSSE systems
- Reduce data entry
- Integrations with DOT Customer Engagement system
- Ability to provide better reports
- Portal for parents and guardians to submit complaints



# TOTE Overview

- The **Transportation Online Tool for Education (TOTE)** helps streamline the transportation facilitation process with less manual submission, greater transparency, and more reliable student data exchange between schools, LEAs, student case managers/IEP team members.
- The information delivered in TOTE assists OSSE DOT in providing safe, reliable, and efficient transportation services that support and enhance learning opportunities for eligible students of the District of Columbia.
- TOTE receives updated student eligibility, enrollment, and accommodation data from SEDS daily in order for users to enter student transportation request forms.
- Student data must be updated on a finalized IEP form in SEDS in order for it to feed into the TOTE system. Information completed in the workspace or that is left in draft mode will not make it into TOTE.



# Accurate and Timely Data Submission

## Calendars and Transportation Request Forms

- Accurate calendar information is essential to scheduling student service times
  - Bell times
  - Exception days
  - Half days
  - Holidays
- Accurate student information
  - Address (AM/PM)
  - School
  - Program
- Impact of inaccurate or late data submissions
  - Increases risk of service failure
  - Route instability

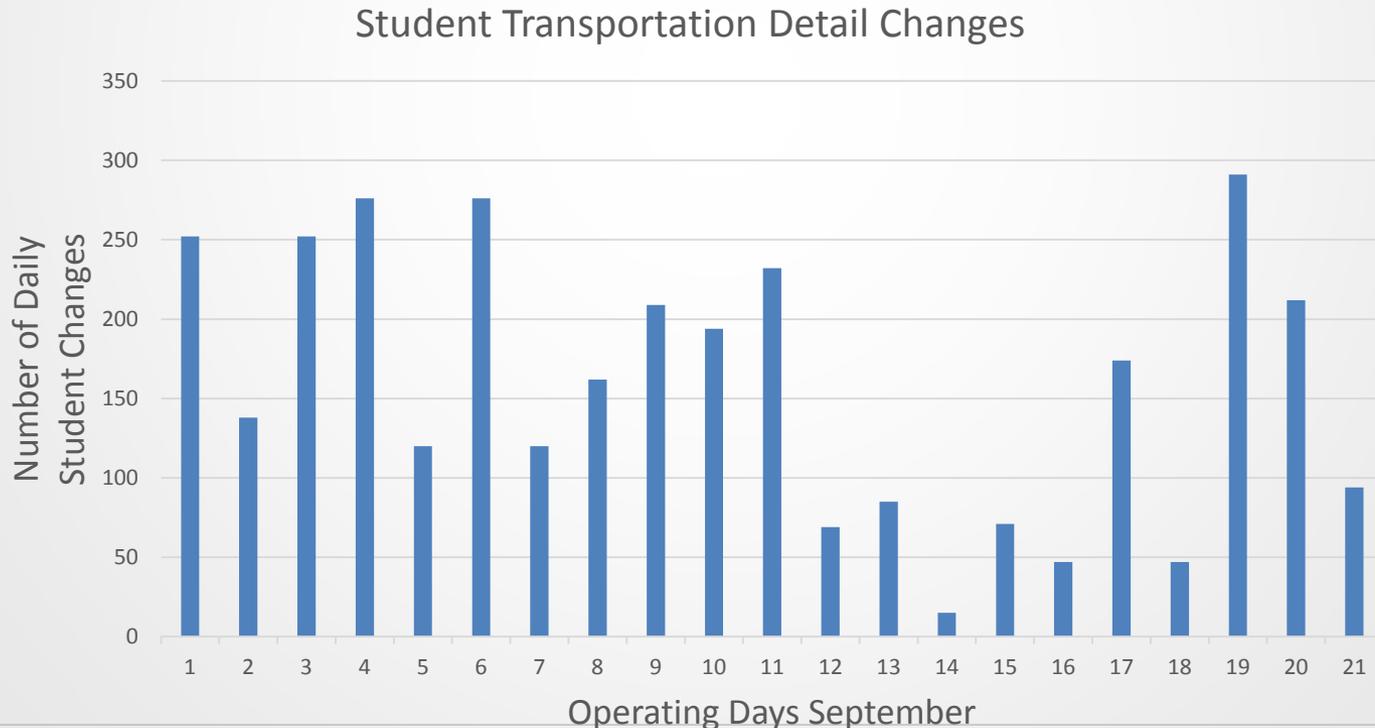
What difficulties do you face? How do you overcome those obstacles?



# Provide the Evidence

Every late or inaccurate request requires multiple changes to existing routes.

There were a total of **506** transportation requests processed in September 2017 at the start of school which resulted in a total of **3,336** changes to student transportation details (pick up time change, drop off time change, route change, etc.).





