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
August 21, 2019

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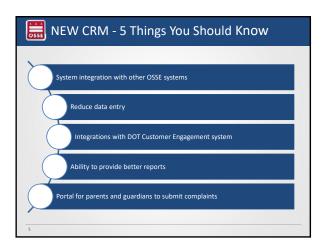OSSE Division of Teaching and Learning

Agenda

- Student Transportation Updates & Reminders

- Compliance & Monitoring Updates

- SEDS Administrative Tasks for New School Year

- SEDS Training Check In

- Special Education Policy and Monitoring Updates

- Announcements and Reminders

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Student Transportation Updates & Reminders

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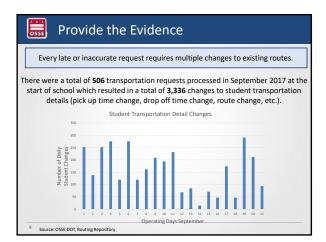- Importance of Accurate Data
- LEA Reimbursement Policy

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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

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TOTE Overview

- 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.

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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?

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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.).

Student Transportation Detail Changes

8   Source: OSSE DOT, Routing Repository

Accurate and Timely Data Submission

Validation Process
- *Verification Calls (DOT)*
  - ○ DOT contacts parents to validate information submitted on TRF
  - ○ Box Data Exchange (Data Discrepancies)
- *New Unified Data Error Reporting*
  - ○ Missing TRFs
  - ○ Invalid Telephone Numbers
  - ○ How to resolve new UDEs?

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LEA Reimbursement

Conditions for Transportation Reimbursement

If an LEA at **no fault of their own** is unable to arrange transportation through OSSE DOT, the LEA may provide such transportation directly, or through its agent or contractor, and submit a request to OSSE DOT for reimbursement for transportation for up to the first 20 school days.

- TRF must be submitted
- Only for students new to the LEA
- Access not gained in time for TRF submission deadline

These requirements exist in order to support the LEA and for OSSE to verify that the student was transported to and attended school on the days reimbursement is being claimed.

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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)
  - o Verification emails should be sent to dot.data@dc.gov

  https://osse.dc.gov/publication/lea-provided-transportation-certification-form

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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:
  - o Transportation services that occurred as a result of failure on the part of OSSE/DOT to provide bus service, or
  - o 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

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Monitoring & Compliance

DC CATS FAQ

How can I request access to DC CATS?

You can access DC CATS by completing the DC CATS Request Form. Please allow 48 hours for your account to be activated. This link is also available on the DC CATS resource page.

Can I request access for another staff member at my LEA?

Yes. As long as the staff member has an email specific to your LEA, you can request access for additional staff members at your LEA.

What should I do if I forget my password?

If you forget your password, there is a reset password button on the login page for DC CATS: https://dccats.spedsis.com.

DC CATS Resource Page
https://osse.dc.gov/service/dc-corrective-action-tracking-system-dc-cats

Monitoring Activity Timelines

Monitoring Activity	Fall	Winter	Spring	Summer
C to B Transition Timeliness	X	X	X	X
Child Find			X	
Initial Evaluation (IEV) Timeliness	X	X	X	X
IDEA Monitoring under Risk Based Monitoring (RBM)			X	
Reevaluation (REV) Timeliness	X	X	X	X
Secondary Transition (STR)	X		X	X
Significant Discrepancy (SD) and Disproportionate Representation (DR)			X	
Significant Disproportionality			X	

Continued noncompliance may result in the LEA being identified as a high risk LEA or may impact an LEA's determination.

Specific Conditions - Reevaluation (REV)

- The District is currently under specific conditions from the Department of Education for Secondary Transition (STR) and Reevaluation (REV).

- The District's most recently reported REV compliance rate to OSEP was 87.1% for time period Oct. 1, 2018 – March 30, 2019.

- The target for REV timeliness is 100%.

- LEAs were provided their REV timeliness rate for FFY 17 in their FFY 17 determinations issued last week.

- This year, OSSE will provide each LEA quarterly updates on their REV timeliness rates.

- In addition, LEAs can track their upcoming REVs in OSSE's Performance and Planning (P&P) Report found in SLED under Enterprise Reporting System.

