

**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

Dec. 13, 2017

OSSE Division of Data, Assessment, and Research

OSSE Division of K-12 Systems and Supports

OSSE Division of Teaching and Learning



- **Secondary Transition Planning and Technical Assistance**
 - Monitoring during School Year 2017-18
 - Mandatory Trainings in January—February 2018
- **Reminders and Announcements**
 - SEDS Resources and Resolving SEDS Access Issues
 - Child Outcomes Summary (COS)
 - Professional Development Calendar
- **Overview of Section 504 for Students with Disabilities**
 - IDEA Compared to Section 504
 - Eligibility Process and Available Resources



Secondary Transition Planning and Technical Assistance

- Monitoring during School Year 2017-18
- Mandatory Trainings in January—February 2018



Secondary Transition Monitoring

- **Letters sent to LEA leaders on Nov. 29, 2017** informing of new monitoring approach and advertising technical assistance sessions.
 - Local law will lower the age at which secondary transition planning begins to **age 14**. Law passed in 2014 and OSSE expects that this requirement will become effective **July 1, 2018**.
 - OSSE continues to report compliance numbers to U.S. Department of Education due to special conditions from continued low compliance.
 - File reviews in past years pulled from a random sampling of all transition-aged LEAs, but will now focus on yearly cohorts.
 - OSSE is requiring that all LEAs serving students ages 13 and above **develop a secondary transition plan for implementation over a three-year period**.
-



Secondary Transition Monitoring

Why? Revised monitoring approach will reduce the reporting burden on LEAs while also allowing you more time to focus on successful implementation.

Who? Beginning this year, OSSE is monitoring LEAs on a cyclical basis. OSSE will review student files for specific cohorts of LEAs, with the outcome of monitoring all LEAs within a three-year period.

What? OSSE plans to pull a random sample of files from a pre-established cohort of LEAs for each report as outlined below:

Cohort 1- School Year 2017-18 (Year 1)		
November (July 1, 2017-Sept.30, 2017 files)	May (Oct.1, 2017-March 30, 2018 files)	August (April 1, 2018-June 30, 2018 files)
District of Columbia Public Schools	Center City PCS	Thurgood Marshall Academy PCS
EL Haynes PCS	Maya Angelou PCS	Cesar Chavez PCS
Youth Build PCS	The Next Step PCS	National Collegiate Prep PCS
SEED PCS	Washington Latin PCS	Kingsman PCS



Universal Technical Assistance Sessions

Planning for Student Success: Secondary Transition Requirements and Best Practices - Universal Technical Assistance Sessions

Required training for LEAs serving students ages 13 and older

[Register here](#) for a half-day session (9 a.m.—12 p.m.)

Dates available: Jan. 16 (*DCPS Central only*), Jan. 17, 18, 23, 24, 26, 30, Feb. 2

Location: New OSSE Headquarters, 1050 First St. NE, Fourth Floor Training Room

Audience: LEA team (preferably special education coordinator and leadership team member)

Agenda:

- Participate in a root cause analysis process that will include a review of secondary transition and related performance data;
- Receive support in selecting high-impact strategies and developing a strategic plans to carry them out; and
- Learn about resources and support available from OSSE.



Targeted Technical Assistance Sessions

Planning for Student Success: Secondary Transition Requirements and Best Practices - Targeted Technical Assistance Sessions for Cohort 1 LEAs

Required training for LEAs being monitored in 2017-18 (Cohort 1)

[Register here](#) for a half-day session (1-3:30 p.m.)

Dates available: Jan. 16 (*DCPS Central only*), Jan. 17, 18, 23, 24, 26, 30, Feb. 2

Location: New OSSE Headquarters, 1050 First St. NE, Fourth Floor Training Room

Audience: LEA team (preferably special education coordinator and leadership team member)

Agenda:

- Participate in side-by side file reviews with OSSE staff;
- Review the LEA's data available in OSSE's secondary transition planning tool and receive planning support; and
- Discuss additional supports needed from OSSE.



