Keys to a Successful School Start Up

Preparing Your School to Serve Students with Disabilities

August 2015

Agenda

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Child Find, Evaluation, and IEP Responsibilities

Child Find, Evaluation, and IEP Responsibilities

- All staff are fully aware of the Student Support Team (SST) process and child find obligations when a student is suspected of a disability.

- All staff fully understand key special education requirements, including initial evaluation/re-evaluation, eligibility determination, IEP development and implementation, discipline, and least restrictive environment/educational placements.

- A system is in place to ensure that general education teachers have access to student IEPs and are supported in their implementation.

- All students with IEPs are assigned to appropriately constituted IEP teams, a case manager, and appropriate related service providers before the start of the school year.

- A calendar of key deadlines for all students with IEPs is developed and managed. The calendar is developed in the beginning of the year and monitored monthly.

- A system is in place to ensure that roles and responsibilities are clear for uploading special education documents pertaining to students into the Special Education Data System (SEDS), the state's official system of record, within five business days of the event or receipt of documents.

Child Find, Evaluation, and IEP Responsibilities

Timeliness of Evaluation/Re-Evaluation and Annual IEPs Checklist

Yes or No 1. By the start of the school year, have you developed a list of all annual IEPs and re-evaluations based by month based on information from SEDS?

Yes or No 2. Have you developed a system for on-going training of new staff or staff unfamiliar with the IEP process and requirements?

Yes or No 3. Have you developed written directions for each type of staff as to requirements/responsibilities for annual IEP development, initial evaluations, and re-evaluations?

Yes or No 4. Have you developed a monthly schedule for notifying all involved staff of upcoming IEPs, evaluations and re-evaluations to be sent 4 weeks prior to the month in which the event is due?

Yes or No 5. Have you established a due date for completed IEPs, evaluation documents, etc., at least 30 days prior to scheduled meetings for quality control review by administrator in charge of special education?

Yes or No 6. Do you provide monthly communication via email and staff meetings on tips to successfully complete all activities and input in a timely manner to required data systems?

Yes or No 7. Have you created a list of all staff involved in development of IEPs and re-evaluations/evaluations including all general educators, special educators, and service providers who currently have students with IEPs in their class or on their caseload?

Yes or No 8. Have you provided directions to all staff and provide training on this process including their responsibilities, timeframes, and input requirements as well as monitoring for quality, completeness, and timeliness?

Yes or No 9. Have you provided training on data systems and responsibilities to all staff required to input data into SEDS, LEA data systems, etc.?

Yes or No 10. Do you incorporate initial evaluation information into monthly email of IEPs and re-evaluations which are due, adjusting to ensure workload is doable yet timely?

Child Find, Evaluation, and IEP Responsibilities

✓ By the start of the school year, the LEA should be able to compile a list of all annual IEPs and re-evaluations deadlines by month based on information from SEDS and the LEA Planning and Performance Report.

Due Date	Event	Student
11/12/14	Annual IEP	Josh Bunny
11/15/14	Re-evaluation	Chris Cotton
11/15/14	Annual IEP	Barry Happy
11/17/14	Annual IEP	Jill Hill
11/18/14	Annual IEP	Mary Lamb