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SEDS Administrative Tasks for New School Year
- System Roll Over
- Account Management
- Student Records
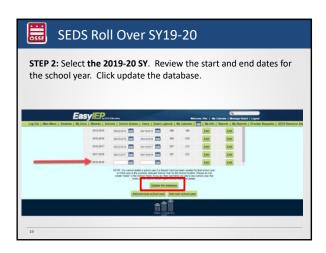
SEDS Roll Over SY19-20

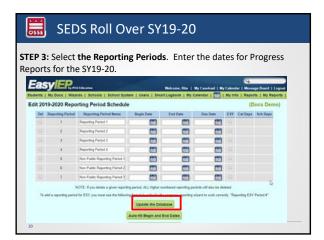LEA SE POCs are responsible ensuring the system is operating in the current school year.
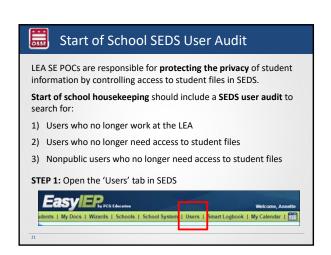
1) Check your school system calendar.

2) Review Calendar for SY219-20

3) Update reporting periods.

EasyIEP by PCG Education

Students | My Docs | Wizards | Schools | School System | Users | Smart Logbook | My Calendar | My Info | Reports | My Reports | Provider Response
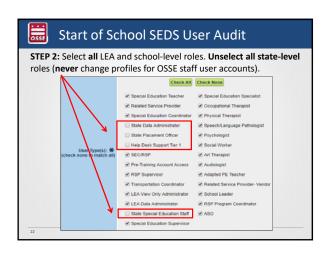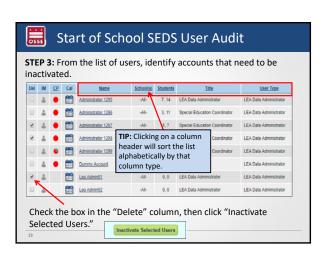
STEP 1: Select the system calendar icon.

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SEDS Roll Over SY19-20

STEP 2: Select **the 2019-20 SY**. Review the start and end dates for the school year. Click update the database.

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SEDS Roll Over SY19-20

STEP 3: Select **the Reporting Periods**. Enter the dates for Progress Reports for the SY19-20.

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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

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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).

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Start of School SEDS User Audit

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

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

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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.
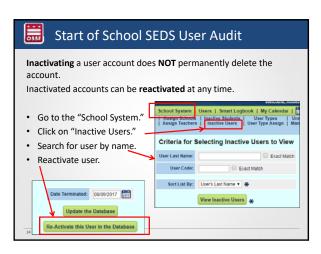- Reactivate user.

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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.

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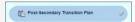## Removing students from SEDS Roster

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 **school registrar.** See **Appendix B** for common exit codes. See **OSSE Entry and Exit Guidance**, 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 **Appendix C** 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 **Appendix C** 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.

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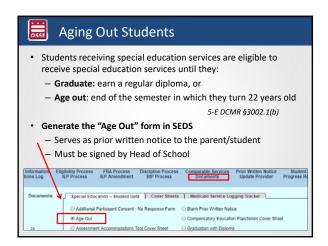
Summary of Performance (SOP) in SEDS
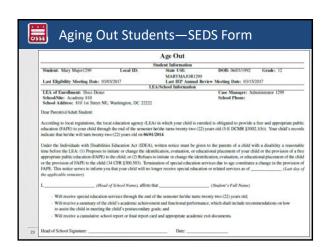
- The Summary of Performance block should be completed no later than **60 days prior to graduation.**
  - **Failure to complete this may result in the student remaining active in SEDS after graduation.**
- Within the IEP Process in SEDS, select Post-Secondary Transition Plan.

Post-Secondary Transition Plan
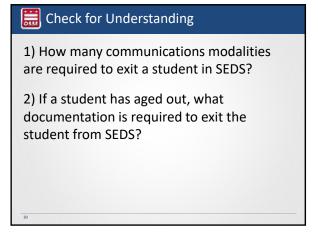
- Click on the "Go to Create Summary of Performance Page" button to access the summary of performance.
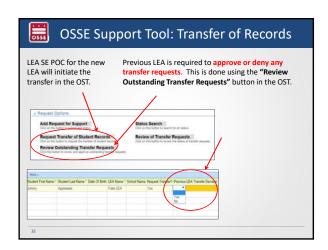
Summary of Performance	?
The requirements for completing a Summary of Performance can be found in the Secondary Transition Policy	
Create Summary of Performance	Not Started	Go to Create Summary of Performance Page

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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