Reminders & Announcement

- Resources for Related Service Providers
- Resources for Nonpublic Staff
- Resolving SEDS Access Issues
- Child Outcomes Summary (COS)
- Upcoming Training Opportunities



SEDS Resources for Related Service Providers

1. **Getting Started with SEDS: Related Service Provision 101**

- Video recording of live training demonstration on how to create a service log, generate a service tracker, and contribute to a progress report.

2. **Related Service Provider Tutorial for Service Logs and Trackers**

- Step-by-step visual guide on how to create service logs (for both delivered and missed sessions), service trackers, and how to get access to SEDS.

3. **SEDS Basic User Guide**

- 200 page step-by-step user guide for all aspects of SEDS.

All resources available here: <https://osse.dc.gov/node/1288166>.



Resources to Share with Nonpublic Staff

1. Nonpublic Related Service Provider Resources

- All resources on previous slide are relevant for nonpublic related service providers.

2. How to Navigate the OSSE SQUIRE and SEATS Systems

- Designed for nonpublic school administrators and related service providers who manage **student attendance, school program and staff information.**
- Video recording of a live demonstration training on how to successfully navigate and input data into the systems.
- SEATS and SQUIRE are mandatory systems for nonpublics.

All resources available here: <https://osse.dc.gov/service/technical-assistance-support-and-training-education>.



SEDS Access for LEA Staff

Steps for SEDS access for staff who work at the LEA (teachers, related service providers, etc.)

1. Staff should contact the LEA SE POC to request access.
2. LEA SE POC will create a SEDS account using staff's name and **LEA email address**.
3. LEA SE POC determines **level of access** within SEDS, by selecting appropriate **SEDS user type** and modifying **user profile**.
4. LEA SE POC further determines access by setting up the staff's **caseload** (or can delegate this to the special education coordinator (SEC)).
5. LEA SE POC provides **SEDS training** to the staff to ensure he/she can correctly perform functions (e.g., logging services) and follow LEA policies and procedures for SEDS.



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 the LEA SE POC can communicate with the OSSE Help Desk by using the OSSE Support Tool.



STEP 1: Get a SEDS Aggregate Account

Case Scenario: Nonpublic program hires a new related service provider (RSP) who needs access to Student A and Student B, who are enrolled at two different LEAs in DC.

STEP 1: RSP needs a **SEDS aggregate account**, which allows RSP to access multiple LEAs' SEDS sites via one common login page.

- LEAs should **NEVER** create a SEDS account for a nonpublic staff.
- OSSE is responsible for creating nonpublic **SEDS aggregate accounts**.
- **Nonpublic SEDS POC** makes request in **OSSE Support Tool (OST)**, and includes list of LEAs with students whom the RSP serves.

EasyIEP™ Ver. 12.6
for
OSSE Aggregate

Name:

Password:

You can log into these systems:

Customer Name	School System Name
dcacademyhopepcs	Academy of Hope Adult PCS
dcapapcs	Achievement Preparatory Academy PCS



Step 2: Get Access to Student Files

STEP 2: RSP now has a SEDS aggregate account, which includes access to LEAs' SEDS sites, but still cannot see her students in SEDS. **Each LEA SE POC must update the RSP's user profile** to include access to students who attend that nonpublic.

- **ONLY the LEA SE POC** for each LEA can grant access to student files for nonpublic staff. This is done by modifying the user profile to include **access to the nonpublic school campus**.
- **NP SEDS POCs** are responsible for **reaching out to each LEA SE POC** to make this request on behalf of nonpublic staff.

Check All Check None Reset

Schools:

- Acadia Healthcare Millcreek of Arkansas (Fordyce, AR)
- Accotink Academy Therapeutic Day School (Springfield, VA)
- Chelsea School (Hyattsville MD)
- Childrens Guild - Prince George's (Chillum, MD)
- Devereux Georgia Treatment Network (Kennesaw, GA)
- E L Haynes PCS – Middle School
- E.L. Haynes PCS – Elementary School
- EL Haynes PCS High
- Episcopal Center for Children (DC)



Troubleshooting Nonpublic SEDS Access

Scenario: Nonpublic RSP still cannot see her students in SEDS, nor log services, even though she has a SEDS account. **The LEA SE POC and NP SEDS POC should work together** through these steps to troubleshoot.