# Accurate and Timely Data Submission

## Validation Process

- *Verification Calls (DOT)*
  - DOT contacts parents to validate information submitted on Transportation Request Form (TRF)
  - Box Data Exchange (Data Discrepancies)
- *New Unified Data Error (UDE) Reporting*
  - Missing TRFs
  - Invalid telephone numbers
  - How to resolve new UDEs?



# LEA Reimbursement

## Certification - Preparing and Submitting

- Certification Form
  - Form W-9
  - Attendance record from school
  - Proof of mileage incurred
  - Invoice (if applicable) and/or proof of payment
  - Submission follows OSSE secure upload process ([Box](#))
    - Verification emails should be sent to [dot.data@dc.gov](mailto:dot.data@dc.gov)
- <https://osse.dc.gov/publication/lea-provided-transportation-certification-form>



# Parent Reimbursement

## Parent Reimbursement

- Transportation services provided to an eligible student(s) with disabilities for travel to and from educational programs under the OSSE DOT Parent Transportation Reimbursement Program (PTRP) for:
  - Transportation services that occurred as a result of failure on the part of OSSE DOT, to provide bus service, or
  - The parent/guardian has chosen to transport the student(s) themselves, *and also received authorization in advance from the Director of Student Transportation.*
    - **Authorization is requested by contacting the OSSE-DOT Parent Resource Center at (202) 576-5000.**

<https://osse.dc.gov/service/parents-transportation-students-disabilities>



# SEDS Administrative Tasks for New School Year

- System Roll Over
- Account Management
- Student Records



# SEDS Roll Over for 2018-19 School Year

LEA SE POCs are responsible for ensuring the system is operating in the current school year.

- 1) Check your school system calendar.
- 2) Update days for the 2018-19 school year.
- 3) Update reporting periods.



**STEP 1:** Select the system calendar icon.



# SEDS Roll Over for 2018-19 School Year

**STEP 2:** Select the **2018-19 school year**. Enter the start and end dates for the school year. Click update the database.

The screenshot shows the EasyIEP by PCG Education interface. At the top, there is a navigation bar with the logo and a search bar. Below it is a menu bar with various options like 'Log Out', 'Main Menu', 'Students', etc. The main content area features a table with columns for school year, start date, end date, and two 'Edit' buttons. A red arrow points to the '2018-2019' row, which has empty date fields. Below the table is a note and a red-bordered 'Update the database' button, along with 'Add previous school year' and 'Add next school year' buttons. The footer contains the logo for Public Consulting Group.

School Year	Start Date	End Date	Value 1	Value 2	Edit	Edit
2014-2015	09/02/2014	06/18/2015	290	189	Edit	Edit
2015-2016	08/25/2015	06/24/2016	305	218	Edit	Edit
2016-2017	08/22/2016	06/14/2017	297	213	Edit	Edit
2017-2018	08/21/2017	06/13/2018	297	212	Edit	Edit
2018-2019					Edit	Edit

NOTE: You cannot delete a school year if a Report Card has been created for that school year or if that year is the currently selected School Year for the School System. Please do not create "holes" in the School Years. If you do, then next time you add a new school year, the holes will be filled in the next school year.

**Update the database**

Add previous school year   Add next school year



# SEDS Roll Over for 2018-19 School Year

**STEP 3: Select the Reporting Periods.** Enter the dates for Progress Reports for the 2018-19 school year.

**EasyIEP** by PCG Education

Welcome, Rita | My Calendar | Message Board | Logout

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

2014-2015	09/02/2014	06/18/2015	290	189	Edit	Edit
2015-2016	08/25/2015	06/24/2016	305	218	Edit	Edit
2016-2017	08/22/2016	06/14/2017	297	213	Edit	Edit
2017-2018	08/21/2017	06/13/2018	297	212	Edit	Edit
2018-2019					Edit	Edit

NOTE: You cannot delete a school year if a Report Card has been created for that school year or if that year is the currently selected School Year for the School System. Please do not create "holes" in the School Years. If you do, then next time you add a new school year, the holes will be filled in for the highest school year added.

Update the database

Add previous school year Add next school year

PUBLIC CONSULTING GROUP



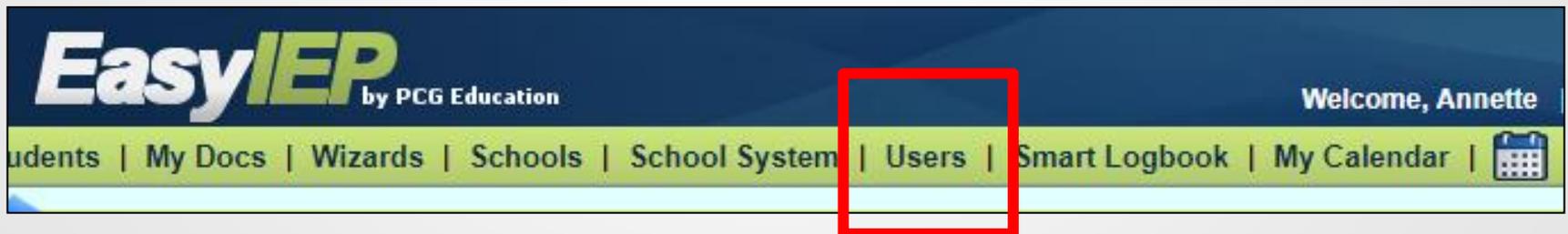
# Start of School SEDS User Audit

LEA SE POCs are responsible for **protecting the privacy** of student information by controlling access to student files in SEDS.