Child Find, Evaluation, and IEP Responsibilities

✓ It is important to ensure that the LEA has a system for on-going training of new staff or staff unfamiliar with the IEP process and requirements.
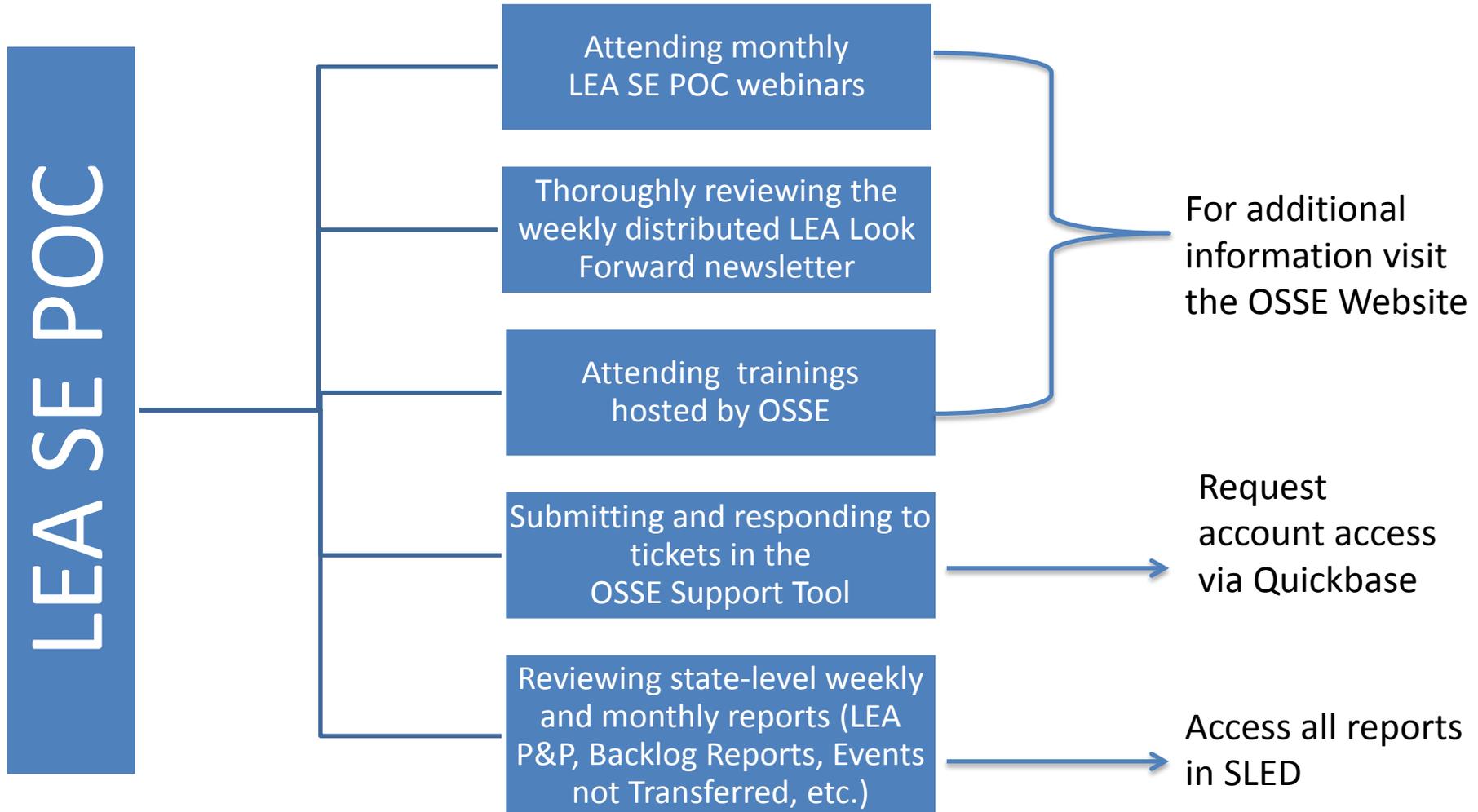
Staff Member/Role	Training Dates	Monitoring Dates	Quality Control Feedback

The Role of the LEA SE POC

- Each LEA is required to have an LEA Special Education Point of Contact (LEA SE POC) who serves as OSSE's main point of contact with LEAs for the purpose of special education.

- LEA SE POC responsibilities remain largely the same from year to year, with some modifications according to LEA-level or State-level needs.

- Monthly LEA SE POC webinars will highlight any new responsibilities that may arise over the course of the school year.

The Role of the LEA SE POC

The role of a LEA SE POC entails:

LEA SE POC

- Attending monthly LEA SE POC webinars
- Thoroughly reviewing the weekly distributed LEA Look Forward newsletter
- Attending trainings hosted by OSSE

For additional information visit the OSSE Website

- Submitting and responding to tickets in the OSSE Support Tool

Request account access via Quickbase

- Reviewing state-level weekly and monthly reports (LEA P&P, Backlog Reports, Events not Transferred, etc.)