Step 1: LEA SE POC asks registrar to double check Student Information System (SIS) to ensure the nonpublic is listed as the **student's attending school campus**.

Step 2: LEA SE POC updates the RSP's user profile to ensure the **nonpublic campus box** is checked under "Schools."

Step 3: LEA SE POC confirms and/or updates the **RSP's user type** (e.g., speech pathologist).

Step 4: LEA SE POC selects the appropriate **"Can Provide"** designations.

Step 5: LEA SE POC **checks current IEPs** to ensure the correct related services are prescribed.

Step 5: Nonpublic SEDS POC, SEC, or LEA SE POC assigns students to the **RSP's caseload**.

Related Services	
Services:	Can Provide
Audiology	<input type="checkbox"/>
Behavioral Support Services	<input checked="" type="checkbox"/>
Occupational Therapy	<input type="checkbox"/>
Orientation and Mobility	<input type="checkbox"/>

After following these steps, if **issue persists**, the LEA SE POC should contact OSSE using the **OSSE Support Tool**.



Child Outcomes Summary (COS)

First OSSE Checkpoint: Friday, Jan. 5, 2018

- LEAs should have completed and submitted **COS entry data** for every preschool and pre-K student with an IEP who did not previously have COS entry data submitted in DC CATS.

Second OSSE Checkpoint: Friday, June 29, 2018

- LEAs should have completed and submitted **COS exit data** for every pre-K student with an IEP who has exited a pre-K special education program (e.g., child has moved on to kindergarten, turned 6, or exited preschool special education).

Resources

- Learn more about the COS data collection process, and DC CATS: <http://osse.dc.gov/service/child-outcomes-summary-cos-data-collection>.
- For additional training, technical assistance, or system access to fulfill these responsibilities, email OSSE.COSfaq@dc.gov.



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.

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

The screenshot shows the OSSE website's navigation menu with the following items: Press Releases, Newsletters, Testimonies, Advisories, and Statements. A red arrow points to the 'Newsletters' link. Below the navigation bar is a list of newsletter entries:

Date	Newsletter Title	Description
19 JUL	LEA Look Forward for July 19-25, 2017	View the LEA Look Forward for July 19-25, 2017.
12 JUL	LEA Look Forward for July 12-18, 2017	Reminder: Don't Forget to Register for the Start of School Summ
5 JUL	LEA Look Forward for July 5-11, 2017	View the LEA Look Forward for July 5-11, 2017.
28 JUN	LEA Look Forward for June 28 - July 4, 2017	View the LEA Look Forward for June 28 - July 4, 2017.
21 JUN	LEA Look Forward for June 21-27, 2017	View the LEA Look Forward for June 21-27, 2017.



OSSE Professional Development Calendar

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

Newly announced PD events will be listed here.

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

Professional Development Opportunities

- [LEA Secondary Transition Professional Development Sessions: Planning for Student Success- Requirements and Best Practices](#) [mandatory trainings]
- [The Nuts & Bolts of Secondary Transition](#)
- [Nonviolent Crisis Intervention Trainings](#)
- [Restorative Practices Community of Practice: Mindfulness, Trauma, and Self-Care](#) (reminder)
- [Middle School Literacy Community of Practice](#) (reminder)
- [Students with Limited or Interrupted Formal Education Training Opportunity](#) (reminder)
- [English Learner Point of Contact Monthly Webinar: English Learners with Disabilities: Findings from the National Academies of Science, Engineering, and Medicine](#) (reminder)
- [English Language Acquisition 103: Strategies for Comprehensible Input](#) (reminder)
- [Introduction to Secondary Transition for Middle Schools](#) (reminder)
- [CDC’s Professional Development 101 E-Learning Course: The Basics: A Professional Development Series \(Part 1 and 2\)](#) (reminder)

[Dates to Remember](#)



Restorative Practices

Restorative Practices is a culture and set of practices that engage a community in building relationships and repairing harm through mutual, inclusive dialogue, understanding, and cooperation.