**Start of school housekeeping** should include a **SEDS user audit** to search for:

- 1) Users who no longer work at the LEA
- 2) Users who no longer need access to student files
- 3) Nonpublic users who no longer need access to student files

**STEP 1:** Open the 'Users' tab in SEDS





# Start of School SEDS User Audit

**STEP 2:** Select **all** LEA and school-level roles. **Unselect all state-level** roles (**never** change profiles for OSSE staff user accounts).

Check All Check None

<input checked="" type="checkbox"/> Special Education Teacher	<input checked="" type="checkbox"/> Special Education Specialist
<input checked="" type="checkbox"/> Related Service Provider	<input checked="" type="checkbox"/> Occupational Therapist
<input checked="" type="checkbox"/> Special Education Coordinator	<input checked="" type="checkbox"/> Physical Therapist
<input type="checkbox"/> State Data Administrator	<input checked="" type="checkbox"/> Speech/Language Pathologist
<input type="checkbox"/> State Placement Officer	<input checked="" type="checkbox"/> Psychologist
<input type="checkbox"/> Help Desk Support Tier 1	<input checked="" type="checkbox"/> Social Worker
<input checked="" type="checkbox"/> SEC/RSP	<input checked="" type="checkbox"/> Art Therapist
<input checked="" type="checkbox"/> Pre-Training Account Access	<input checked="" type="checkbox"/> Audiologist
<input checked="" type="checkbox"/> RSP Supervisor	<input checked="" type="checkbox"/> Adapted PE Teacher
<input checked="" type="checkbox"/> Transportation Coordinator	<input checked="" type="checkbox"/> Related Service Provider- Vendor
<input checked="" type="checkbox"/> LEA View Only Administrator	<input checked="" type="checkbox"/> School Leader
<input checked="" type="checkbox"/> LEA Data Administrator	<input checked="" type="checkbox"/> RSP Program Coordinator
<input type="checkbox"/> State Special Education Staff	<input checked="" type="checkbox"/> ASO
<input checked="" type="checkbox"/> Special Education Supervisor	

User Type(s): \*  
(check none to match all)



# Start of School SEDS User Audit

**STEP 3:** From the list of users, identify accounts that need to be inactivated.

Del	IM	CP	Cal	Name	School(s)	Students	Title	User Type
<input type="checkbox"/>				<a href="#">Administrator 1295</a>	-All-	7, 14	LEA Data Administrator	LEA Data Administrator
<input type="checkbox"/>				<a href="#">Administrator 1296</a>	-All-	3, 11	Special Education Coordinator	LEA Data Administrator
<input checked="" type="checkbox"/>				<a href="#">Administrator 1297</a>	-All-	5, 7	Special Education Coordinator	LEA Data Administrator
<input checked="" type="checkbox"/>				<a href="#">Administrator 1298</a>	-All-		Coordinator	LEA Data Administrator
<input type="checkbox"/>				<a href="#">Administrator 1299</a>	-All-		Coordinator	LEA Data Administrator
<input type="checkbox"/>				<a href="#">Dummy Account</a>	-All-			LEA Data Administrator
<input checked="" type="checkbox"/>				<a href="#">Lea Admin91</a>	-All-	0, 0	LEA Data Administrator	LEA Data Administrator
<input type="checkbox"/>				<a href="#">Lea Admin92</a>	-All-	0, 0	LEA Data Administrator	LEA Data Administrator

**TIP:** Clicking on a column header will sort the list alphabetically by that column type.

Check the box in the “Delete” column, then click “Inactivate Selected Users.”

Inactivate Selected Users



# Start of School SEDS User Audit

**Inactivating** a user account does **NOT** permanently delete the account.

Inactivated accounts can be **reactivated** at any time.

- Go to the “School System.”
- Click on “Inactive Users.”
- Search for user by name.
- Reactivate user.

The screenshot shows the 'School System' navigation menu with 'Inactive Users' highlighted. Below it is a search form titled 'Criteria for Selecting Inactive Users to View'. The form includes input fields for 'User Last Name' and 'User Code', each with an 'Exact Match' checkbox. The 'Sort List By' dropdown is set to 'User's Last Name'. A 'View Inactive Users' button is at the bottom.

This screenshot shows a 'Date Terminated' field with the value '08/09/2017' and a calendar icon. Below it are two buttons: 'Update the Database' and 'Re-Activate this User in the Database'. The 'Re-Activate this User in the Database' button is highlighted with a red box.