Access all reports in SLED

Child Find, Evaluation, and IEP Responsibilities

When a student with an IEP transfers to the LEA, the LEA SE POC should immediately:

- Review the student history in SEDS

- Assign a case manager

- Build the IEP team

- Provide access to the IEP for all relevant teachers and staff

- Assign related service providers

- Add the student to the calendar list of IEP due dates and evaluation timelines

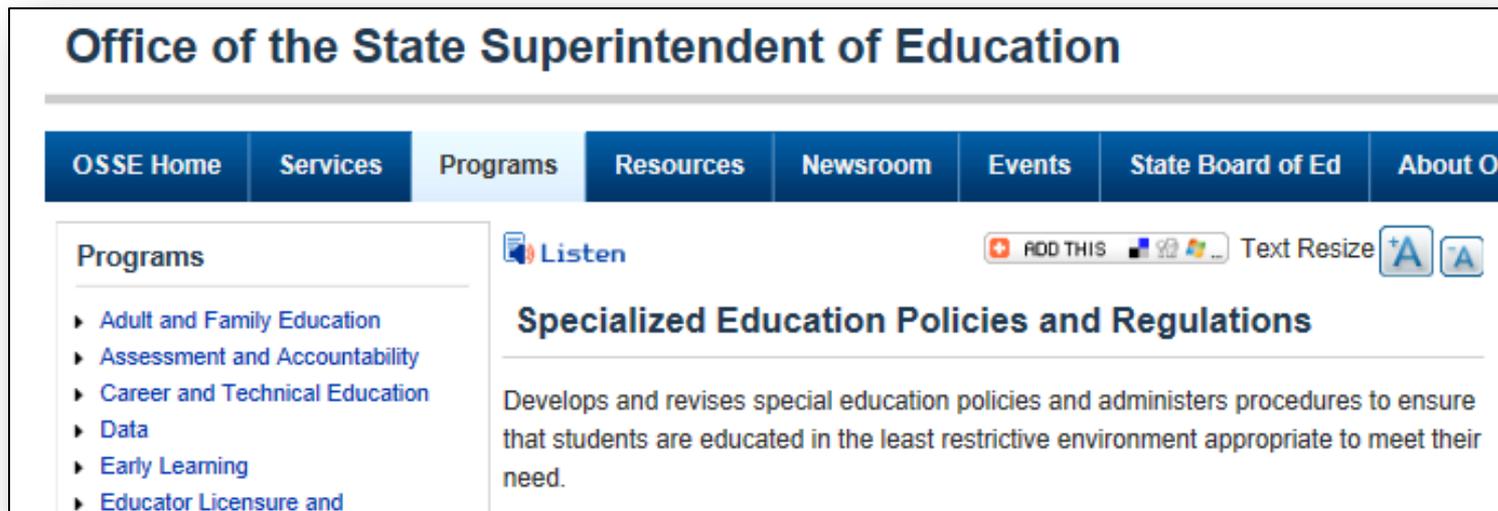# Key Special Education Policies

DC State Special Education Policies

LEA special education administrators are responsible for obtaining, understanding, and following the policies and regulations set forth by the federal government and by the state.	OSSE website: **http://osse.dc.gov/service/specialized-education-policies-and-regulations**

Complete the following steps to access special education policies and regulations:

- Go to **osse.dc.gov.**

- Click the **Programs** tab and select **Specialized Education.**

- In the body of the page, click the **Policies and Regulations** hyperlink.

DC State Special Education Policies

Key policies for LEAs to review include:

- Comprehensive Child Find System Policy

- Part B Initial Evaluation and Reevaluation Policy

- Individualized Education Program (IEP) Process Policy

- IEP Implementation for Transfer Students Policy

- Policies and Procedures for Placement Review

Rights of Parents of Students with Disabilities:
IDEA Part B Notice of Procedural Safeguards

- http://osse.dc.gov/publication/rights-parents-students-disabilities-idea-part-b-notice-procedural-safeguards

DC State Special Education Policies

Policy in Practice Webinar Series

- Collection of on-demand webinar videos that cover a wide variety of special education topics, including all DSE special education policies. During each webinar, participants will learn:

  - The basic tenets of each special education policy

  - The laws and regulations underlying each policy

  - Best practices in implementing the policies, including case studies

  - Documentation of policies and procedures in the Special Education Data System (SEDS)