Why Restorative? Introductory Webinar (recording [available here](#))

[Restorative Practices Community of Practice](#)

January Session: Building Support with Parents and Staff

Tuesday, Jan. 9, 2018, 9-11:30 a.m. at Columbia Heights EC

Circle Keeping Workshop

Thursday, Jan. 11, 2018, 8:30 a.m.-4 p.m., at Charles Sumner School

Restorative Practices for Younger Learners

Thursday, Jan. 25, 2018, 8:30 a.m.-12 p.m. at OSSE New Building

Drama and Games for Social Emotional Learning

Thursday, Jan. 25, 2018, 1-4:30 p.m. at OSSE New Building

Registration links available in today's LEA Look Forward.

Questions? Contact Em.Morrison@schooltalkdc.org



Overview of Section 504 for Students with Disabilities

- Laws and Regulations
- IDEA Compared to Section 504
- Eligibility Process
- Available Resources

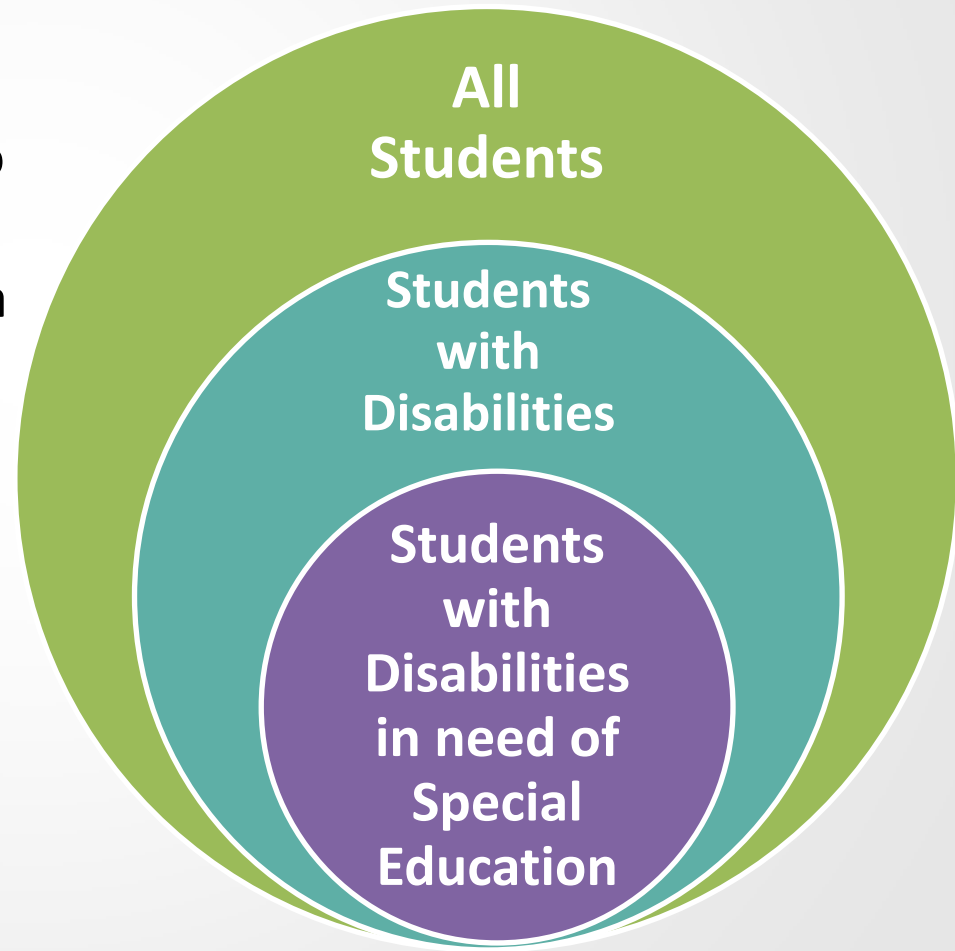


Section 504 Overview

Section 504 applies to students with disabilities, including those who have special education needs but also applies to students with disabilities who do **not** need special education.