# SEDS Access for Nonpublic Staff

**SEDS access for nonpublic staff requires OSSE, the nonpublic, and LEAs to work together. Key players include:**

- 1. Nonpublic SEDS Point of Contact (NP SEDS POC):** Each nonpublic campus has a designated POC who is responsible for:
  - Coordinating SEDS access for nonpublic staff
  - Training nonpublic staff on how to use SEDS
- 2. LEA SE POC:** Responsible for overseeing SEDS access for **any user, including nonpublic users**, who serves students from that LEA. LEA SE POC directly controls which student files a user can access.
- 3. OSSE Help Desk Staff:** Only the NP SEDS POC and/or the LEA SE POC can communicate with the OSSE Help Desk by using the OSSE Support Tool.



# Removing students from SEDS Roster

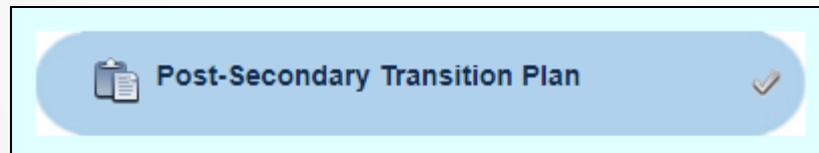
An LEA may need to take action to remove a student who has remained on an LEA's SEDS roster, even after the student has left that LEA.

Issue	Resolution
Failure to properly exit the student from the Student Information System (SIS).	Work with <b>school registrar</b> . See <b>Appendix B</b> for common exit codes. See <b>OSSE Entry and Exit Guidance</b> , pp. 9, 25, for proper exit of students with disabilities.
Student has graduated from the LEA, but the Summary of Performance (SOP) has not been completed by the LEA.	Complete the SOP document in SEDS. See <b>Appendix C</b> for step-by-step instructions.
Student has aged out of special education, but the age out process has not been completed by the LEA.	See <b>Appendix C</b> for documentation requirements in SEDS for the age-out process.
Student has transferred to a new LEA but the records transfer process has not been completed.	See previous slides on the special education records transfer process.

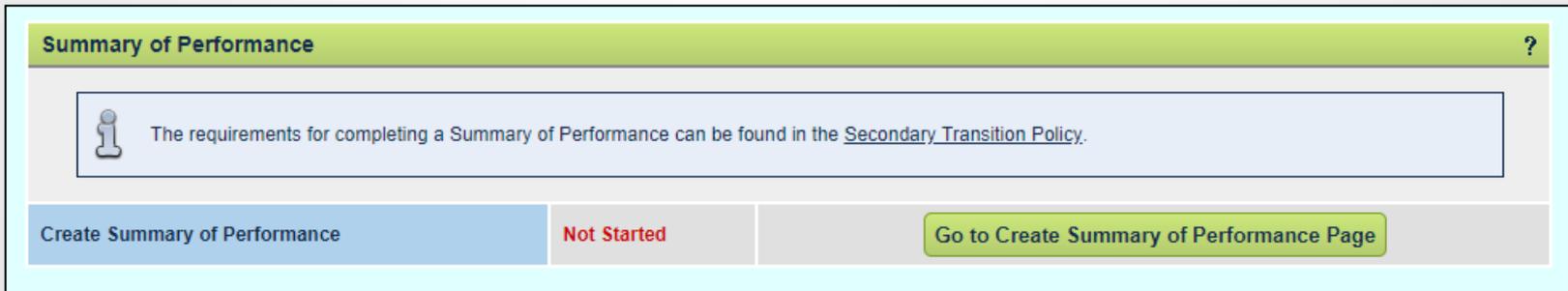


# Summary of Performance (SOP) in SEDS

- 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.





# 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 Systems 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

<input type="radio"/> Additional Participant Consent - No Response Form	<input type="radio"/> Blank Prior Written Notice
<input checked="" type="radio"/> <b>Age Out</b>	<input type="radio"/> Compensatory Education Plan/Notes Cover Sheet
<input type="radio"/> Assessment Accommodations Tool Cover Sheet	<input type="radio"/> Graduation with Diploma



# 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: \_\_\_\_\_



# Check for Understanding

- 1) How many communications modalities are required to exit a student in SEDS?
- 2) If a student has aged out, what documentation is required to exit the student from SEDS?