  - Where to find additional resources

  Available to view on-demand on the TTA resources page on the OSSE website.
  [ESSE Policy in Practice Webinar Series](#)

DIVISION OF SPECIALIZED EDUCATION (DSE)
POLICY IN PRACTICE WEBINAR SERIES:
Part B Initial Evaluation and Reevaluation Policy

Key OSSE Resources

Key OSSE Resources

OSSE List of LEA Contacts

Periodically ,OSSE will send important information to school leaders and other designees based on the person's role at the LEA. It is important to have the name, work phone number, email, and title of the LEA's administrative team.

By August 1st of each school year, LEAs should send contact information of the following individuals:

- Head of School
- Data Manager
- LEA Special Education Point of Contact
- Assessment Specialist
- Homeless Liaison
- Finance and Grants Manager
- Information Technology Contact
- Limited English Proficiency (LEP) Coordinator

Send contact information to: osse.leadata@dc.gov and Tonia.lovelace@dc.gov.

Key OSSE Resources

- LRE Toolkit

http://osse.dc.gov/publication/least-restrictive-environment-toolkit

- PBS Toolkit

http://osse.dc.gov/publication/positive-behavior-support-pbs-toolkit

- Secondary Transition Process Toolkit

http://osse.dc.gov/publication/secondary-transition-process-toolkit

- Effective Behavior Support Webinar Series

Key OSSE Resources

- Nonpublic Program Toolkit

http://osse.dc.gov/publication/nonpublic-toolkit

- Standards-Based IEP Guidance

http://osse.dc.gov/publication/standards-based-individualized-education-program-iep-resource-guide

- Policy in Practice Webinar Series

http://osse.dc.gov/service/specialized-education-resources

- Student-led IEP Initiative: "The Best Me I Can Be"

http://osse.dc.gov/multimedia/best-me-i-can-be

Obtaining Student Records

Obtaining Student Records

When a transfer student officially enrolls in a new LEA, the new LEA shall:

- Specifically **ask the parents and the previous LEA** whether the student has been referred previously as a potential "child with a disability."*

- Request the student's records from the previous LEA within **5 business days** of enrollment:

  – Includes any special education records, or documentation of referral.

- The previous LEA shall provide the student's records to the new LEA within **10 business days** of the new LEA's request.

  – If the existing IEP is from out of state, the LEA must upload the IEP into SEDS within 10 business days of its receipt.

  – If the new LEA is unable to obtain the IEP, it must fulfill its Child Find obligations if there is reason to suspect the child has a disability.

- Provide **comparable services** within 20 calendar days of receipt of out-of-state IEP

*OSSE Individualized Education Program (IEP) Implementation for Transfer Students Policy, December 2015, p. 2.

Obtaining Student Records

- Currently OSSE facilitates the transfer of a student's SEDS records between two in-state LEAs:

  - The LEA SE POC is responsible for regularly checking the "Events Not Transferred" (ENT) report in the OSSE Support Tool for any new students whose records in SEDS have not yet transferred.

  - The LEA SE POC submits a request for OSSE to transfer the SEDS records.

- The facilitation of a SEDS records transfer by OSSE does not excuse the new LEA from reaching out directly to the previous LEA to obtain other non-SEDS student records.

- The LEA SE POC and school registrar should work closely together to ensure all enrollment information is up to date, and all records are obtained.

Transfer of Student Records

- Responsibilities of the previous LEA during the transition period:

  - Move forward with Child Find obligations, initial evaluations, annual IEP meetings, and reevaluations until the child is officially enrolled in a new LEA.

  - Continue the evaluation process, and/or provision of services, even if parent indicates a desire or plan to transfer.

  - Ensure that the student is assigned a case manager and associated with all required members (IEP team and related service providers).

- Responsibilities of the previous LEA upon official enrollment of the student in a new LEA:

  - Respond to requests for student records within 10 business days.

  - Provide all relevant information, including written referrals, parental consent, evaluation data, existing IEPs, etc.