Students with disabilities (SWD) who **qualify for special education and receive an IEP do NOT also receive a Section 504 plan**, as the IEP is comprehensive in ensuring FAPE.

SWD who do not qualify for special education may be eligible for a Section 504 plan (eligibility requirements discussed in next section).





Section 504: Student Access

Section 504 requires schools to provide a free appropriate public education (FAPE) to qualified students who have a **physical or mental impairment** that substantially limits one or more major life activities.



History of the Rehabilitation Act

- Disability Civil Rights Law, Passed by Congress in 1973
 - Precursor to the Americans with Disabilities Act (1990)
 - Section 504: focus on prohibition of discrimination on basis of disability for programs receiving federal financial assistance
-



Section 504 Prohibits Discriminatory Actions

Section 504 states:

“No otherwise qualified individual with a disability...shall solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal assistance...”



Section 504 in Schools

- Requires access to programs and activities, provision of **FAPE**, prohibition of discrimination
- Provides protections to children not eligible for services under the Individuals with Disabilities Education Act (IDEA)
- Requires individualized determinations
- Promotes inclusion
- Prevents inappropriate or over-identification in special education
- Protects children from disability-based discrimination and harassment



Section 504: School Facilities and Enrollment Processes

- A recipient of funds may not use criteria that have the effect of subjecting qualified persons with disabilities to discrimination
- In determining the site or location of a facility, a recipient may not make selections that have the effect of excluding persons with disabilities from, denying them the benefits, or otherwise subjecting them to discrimination under any program or activity that receives Federal financial assistance
- A recipient is not required to make each of its existing facilities or every part of a facility accessible to people with a disability; however the recipient must operate its program so that when each part is view in its entirety, it is readily accessible to people with disabilities



Section 504: Child Find

- An LEA shall identify and locate every qualified student under Section 504 who is not receiving FAPE and take appropriate steps to notify students and their parents or guardians.
 - When an evaluation is requested by parent, LEAs must respond and provide procedural safeguards.
-



Section 504: Evaluation

- Section 504 requires school districts to **individually evaluate** students before classifying a student as having a disability or providing the student with special education (34 C. F. R. 104.35 (b))
- LEAs must establish standards for initial 504 evaluations and periodic reevaluations of students who need or are believed to need special education or related services because of disability
- A school district may use the same process to evaluate the needs of students under Section 504 that they use for evaluations under IDEA. If they choose to adopt a separate process, the process must comply with requirements specified at 34 C.F.R. 104.35



Section 504: Evaluation

LEAs must establish evaluation standards that:

- Secure written parent consent
- Ensure validity of tests and other measures, as well as their administration and interpretation
- Ensure eligibility determinations draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior
- Establish procedures to ensure that information obtained from all such sources is documented and carefully considered, and
- Ensure that decisions regarding eligibility and accommodations are made by a group of persons, including persons knowledgeable about the child and the meaning of the evaluation data
- Ensure periodic reevaluations



Section 504: Evaluation

Parental Consent

- Section 504 requires **informed** parental permission for initial evaluations of a student prior to providing services under Section 504. If a parent refuses consent for an initial evaluation and an LEA suspects a student has a disability, Section 504 provides that LEAs may use due process hearing procedures to seek to override the parents' denial of consent.
- Section 504 requires districts to provide notice to parents explaining any evaluation and placement decisions affecting their children and explaining the parents' right to review educational records and appeal any decision regarding evaluation and placement through an impartial hearing

Source: U.S. Department of Education Office of Civil Rights. "Frequently Asked Questions about Section 504 and the Education of Children with Disabilities" <http://www2.ed.gov/about/offices/list/ocr/504faq.html>



Section 504: Eligibility

A student is eligible for Section 504 when the student has a **physical or mental impairment** which **substantially limits** one or more **major life activities**, has a record of such impairment, or is regarded as having such an impairment.