# Transfer of Special Education Records

Criteria	Records Transfer Process
<ul style="list-style-type: none"> <li>• <b>Stage 5 enrollment</b> (attending new LEA)</li> </ul>	<p>Upon student's first day of attendance, OSSE will <b>initiate records transfer</b>. If initiated by 5 p.m., records will be available on the second business day.</p>
<ul style="list-style-type: none"> <li>• <b>Stage 4 enrollment</b> (registered in SIS)</li> <li>• <b>My School DC LEA</b> matches LEA in SEDS</li> </ul>	<p>OSSE will <b>initiate records transfer</b>. If initiated by 5 p.m., records will be available on the second business day.</p>
<ul style="list-style-type: none"> <li>• <b>Stage 4 enrollment</b> (registered in SIS)</li> <li>• LEA <b>does not participate</b> in My School DC , <b>OR</b></li> <li>• My School DC LEA <b>does NOT match</b> LEA in SEDS</li> </ul>	<p><b>LEA SE POC requests records transfer using OST, and former LEA confirms transfer request in OST.</b></p> <p>OSSE transfers records over within two business days.</p> <p>If new or former LEA is nonresponsive, <b>OSSE will initiate records transfer on fourth day of student remaining in Stage 4.</b> If initiated by 5 p.m., records will be available on fifth business day.</p> <p><b>In the case of duplicative enrollment, the records will be sent to the LEA who most recently registered the student in their SIS.</b></p>



# OSSE Support Tool: Transfer of Records

LEA SE POC for the new LEA will initiate the transfer in the OSSE Support Tool (OST).

Previous LEA is required to **approve or deny any transfer requests**. This is done using the “**Review Outstanding Transfer Requests**” button in the OST.

Request Options

- Add Request for Support**  
Click on this button to submit and status.
- Request Transfer of Student Records**  
Click on this button to request the transfer of student records.
- Review Outstanding Transfer Requests**  
Click this button to review and approve outstanding transfer requests.
- Status Search**  
Click on this button to search for an status.
- Review of Transfer Requests**  
Click on this button to review the status of transfer requests.

More ▾

Student First Name *	Student Last Name *	Date Of Birth	LEA Name *	School Name	Request Transfer?	Previous LEA Transfer Decision
Johnny	Appleseds		Fake LEA		Yes	<input type="button" value="▼"/> Yes No



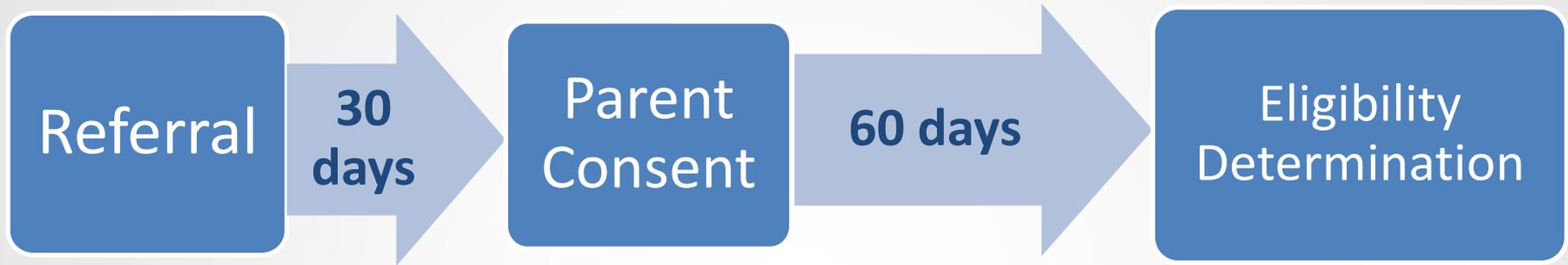
## DCMR Chapter 30 Updates

- Monitoring for Initial Evaluation
- Monitoring for Secondary Transition
- Updates to Chapter 30



# Initial Evaluation Timeline Update

## New Timeline as of July 1, 2018



## Old Timeline





# Initial Evaluation Timeline

- LEAs must complete the initial eligibility determination within 60 days after obtaining parent consent.
  - LEAs must make reasonable efforts to obtain parent consent within 30 days of referral.
- Applies to referrals received on or after July 1, 2018.
  - Referrals received on or prior to June 30, 2018: 120-day timeline.
- **SEDS guidance:** if prompted to provide a justification for untimely eligibility determination, please note the referral was made prior to June 30, 2018 and is subject to the 120-day timeline.



# Initial Evaluation: Reasonable Efforts

- LEAs must complete and document reasonable efforts to obtain parental consent within 30 calendar days of referral.
  - **NEW**: Reasonable efforts must begin within 10 calendar days of referral
- Reasonable efforts consist of at least three documented attempts using at least two of the following modalities on at least three different dates:
  - Telephone calls made or attempted and the results of those calls;
  - Correspondence sent to the parents and any responses received; or
  - Visits made to the parents' home or place of employment and the results of those visits.
- Clearly document the purpose of the contact in the communications log, e.g., "Phone call to parent for the purpose of obtaining parental consent for initial evaluation."



# Initial Evaluation: Compliance Monitoring

- LEAs will begin receiving findings for noncompliance during the 2018-19 school year.
  - Twice yearly monitoring
  - Moving forward, 10-day corrections window will be provided only to demonstrate compliance with the timeliness requirement.
  - **Federal reporting:** OSSE will issue findings for noncompliance with the requirement to complete the eligibility determination within 60 calendar days of parental consent.
- **Local monitoring:** OSSE will review compliance with the requirement to complete reasonable efforts to obtain parental consent within 30 calendar days of referral and provide technical assistance as necessary.



