

**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 January 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

Establishing Assessment Accommodations

Transfer Student Policy

Comparable Services Requirements

- Out of State
- In State
- DCPS to Charter LEA

Documenting Comparable Services in SEDS

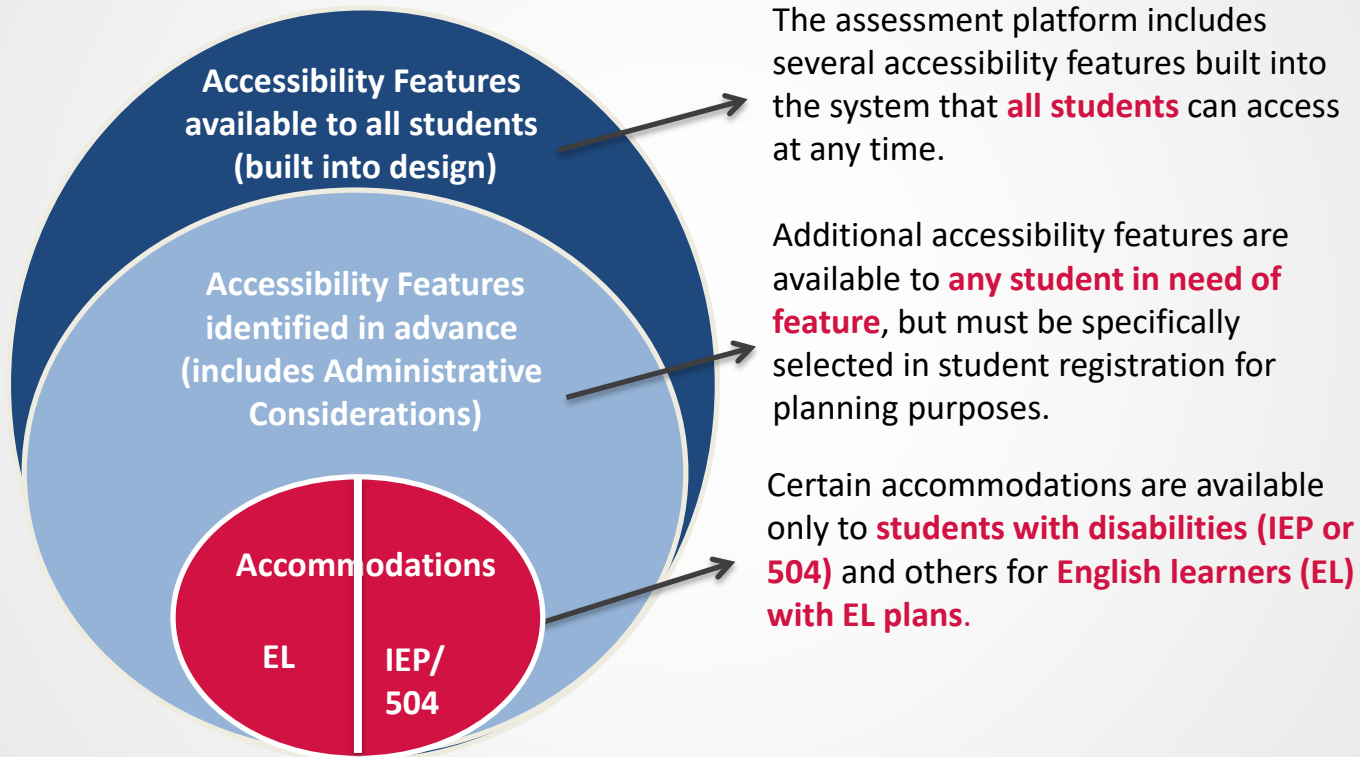
Reminders and Announcements



# Establishing Assessment Accommodations



# Accessibility System

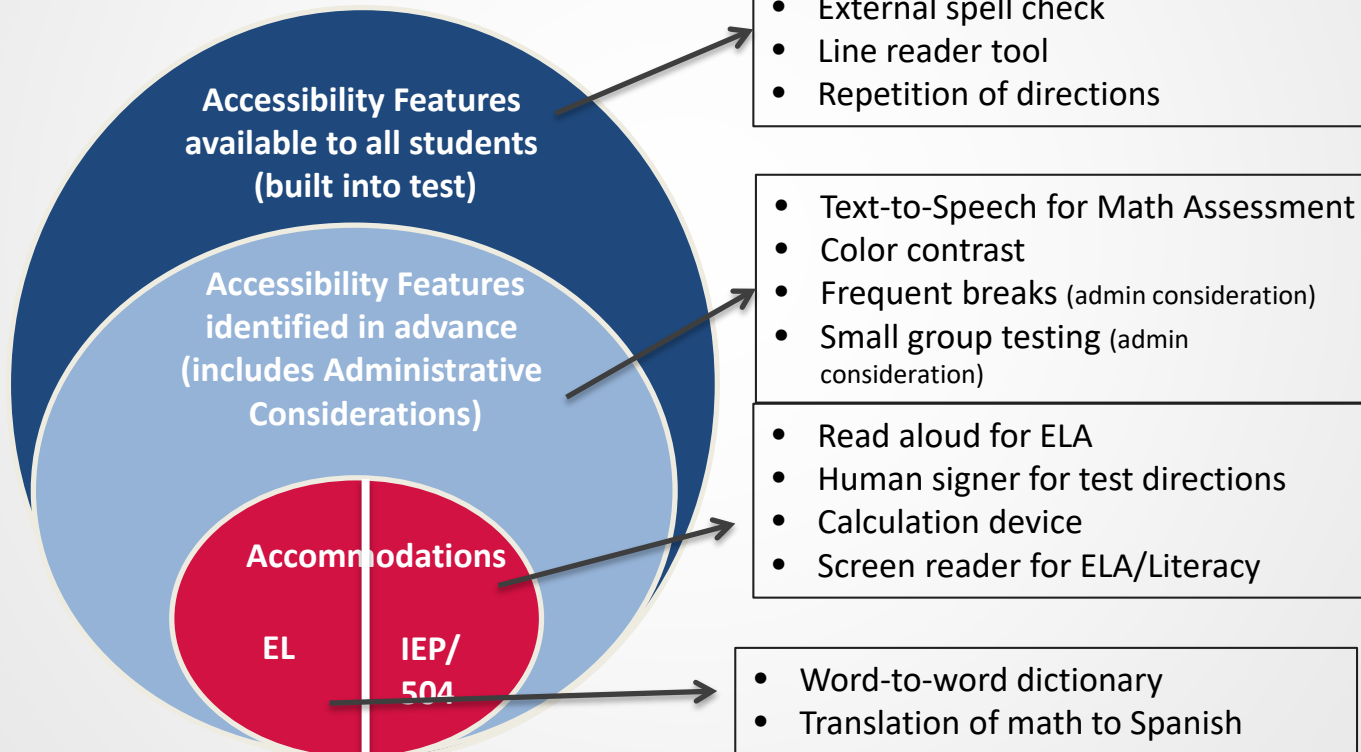