Aging Out Students—SEDS Form

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
•**Stage 5 enrollment** (attending new LEA)	Upon student's first day of attendance, OSSE will **initiate records transfer.** If initiated by 5 p.m., records will be available on the second business day.
•**Stage 4 enrollment** (registered in SIS) •**My School DC** LEA matches LEA in SEDS	OSSE will **initiate records transfer.** If initiated by 5 p.m., records will be available on the second business day.
•**Stage 4 enrollment** (registered in SIS) •LEA **does not participate** in My School DC , **OR** •My School DC LEA **does NOT match** LEA in SEDS	**LEA SE POC requests records transfer using OST, and former LEA confirms transfer request in OST.** OSSE transfers records over within two business days.
	If new or former LEA is nonresponsive, **OSSE will initiate records transfer on fourth day of student remaining in Stage 4.** If initiated by 5 p.m., records will be available on fifth business day. In the case of **duplicative enrollment,** the records will be sent to the LEA who **most recently registered** the student in their SIS.

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OSSE Support Tool: Transfer of Records

LEA SE POC for the new LEA will initiate the transfer in the 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.

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Special Education Policy and Monitoring Updates

- Specialized Instruction Tracking
- FMLA for IEP Meetings

Family and Medical Leave Act (FMLA) for IEP Meetings

The U.S. Department of Labor (DOL) has issued an opinion letter stating parents and guardians are allowed to use the Family and Medical Leave Act (FMLA) intermittently to attend Individual Education Program (IEP) meetings with teachers, school administrators and others involved in planning education services for children with special needs.

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Specialized Instruction Tracking for Children Under the Age of 6

C-to-B Transition Overview

Under the Individuals with Disabilities Education Act (IDEA), LEAs shall ensure a smooth and effective transition of children from IDEA Part C early intervention services to IDEA Part B preschool special education and related services, including ensuring that:

1) The LEA participates in transition planning conferences, as appropriate;

2) The LEA develops an individualized education program (IEP) by the child's third birthday; and

3) The LEA implements the IEP by the child's third birthday.

34 C.F.R. §300.124

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Specialized Instruction Tracking Background

- DL v. DC: Class action lawsuit regarding special education services for District children ages 3 through 5 years old
  - Court determined that the District of Columbia violated the IDEA and District law by failing to identify children with disabilities aged 3-5, timely issue eligibility determinations, and smoothly and effectively transition them from Part C to Part B services by age 3.
- The Court ordered the District to comply with specific performance metrics for children ages 3-5 years old:
  - District-wide child find rate of 8.5%
  - 95% timely eligibility determinations
  - 95% smooth and effective C-to-B transition

OSSE's DL v. DC Dear Colleague Letter (August 2017)

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Specialized Instruction Tracking Background

Court Ordered Requirements for Specialized Instruction Tracking:

Child Find: "The District shall r**ecord and track when children first receive each service (including special education** and related services) required pursuant to an IEP or extended IFSP."

C-B Transition: "The District may report that there was **no disruption in services as long as (1) all of the child's special education services begin on the child's third birthday or, if that is a weekend or holiday, on the first school day after the child's third birthday** (which, in the case of a child whose birthday falls during the summer and qualifies for ESY services, will be ESY services). . .".

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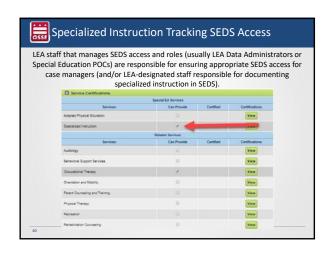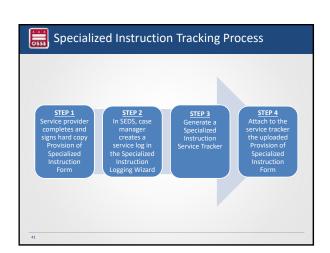
Specialized Instruction Tracking Student Populations

For the 2019-20 school year, LEAs are required to document the first provision of specialized instruction for the following students with disabilities:
- Students under the age of 6, including:
  - Students at/ around the age of 3 transitioning from Part C;
  - Students at/ around the age of 4 transitioning from an Extended IFSP; and
  - Students ages 3 through 5 newly determined eligible for special education, including children transferring from out-of-state.
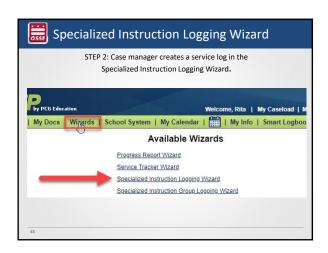
LEAs are only required to document the FIRST provision of specialized instruction, and are not required to document specialized instruction for a student with a disability on an ongoing basis.