# Monitoring Changes in Detail

- Changes apply to all timeliness indicators including reevaluation and C to B transition monitoring.\* Changes have been outlined below.
- After the initial release (during the 10-day correction window), LEAs will have the opportunity to demonstrate the following:
  - The eligibility determination was completed timely.
  - The student is no longer enrolled at the LEA.
  - The student is no longer receiving special education services.
  - The student has had a transfer event outside of the LEA during the timeline of the reporting period.

LEAs that demonstrate any of the above will not have a finding issued.

- All documentation submitted by LEAs after the initial release (during the 10-day correction window) that demonstrates the untimely completion of eligibility determination will be considered evidence when closing out findings.

*\*C to B transition will be measured by the timely development of a child's IEP.*



# Secondary Transition Planning Process

- The first IEP in effect after a child with a disability reaches 14 years of age must include transition assessments and services.
  - Previous requirement: age 16.
- Applies to students age 14 and older as of July 1, 2018.
- OSSE expects LEAs to consider and develop secondary transition goals as part of the next IEP review for each student with a disability over the age of 13 throughout the 2018-19 school year.
  - **SEDS guidance:** a secondary transition plan will **not** be required to complete an interim IEP amendment.



# Secondary Transition: Compliance Monitoring

- **Federal reporting:** No changes. OSSE will issue findings for noncompliance with 34 CFR §300.320(b) which requires secondary transition planning goals and activities to be included in the first IEP in effect after a student with a disability reaches 16 years of age.
- **Local monitoring:** For the 2018-19 school year, OSSE is reviewing three-year secondary transition program improvement plans for LEAs serving students ages 13 and older and will provide technical assistance as necessary.



# DCMR Updates

- Definitions
  - Child find (IDEA)
  - Enrollment (5A DCMR 2199)
- Obligations related to the provision of a free appropriate public education (FAPE)
  - Incorporates Stage 4 responsibilities for new students
  - **NEW: For students transferring between DC LEAs, the new LEA is responsible on its first day of the new school year**
- Specific requirements for children under the age of 6:
  - DCPS Child Find requirements
  - Considerations for reviewing existing data during initial evaluation
  - Consideration of Part C data in determining ESY eligibility



# DCMR Updates

- Smooth and effective transition for children transitioning from Part C early intervention services (34 CFR § 300.124)
  - Transition conference participation
  - Develop an IEP by the child's third birthday
    - Public charters: responsible for stage 4 enrolled children
    - DCPS: responsible for all children not enrolled in a public charter
  - Implement the IEP by the child's third birthday
    - If the child turns 3 over the summer or on a non-instructional day, services must be provided within the timeframe established by the SEA



# DCMR Updates

- Referrals for initial evaluation
  - Adds referral sources, documentation, and parental notification
- LEA responsibility to conduct reasonable efforts to obtain parent consent prior to an initial evaluation
  - 3 attempts, 2 modalities, 3 different dates
  - **NEW**: Reasonable efforts must begin within 10 business days from referral
    - Eliminated requirement to complete reasonable efforts no later than 5 business days before the end of the timeline
- Requirements related to the provision and documentation of prior written notice



# Final “Short 30” Rulemaking

Stakeholders can access the final rulemaking, including a Track Changes version documenting the changes made between the proposed and final rulemakings, on OSSE’s website at:

[Notice of Final Rulemaking for DCMR Title 5 Chapter 30:  
Special Education](#)



# IDEA Compliance Monitoring Activities

- During the 18-19 School Year LEAs may be monitored for the following:
  - Initial Evaluation Timeliness
  - Reevaluation Timeliness
  - Secondary Transition Requirements
  - C to B Transition Timeliness
  - Risk Based Monitoring
  - Significant Discrepancy and Disproportionate Representation
  - Child Find



## DCMR Chapter 30 Updates in SEDS

- Changes in SEDS Compliance Symbols and Referral Sources



# New Referral Sources

**Referral Acknowledgement** user will see new Referral Sources on the drop down list:

- Age of student drive list options

Eligibility  
Comparable Services

Communications Log  
Prior Written Notice

Documents  
Progress Report Team

Discipline Proce  
Update Provide

Parent  
School  
Early Childhood Screening  
Child development facilities, including day cares and child care providers  
Community or advocacy organization  
Part C Infant-Toddler Program  
Non-Educational Public Agency  
Out-of-State Transfer IEP  
Private School Individual Service Plan (ISP)  
Medical professionals  
Other

Referral Acknowledgement

Referral Source\*

Date Referral Received\*

Referral Acknowledgement

Referral Source\*

Date Referral Received\*

Create Final

Docume

Date Received

Upload

Referral Acknowledgement Documentation Cover Sheet

Upload Files



# New Compliance Symbols

## New Compliance symbols alert users to new Evaluation timelines



Student has been referred to special education under IDEA Part B and an eligibility determination is due within 60 calendar days of the date of Parental Consent to Evaluate. If the referral for initial evaluation was made prior to July 1, 2018, the eligibility determination is due based on the previous 120 calendar day timeline.