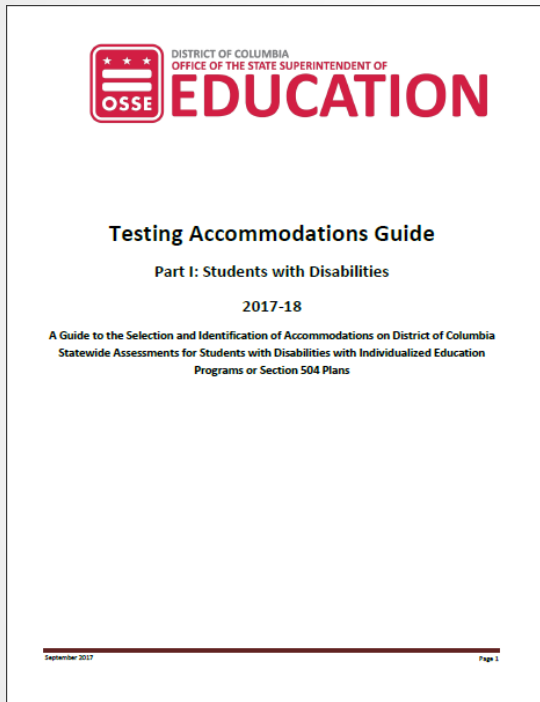


# Accessibility System

## Examples of each type of feature:



# Testing Accommodations Guide for SWDs



- Accommodations are intended to reduce and/or eliminate the effects of a student's disability and/or English language proficiency
- Accommodations should never reduce learning expectations by reducing the scope, complexity, or rigor of an assessment
- Accommodations used in statewide assessments should also be used in daily instruction