Eligibility can be broken down into a three-part test:

- 1) Do they have a **physical or mental impairment?**
- 2) Does the impairment cause a **substantial limitation?**
- 3) Is the limitation on a **major life activity?**



Physical or Mental Impairment

- Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic or lymphatic; skins; and endocrine; or
- Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. 34 C.F.R. 104.3 (j)(2)(i)



Major Life Activities

- Major life activities include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working
- Additional examples provided in the 1990 ADA amendment are eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating
- Exclusions: any student who is engaging in the illegal use of drugs



Substantial Limitation

- The determination of a substantial limitation must be made on a case-by-case basis.
- No one measure, formula, or scale should be used; instead, a group of knowledgeable persons should draw upon a variety of information in making the determination (34 C.F.R. 104.35 (c))
- As of 2009, “mitigating measures” (e.g. medication, medical supplies) may not be considered in the determination, with the exception of “ordinary glasses or contact lenses”
- An impairment is considered transitory if it has an actual or expected duration of 6 months or less



IDEA and Section 504 Comparison

Eligibility

IDEA	SECTION 504
Student has a qualifying disability	Student has physical or mental impairment that substantially limits one or more major life activities
Because of that disability, the students needs special education	Because of that impairment, the students needs an accommodation
Individualized instruction is delivered in an Individualized Education Plan (IEP)	Individualized support is delivered via a 504 service plan

Practice Standard: If a students needs both instructional and non-instructional accommodations, the IEP should be designed to include all necessary accommodations.



Ensuring 504 Compliance

- Identify a Section 504 Coordinator
- Ensure all community members are aware of section 504 protections and the obligation to identify and evaluate students with disabilities related to procedural safeguards (annual training recommended)
- Adopt standardized policies, procedures, and forms to ensure consistency



504 Procedural Safeguards

- LEAs must “establish and implement, with respect to actions regarding the identification, evaluation, or educational placement of persons who, because of handicap, need or are believed to need special instruction or related services, a system of procedural safeguards that includes notice, an opportunity for the parents or guardian of the person to examine relevant records, an impartial hearing with opportunity for participation by the person’s parent or guardian and representation by counsel, and a review procedures” (34.C.F.R. 104. 36)
- Annual notice to families of enrolled students and notice on new students application materials are recommended



Section 504 Toolkit

- Overview of Section 504
- Section 504 and IDEA comparison table
- LEA Model Forms (not required, but available for LEA use)
 - Section 504 referral form
 - Notice and Consent to Evaluate Under Section 504
 - Section 504 Student and Parental Rights
 - Section 504 Eligibility Determination Form
 - Section 504 Meeting Invitation
 - Section 504 Plan
 - Section 504 Parent Brochure



Section 504 Resources

OSSE's Section 504 Toolkit <https://osse.dc.gov/node/287302>

Questions? OSSE.Section504Hotline@dc.gov

OSSE professional development opportunities for Section 504

- Section 504 training will take place on **Thursday, Jan. 18, 2018, 9 a.m.—12 p.m.** (registration link will be published in LEA Look Forward)
 - An overview of Section 504
 - A step-by-step walk-through of the Section 504 process from referral to implementation
 - Section 504 best practices and frequently asked questions
 - For more information or questions about this training, please contact Angela Awonaike at Angela.Awonaike@dc.gov or (202) 481-3870.



Thank you!

LEA SE POC Monthly Training Series: Annette.Thacker@dc.gov

Statewide assessment questions: OSSE.Assessment@dc.gov

Policy questions: OSSE.DSEpolicy@dc.gov

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

TOTE and Transportation: (202) 576-5520

Special Education Monitoring: Contact your LEA state rep or
Karen.Morgan-Donaldson@dc.gov

NEXT WEBINAR:

Wednesday, Jan. 17, 2017, 10—11 a.m.

Main Topic: Child Find and Initial Evaluation