Student has been referred to special education under IDEA Part B and an eligibility determination was not completed within 60 calendar days of the date of Parental Consent to Evaluate. If the referral for initial evaluation was made prior to July 1, 2018, please complete the eligibility determination based on the previous 120 calendar day timeline and disregard the compliance symbol stop sign.

## New Compliance symbols alert user to Parental Consent timelines



Student has been referred for initial evaluation and the LEA is required to conduct reasonable efforts to obtain Parental Consent to Evaluate within 30 calendar days. Reasonable efforts must begin within 10 business days of the initial referral date. If the referral for initial evaluation was made prior to July 1, 2018, please complete the eligibility determination based on the previous 120 calendar day timeline and disregard this compliance symbol.



Student has been referred for initial evaluation and the LEA was required to conduct reasonable efforts to obtain Parental Consent to Evaluate within 30 calendar days. If the referral for initial evaluation was made prior to July 1, 2018, please complete the eligibility determination based on the previous 120 calendar day timeline and disregard this compliance symbol.



# SEDS Training



# SEDS Trainings & Resources

## Upcoming SEDS Trainings:

- **Sept. 11, 2018 SEDS Eligibility 9 a.m. -12 p.m. SEDS TRAINERS ONLY**
- **Sept. 11, 2018 SEDS IEP Process 1-4 p.m. SEDS TRAINERS ONLY**
- **IEP Amendment Sept. 21, 2018** from 10am-12pm (webinar)

## Archived 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)



# Reminders and Announcements



# Alternate Assessment Eligibility Process

The Multi-State Alternate Assessment (MSAA), the DC Alternate assessment for English and language arts (ELA) and math, is administered annually to eligible students in grades 3-8 and 11.

Students must meet the following criteria:

- have a **significant cognitive disability**
- **learning content linked** to the CCSS
- require **extensive direct individualized instruction and substantial supports** in the grade appropriate curriculum

For additional information, please visit <https://osse.dc.gov/service/alternate-assessments> or contact Michael Craig at Michael.Craig@dc.gov or (202) 257-3371.



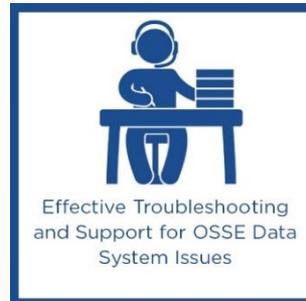
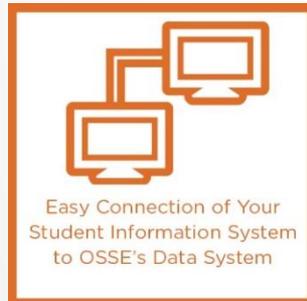
# Alternate Assessment Eligibility Process

Activity	Dates
LEAs complete Alternate Assessment Eligibility new applications and renewals	Sept. 10 - Oct. 19
OSSE reviews eligibility applicant(s) and applicant documentation in SEDS	Oct. 22 - Nov. 16
OSSE send preliminary eligibility determinations to LEAs	Nov. 19
LEAs may appeal eligibility determinations by submitting additional evidence to OSSE	Nov. 19, 2018 - Jan. 11, 2019
LEAs receive final eligibility determinations from OSSE	Jan. 16, 2019
MSAA Test Window	TBD