# IEP Implementation for Transfer Students



- Responsibilities and timelines
- Comparable services
- Tips and best practices





# IEP Implementation for Transfer Students

- The IEP Implementation for Transfer Students Policy outlines specific responsibilities for LEAs serving in-state, out-of-state, and private school transfer students:
  - With an existing IEP, or
  - With a pending referral or in-process initial evaluation.
- Under DCMR Chapter 30, LEAs are responsible for students transferring between DC LEAs:
  - During the school year: upon Stage 4 enrollment.
  - Between school years (during the summer): first day of school.

Access the IEP Implementation for Transfer Students Policy on OSSE's Special Education Policy page: <https://osse.dc.gov/publication/osse-releases-individualized-education-program-iep-implementation-transfer-students>



# Transfer Students: Records

- LEAs must request the student's records from the previous LEA within 5 business days of enrollment.
- The previous LEA must provide the student's records to the new LEA within 10 business days of the request.
  - Including the transfer of paper documents, if necessary.
- If the student is transferring from out-of-state, the LEA must upload the IEP into SEDS within 10 business days of receipt.
- If the new LEA is unable to obtain the student's IEP, the LEA must fulfill its child find obligations if it has reason to suspect the child may be a child with a disability.



# Transfer Students: Pending Evaluation

- If a student transfers with an in-process or incomplete initial evaluation, the new LEA must make reasonable efforts to obtain parental consent for initial evaluation and complete the evaluation within the initial evaluation timeline requirements.
- Exception to initial evaluation timeline: the parent and new LEA can agree to a new specific timeline, but only if the new LEA is making sufficient progress to ensure a prompt completion of the initial evaluation (34 CFR 300.301(d)(2) and (e)).



# Transfer Students: Existing IEP

- In-state transfers: a new LEA must make a decision within 30 calendar days of enrollment to either adopt the existing IEP or develop a new IEP.
  - The LEA must develop and finalize a new IEP within 60 calendar days of enrollment.
- Out-of-state transfers: a new LEA must treat the student's prior out-of-state eligibility as a referral.
  - Within 30 calendar days of referral, the LEA must determine if an evaluation is necessary.
- Private school transfers: a new LEA must conduct an evaluation within the required timeline to determine if the child is eligible
- Expired or expiring IEPs: the existing IEP cannot be adopted if it is expired or will expire within 30 days of enrollment.



# Transfer Students: Comparable Services

- A new LEA, in consultation with the parents, must provide FAPE in the form of comparable services to transfer students with existing IEPs.
- Comparable services are similar or equivalent to those described in the existing IEP.
  - Can include equitable services provided to parentally-placed private school students as documented in the student's Individual Services Plan (ISP).
- The new LEA must implement comparable services as soon as possible, but no later than 20 calendar days after receipt of the existing IEP.
- Comparable services must be tracked and documented in SEDS.
  - In-state IEPs are automatically transferred within SEDS upon request of the new LEA. The Comparable Services tab in SEDS is not used in this scenario.
  - Out-of-state IEPs and private school ISPs must be manually uploaded into SEDS using the Transfer Student Intake process in the Comparable Services tab.



# Transfer Students: Tips and Best Practices

- Ask incoming stage 4 enrolled students if they have previously received special education services.
- Request records transfers as soon as possible.
- Pay attention to eligibility and IEP due dates.
  - Plan for triennial reevaluations.
  - Expired or expiring IEPs cannot be adopted.
- Begin collecting information and data on student performance as soon as possible to assist in determining the appropriateness of the student's IEP or whether a full evaluation of an out-of-state transfer student is necessary.
- Provide comparable services as soon as possible (and no later than 20 calendar days after receipt of the existing IEP).