Obtaining Student Records

New LEA

Student enrolls. New LEA asks parent if child has an IEP or has been referred for evaluation. → New LEA requests records within **5 business days** of enrollment (done within OST)*

Previous LEA

Previous LEA confirms or denies records transfer request within **10 business days** (done within OST)*

Denied → Previous LEA creates OST ticket for student

Approved →

OSSE

*OSSE will be monitoring LEAs for timeliness with requesting and responding to transfer requests.

Any outstanding records beyond the 10 day window will be automatically transferred to ensure the student receives IEP services at the new LEA as soon as possible.

SEDS records are transferred within **2 business days**

Upcoming Training Opportunities

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Two ways to stay informed about upcoming training opportunities:

1) Subscribe to the weekly OSSE LEA Look Forward newsletter to see trainings hosted by all OSSE divisions.

2) Access the calendar of events on the OSSE homepage to see trainings hosted by all OSSE divisions.

Upcoming Training Opportunities

The LEA Look Forward is a publication sent to any user that is interested in receiving the most up-to-date information from OSSE. The newsletter is the main vehicle used by OSSE to communicate to LEAs.

Subscribe: https://public.govdelivery.com/accounts/DCWASH/subscriber/new.

- Newsletter is distributed by email each Wednesday afternoon

District of Columbia
Office of the State Superintendent of Education
OSSE LEA LOOK FORWARD

July 1-7, 2015

In this issue...

- Equity Reports Midyear Entry and Withdrawal Data Verification
- PARCC Monitoring Feedback
- Apply Today for Data Spotlight Awards
- OSSE Requests Nominations for the Statewide Educator Talent Pool
- LEA Certification for Release of Medicaid Claim File
- Model Evaluation System Pilot Recruitment Message
- Summer Transition Program

Dates to Remember

- **June 30:** DCTAG Application Deadline (reminder)
- **July 7:** Summer Transition Program Workshop (reminder)
- **July 15:** Dual Enrollment Partnership Grant Application Deadline (reminder)
- **July 20:** Extended Learning Opportunities Grant Application Deadline (reminder)
- **July 28:** Getting Started with Positive Behavioral Interventions & Supports
- **July 31:** FY16 Career and Technical Education Certification Fund RFA Deadline (reminder)
- **July 31:** FY 2016 DC Career Academy Network (DC-CAN) Request for Applications (reminder)
- **August 15:** Homeschool Notification Due Date (reminder)

Upcoming Training Opportunities

The OSSE homepage (www.osse.dc.gov) links to a calendar which lists all upcoming training opportunities and events.

Click "more" to see full calendar of events.

Key Terms

Key Terms

Terms	Description of Terms
District of Columbia Corrective Action Tracking System (DC CATS)	DC CATS is a web-based system for issuing monitoring and compliance reports and documenting the correction of noncompliance. LEAs are responsible for receiving special education compliance reports and submitting documentation of all required corrections of noncompliance through DC CATS.
Division of Elementary, Secondary, and Specialized Education (ESSE)	OSSE's Division of Elementary, Secondary, and Specialized Education (ESSE) oversees all LEA activities for grades Preschool-12. Special education functions include overseeing the development and promulgation of state policy governing special education; monitoring LEAs for compliance with IDEA as well as other federal and local regulations and court-ordered consent decrees; allocation and administration of IDEA grant funds to LEAs and other public agencies; provision of training and technical assistance to LEAs; and investigation and resolution of state complaints relating to special education.
Extended School Year (ESY)	ESY is special education and related services that are provided to a child with a disability beyond the normal LEA school year, in accordance with the IEP, at no cost to the parent of the child.
Free and Appropriate Public Education (FAPE)	FAPE mandates that school districts provide access to general education and specialized education and related services without cost to the parent.