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Specialized Instruction Tracking SEDS Access

LEA staff that manages SEDS access and roles (usually LEA Data Administrators or Special Education POCs) are responsible for ensuring appropriate SEDS access for case managers (and/or LEA-designated staff responsible for documenting specialized instruction in SEDS).

Specialized Instruction Tracking Process

STEP 1
Service provider completes and signs hard copy Provision of Specialized Instruction Form

STEP 2
In SEDS, case manager creates a service log in the Specialized Instruction Logging Wizard

STEP 3
Generate a Specialized Instruction Service Tracker

STEP 4
Attach to the service tracker the uploaded Provision of Specialized Instruction Form

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Specialized Instruction Tracking Form

STEP 1: Service provider completes and signs hard copy
Provision of Specialized Instruction Form.

Specialized Instruction Logging Wizard

STEP 2: Case manager creates a service log in the Specialized Instruction Logging Wizard.

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Specialized Instruction Service Tracker

STEP 2: Case manager creates a service log in the Specialized Instruction Logging Wizard.

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Specialized Instruction Service Tracker

STEP 2: Case manager creates a service log in the Specialized Instruction Logging Wizard.

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Specialized Instruction Service Tracker

STEP 3: Case manager generates a service tracker.

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Specialized Instruction Service Tracker

STEP 3: Case manager generates a service tracker.

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Specialized Instruction Tracking Form Upload

STEP 4: Case manager uploads completed and signed Specialized Instruction Tracking Form and attaches it to the Specialized Instruction Service Tracker, **using the Specialized Instruction Cover Sheet**
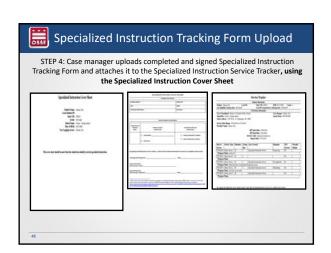

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LEA Implementation Supports

Error Flags, Monitoring & LEA Support

- **Unified Data Errors (UDE)** – A UDE flag will be generated if specialized instruction is not fully documented in accordance with the proscribed process. Correction will be required, including the following:
    1. Creation of a specialized instruction service log,
    2. Creation of a specialized instruction tracker, and
    3. Upload of the signed Specialized Instruction Tracking Form in the student's SEDS file.

- **Monitoring** – OSSE will conduct monthly monitoring of LEA compliance with the specialized instruction service tracking requirement. Upon identification of an LEA's failure to complete the student record, OSSE will:
    - Connect directly with LEA Special Education Points of Contact (LEA SE POCs) and heads of school to correct student files in SEDS, and
    - Provide targeted support to address LEA barriers to compliance.

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Resources – Child Find and C-to-B Transition

Child Find and Initial Evaluation Resources
https://osse.dc.gov/page/child-find-and-initial-evaluation-resources

- Dear Colleague Letter Regarding DL v. DC
- Model Child Find Policy
- Turnkey Child Find Training Materials
- Referral and Initial Evaluation guidance documents
- Parental Delay Analysis Review Protocols

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OSSE Points of Contact

- OSSE Part B Special Education Policy: Christie Weaver-Harris (Christie.Weaver-Harris@dc.gov)

- SEDS Questions: OSSE Support Tool (OST) or your Data Liaison

- DC Early Intervention Program (EIP/ Strong Start) Director: Andres Alvarado (Andres.Alvarado@dc.gov)
  - DC EIP Hotline: (202) 727-3665

- IDEA Part B Section 619 (children ages 3-5): Dr. Margareth Legaspi (Margareth.Legaspi@dc.gov)

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Reminders and Announcements

SEDS Trainings & Resources

Upcoming SEDS Trainings:

- **Sept. 5, 2019 SEDS Administrator Training**
- **Sept. 10, 2019 SEDS Eligibility Process**
- **Sept. 10, 2019 SEDS IEP Process**
- **Sept. 19, 2019 SEDS IEP Amendment (webinar)**
- **Sept. 20, 2019 SEDS for Related Service Providers (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)

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SEDS Trainings & Resources

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)

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SEDS Trainings & Resources

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LEA Look Forward Newsletter

Weekly newsletter containing important information and announcements:

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

- 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.

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Thank you!

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, Sept. 18, 2019, 10—11 a.m.