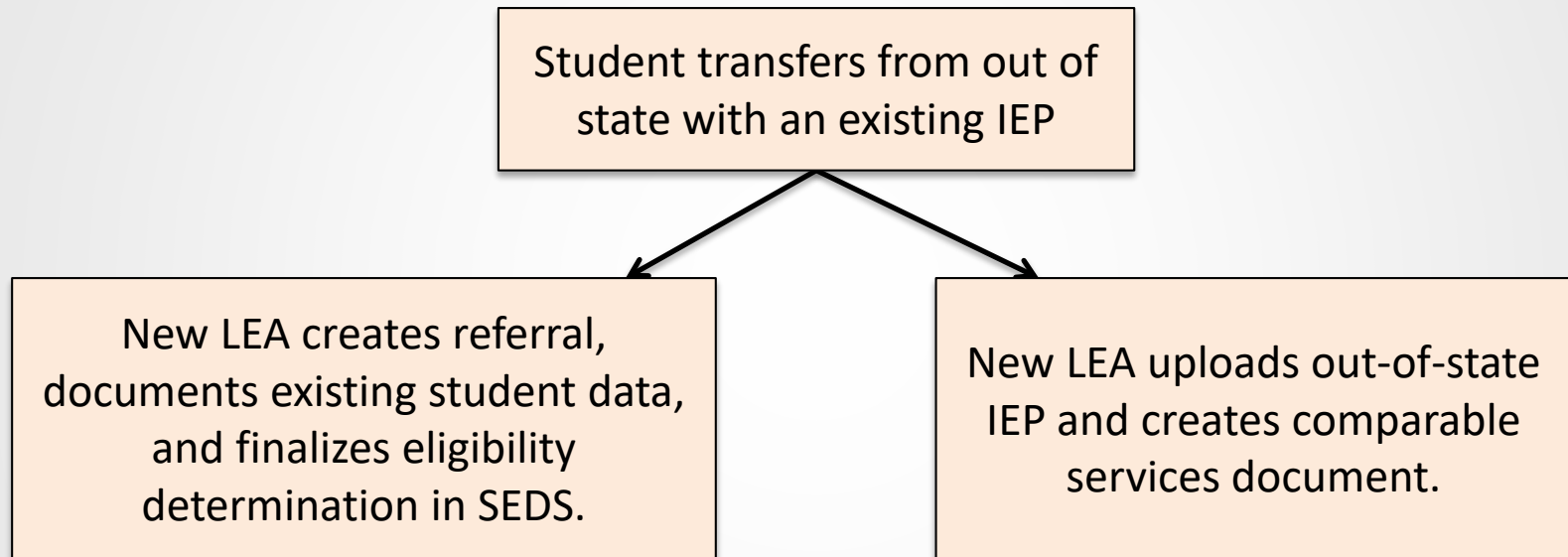
# Documenting Comparable Services in SEDS





# Comparable Services

When a student with an existing IEP transfers to a new LEA, the new LEA must undertake two separate processes\* simultaneously:



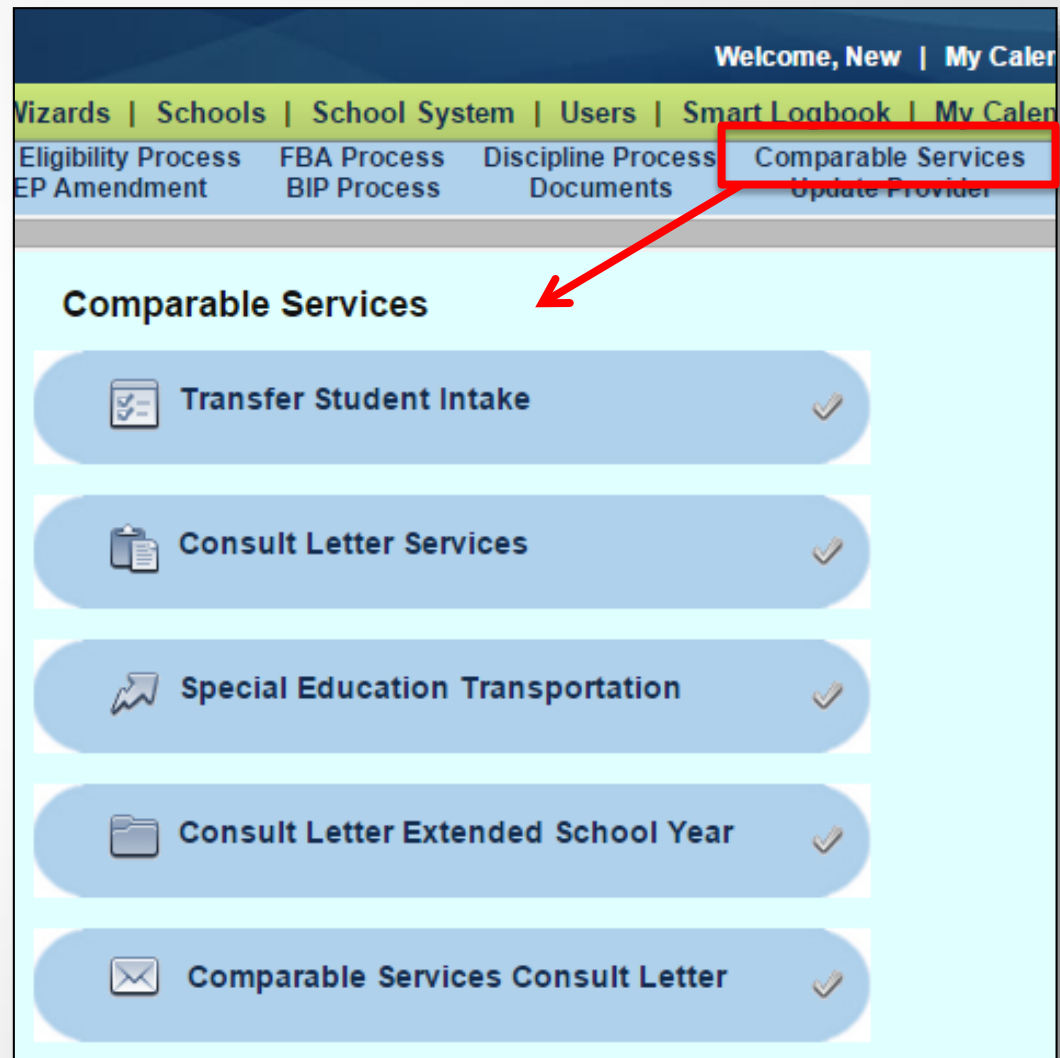
Comparable services are similar or equivalent to the services described in the IEP from the previous LEA or the equitable services described in the Individual Services Plan (private school transfer).

\*Both processes are described in the IEP Implementation for Transfer Students Policy, pp. 3-4.



# Comparable Services

1. Work with the school registrar to ensure the transfer student is properly enrolled (and thereby shows up in SEDS).
2. Go to the “Comparable Services” tab to begin the Transfer Student Intake process.
3. Complete all 5 sections of this process.





# Comparable Services – Student Intake

**PART 1: Transfer Student Intake:** Once the out-of-state IEP is obtained, upload it to SEDS by creating a cover sheet. This same process can be used for private school Individual Services Plans (ISPs).

**Transfer Student Intake****Gina General1101**

**Student Information**

Student Name	Local ID	State USI	Date of Birth	Student Grade
Gina General1101	GINA1101	TRN0016644	06/01/1999	5th Grade

**LEA / School Information**

LEA of Enrollment	School / Site	Case Manager
Docs Demo	1st Street Academy	Lea Admin101

**Transfer Student Existing Program:**

Create EasyFAX Cover Sheet for Out-Of-State IEP

Date Generated	Document Type	Attachments	Date Received	Upload
12/29/2014	<a href="#">EasyFAX External IEP Cover Sheet</a>	<a href="#">Gina Out-of-State IEP</a>	12/29/2014	<a href="#">Upload Files</a>

Permitted file extensions are: PDF, DOC, XLS, TXT, RTF, PPT, TIF, JPG, PNG, XLSX, PPTX, and DOCX  
No file may be greater than 3.00 MB in size.





# Comparable Services – Consult Letter Services

**PART 2: Consult Letter Services:** Create a comparable services document by adding specialized instruction and related services that are similar or equivalent to what is listed in the existing out-of-state IEP.