Key Terms

Terms	Description of Terms
Individualized Education Program (IEP)	Each public school child who receives special education and related services must have an Individualized Education Program (IEP). Each IEP must be designed for one student and must be a truly individualized document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel and students (when appropriate) to work together to improve educational results for children with disabilities. The IEP is the cornerstone of a quality education for each child who qualifies for services.
Individuals with Disabilities Education Act (IDEA)	The *Individuals with Disabilities Education Act (IDEA)* is the law that outlines rights and regulations for students with disabilities in the U.S. who require special education. Under the IDEA, all children with disabilities are entitled to a Free Appropriate Public Education (FAPE) in the Least-Restrictive Environment (LRE), and some are entitled to Early Intervention (EI) and Extended School Year (ESY). The law specifies how schools must provide or deny services, and how parents may request specific services.
Least Restrictive Environment (LRE)	Children with disabilities must be educated in the least restrictive environment that can meet their needs. This means that children with disabilities must be educated with their non-disabled peers to the maximum extent that is appropriate for their needs and abilities.
LEA Special Education Point of Contact (LEA SE POC)	The person designated by the Head of School/Principal to serve as the point of contact regarding all special education matters.

Key Terms

Terms	Description of Terms
Local Education Agency (LEA)	A commonly used synonym for a school district, an entity which operates local public primary and secondary schools in the United States. In some instances, LEA is used to refer to an individual school.
Nonpublic School	A nonpublic school is an educational program that is run by a private person or group instead of by a government body. In terms of special education, a non-public school may be considered as the appropriate location to serve a student when a public school is unable to serve that student's needs.
Office of the State Superintendent of Education (OSSE)	The Office of the State Superintendent of Education (OSSE) is the State Education Agency for the District of Columbia charged with raising the quality of education for all DC residents. OSSE serves as the District's liaison to the U.S. Department of Education and works closely with the District's traditional and public charter schools to achieve its key functions.
OSSE Support Tool (OST)	The OSSE Support Tool is a web-based application designed for users to submit questions to the state. This is the main vehicle used to receive assistance from OSSE for areas such as enrollment, SEDS issues, records transfers, etc.

Key Terms

Terms	Description of Terms
Part B under IDEA	The IEP requirements under Part B of the IDEA emphasize the importance of three core concepts: (1) the involvement and progress of each child with a disability in the general curriculum including addressing the unique needs that arise out of the child's disability; (2) the involvement of parents and students, together with regular and special education personnel, in making individual decisions to support each student's educational success, and (3) the preparation of students with disabilities for employment and other post-school activities.
Part C of IDEA: Strong Start DC Early Intervention Program (DC EIP) for Infants and Toddlers	Strong Start DC Early Intervention Program is a statewide, comprehensive, coordinated, multidisciplinary system that provides early intervention therapeutic and other services for infants and toddlers with disabilities and developmental delays and their families, as mandated by Part C of the IDEA. The purpose of early intervention is to lessen the effects of the disability or delay. Services are coordinated through an **Individualized Family Services Plan (IFSP)** and are designed to identify and meet a child's needs in five developmental areas, including: physical development, cognitive development, communication, social or emotional development, and adaptive development. Children with IFSPs are evaluated for Part B eligibility in the months leading up to the 3rd birthday. If found eligible, the child will receive an IEP. However, parents may elect to continue to receive IFSP services, in lieu of IEP services, up until the first day of school after the child's fourth birthday. This is referred to as the **"Extended IFSP Option."**

Key Terms

Terms	Description of Terms
Section 504	Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of their non-disabled.
Special Education Data System (SEDS)	The Special Education Data Systems (SEDS) is the data system LEAs use when performing specific tasks for students with a disability. LEAs are required to use this system to refer students to special education and to conduct annual IEP meetings and reevaluations.
State Education Agency (SEA)	A state education agency (SEA) is a formal governmental label for the state-level government agencies within each U.S. state and district responsible for providing information, resources, and technical assistance on educational matters to schools and residents.
Statewide Longitudinal Education Database (SLED)	SLED is the database that houses relevant information for students in Preschool – 12th grade. You will need access to this system to review SEDS reports and for the upcoming Enrollment Audit and Child Count data collection (Fall 2015).
Transportation Online Tool for Education (TOTE)	TOTE is the OSSE Division of Student Transportation's (DOT) database for school information and student transportation request forms. The information delivered to TOTE assists DOT in providing safe, reliable, and efficient transportation services that support and enhance learning opportunities for eligible students in the District of Columbia.

Thank You

To submit a question about the information presented in this presentation, please contact the OSSE Training & Technical Assistance Team at osse.tta@dc.gov.