# 2018-19 Start of School Campaign Feedback

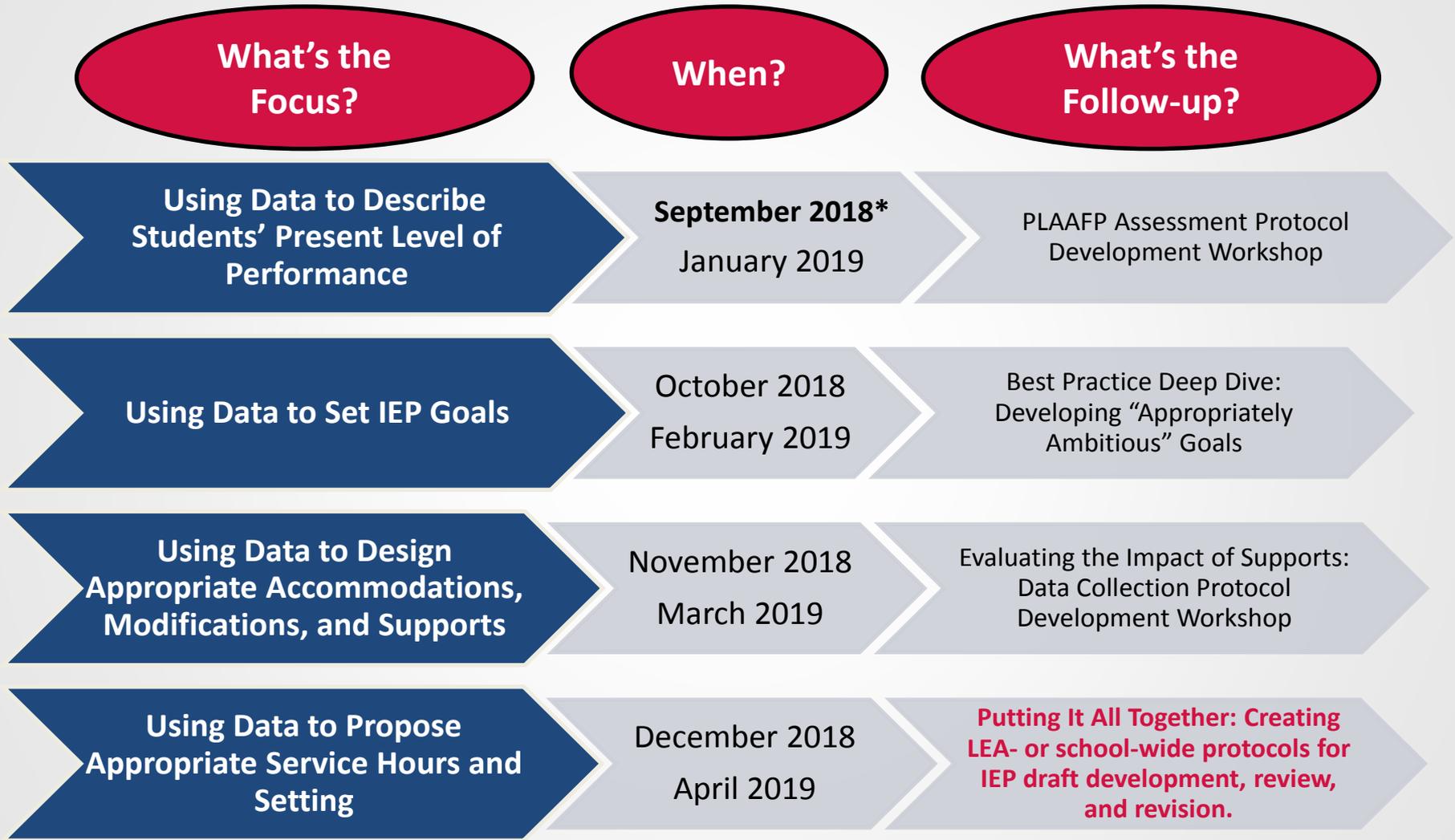
- The 2018-19 OSSE Start of School Campaign aimed to support LEAs in 5 key areas:
  - Early access to information for English Learners
  - Easy connection of LEA SIS to OSSE data systems
  - Effective data system troubleshooting
  - Timely access to transportation for students with disabilities, and
  - A streamlined and effective enrollment audit.



**Today through Sept. 14th, please complete this brief survey to share feedback on the 2018-19 Start of School Campaign and give input for 2019-20.**



# The IEP Quality Capacity-building Series



\*Part 1 registration is now open: <https://osse.dc.gov/event/building-capacity-developing-high-quality-ieps>



# Other Training Opportunities

- **Restorative Justice Trainings, Resources, and Community of Practice:** <https://osse.dc.gov/page/restorative-justice-trainings-and-resources>
- **School-wide Positive Behavioral Interventions and Supports (PBIS): Core Features:** <https://osse.dc.gov/event/school-wide-positive-behavioral-interventions-and-supports-pbis-core-features>
- **Trauma Informed Care:** OSSE, in collaboration with InSite Solutions and MedStar Georgetown University Hospital (MGUH) Division of Child & Adolescent Psychiatry, will host trauma informed care trainings tailored for individuals who work in schools. Details and registration: <https://osse.dc.gov/event/trauma-informed-care-training>
- **Mathematics for Struggling Learners** <https://osse.dc.gov/event/mathematics-struggling-learners-professional-development-course>



# LEA Look Forward Newsletter

Weekly newsletter containing 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 weekly newsletter via email each Wednesday by sending a request to [OSSE.Communications@dc.gov](mailto:OSSE.Communications@dc.gov).

View recent versions on OSSE home page under "Newsletters" [www.osse.dc.gov](http://www.osse.dc.gov) or [www.osse.dc.gov/newsroom/newsletters](http://www.osse.dc.gov/newsroom/newsletters)

The screenshot shows a navigation bar with four items: 'Press Releases', 'Newsletters', 'Testimonies', and 'Advisories'. Below the navigation bar is a list of newsletter entries, each with a date badge and a title:

Date	Newsletter Title
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



# 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, Sept. 19, 2018, 10—11 a.m.**

**Topic:** Mandatory Child Count training for all LEA Special Education POCs