**Consult Letter Services**Gina General1101

**Special Education Services**

Del	Special Education Service	Setting	Amount of Time	Begin Date *	End Date *	Provider *	
<input type="checkbox"/>	Specialized Instruction	General Education ▼	15 hr ▼ per wk ▼	01/05/2015	01/04/2016	Lea Admin101 ▼	<a href="#">Details</a>

Add Special Education Service

**Related Services**

Del	Related Service	Setting	Amount of Time	Begin Date *	End Date *	Provider *	
<input type="checkbox"/>	Speech-Language Pathology	Outside General Education ▼	60 min ▼ per wk ▼	01/05/2015	01/04/2016	Art Articulate ▼	<a href="#">Details</a>


Add Related Service



# Comparable Services - Transportation

**PART 3: Special Education Transportation:** This page allows an IEP team to quickly determine if a transfer student qualifies for transportation services (without waiting for the full IEP process to be completed 60 or 90 days later).

- This page replicates the transportation page in the regular IEP process and requires all of the same information, including a transportation eligibility worksheet.


Special Education Transportation				Gina General1101
<b>Student Information</b>				
Student Name	Local ID	State USI	Date of Birth	Student Grade
Gina General1101	GINA1101	TRN0016644	06/01/1999	5th Grade
<b>LEA / School Information</b>				
LEA of Enrollment	School / Site	Case Manager		
Docs Demo	1st Street Academy	Lea Admin101		
<div> <b>Eligibility Criteria for Special Education Transportation Services</b> The student's IEP Team is required to apply the established state-level criteria to determine eligibility for special education transportation services. IEP Teams should consider eligibility under the following category order: Medically Fragile Student (MFS), Structured Transportation Supports (STS), and Accessing Specialized Program (ASP).</div>				



# Comparable Services - ESY

**PART 4: Extended School Year (ESY) Services:** This page allows an IEP team to quickly determine if a transfer student qualifies for ESY services (without waiting for the full IEP process to be completed 60 or 90 days later).

- This page replicates the ESY page in the regular IEP process and requires all of the same information, including the ESY eligibility worksheet.

Extended School Year Services				Gina General1101
<b>Student Information</b>				
Student Name	Local ID	State USI	Date of Birth	Student Grade
Gina General1101	GINA1101	TRN0016644	06/01/1999	5th Grade
<b>LEA / School Information</b>				
LEA of Enrollment	School / Site	Case Manager		
Docs Demo	1st Street Academy	Lea Admin101		
<b>ESY Eligibility</b> ?				
 The IEP Team is required to review the Extended School Year (ESY) Policy requirements prior to making a decision about the student's ESY eligibility. Follow the link to the Criteria Worksheet. Complete the worksheet to determine whether the student is eligible for ESY. Fax in the worksheet using the coversheet within five (5) business days of the ESY eligibility determination.				



# Comparable Services – Consult Letter

**PART 5: Comparable Services Consult Letter:** This last section of the process captures additional information needed to generate the comparable services consultation letter.

- LEA designee signs the letter
- Letter and copy of the out-of-state IEP are provided to the parent
- PWN for Initial Provision of Services is provided to the parent


**Comparable Services Consult Letter** Gina General1101

**Student Information**

Student Name	Local ID	State USI	Date of Birth	Student Grade
Gina General1101	GINA1101	TRN0016644	06/01/1999	5th Grade

**LEA / School Information**

LEA of Enrollment	School / Site	Case Manager
Docs Demo	1st Street Academy	Lea Admin101

 The LEA must provide the parent with a copy of the draft Consult Letter document and the Out-of-State IEP prior to creating the final Consult Letter.

**Create Transfer Comparable Services Document**

Classroom Accommodations	<div></div>
Procedural Safeguards Notice given to parent?	<div></div>





# Reminders and Announcements



# 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.



# Upcoming 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)



# 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)

Press Releases	Newsletters	Testimonies	Advisories
<b>10 JAN</b>	<a href="#">LEA Look Forward for Jan. 10-16, 2018</a> 2018 PARCC Registration and Personal Needs Profile		
<b>3 JAN</b>	<a href="#">LEA Look Forward for Jan. 3-9, 2018</a> [Required Training] Implementing Effective Child Find Your LEA		
<b>27 DEC</b>	<a href="#">LEA Look Forward for Dec. 27, 2017 - Jan. 2, 2018</a> View the LEA Look Forward for Dec. 27, 2017 - Jan. 2,		
<b>20 DEC</b>	<a href="#">LEA Look Forward for Dec. 20-26, 2017</a> 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, February 20, 2019 10—11 a.m.**