Before we get started…

A copy of today's webinar slides is currently available for download on the SEDS Resource Site LEA SE POC resource page: https://sites.google.com/a/dc.gov/seds-help-resources/lea-seds-data-administrator-training (formerly the LDA page)

During the webinar, participants are encouraged to ask questions by typing in the question box.

A follow-up email will be sent to all LEA SE POCs and will include the link to the recording, and will address any follow-up items.

LEA Special Education Point of Contact

Monthly Support Webinar

November 19, 2014

Agenda

A. SEDS Updates and Improvements

B. OSSE Support Tool

C. Resources for Improvement in Data Quality

D. Training Tips

E. Reminders and Announcements

SEDS Updates and Improvements

SEDS Fall Release Items and Updates

System Notification Page for SEDS Issues

Preview of SEDS Mid-Year Release Items

Updated SEDS User Manual

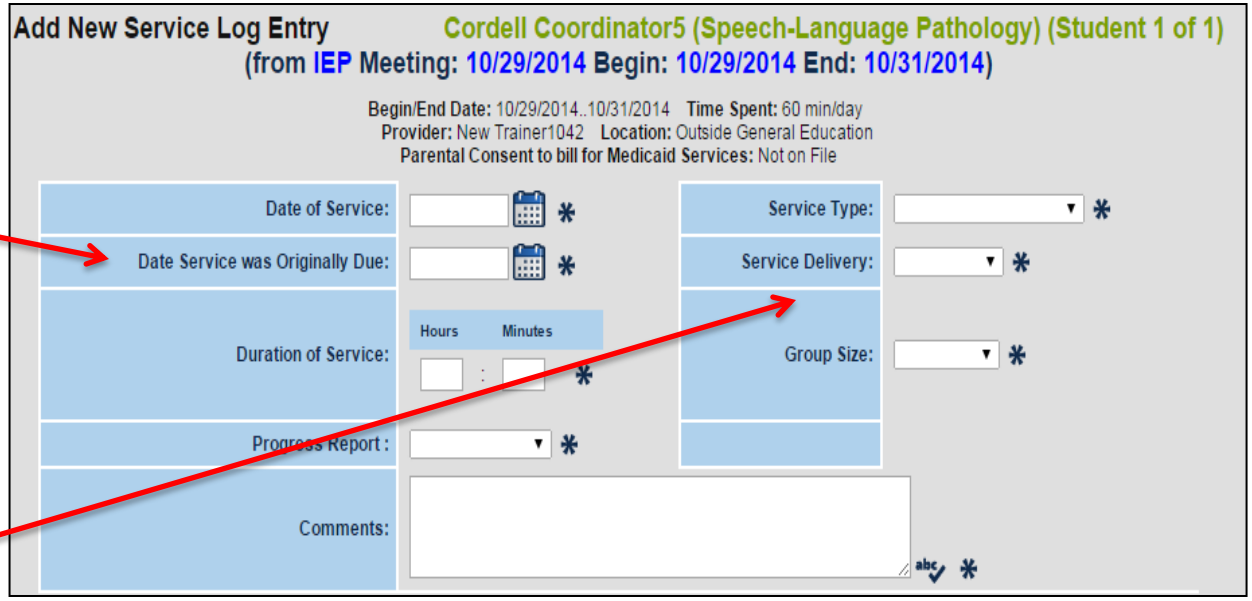
SEDS Fall Release Items & Updates

Documenting Make-Up Services

Make-up services checkbox was not deployed in the Fall 2014 SEDS Release. It will be deployed in Spring 2015; Continue to document make-up services using the Date of Original Service and Service Delivery fields.

Date of Original Service: Identifies the date the provider attempted to first provide the service.

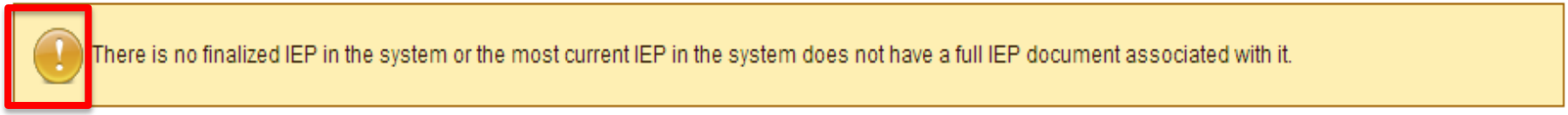
Service Delivery: Describes if the service was attempted or delivered.



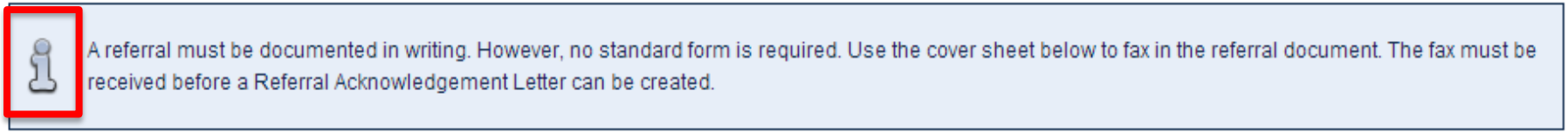
SEDS Fall Release Items & Updates

Reminder of New Warning Indicators in SEDS

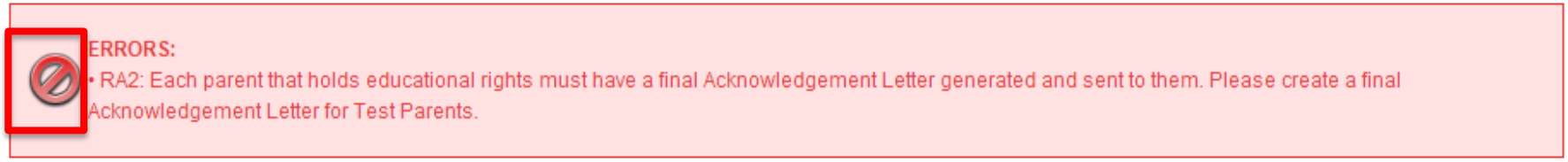
When users see the yellow warning indicator this is notification that documentation is missing. The page rules will still allow users to move beyond this page. This warning alerts users that there maybe some documentation missing.



The blue “i” symbol represents page instructions that provide information on how to navigate the page. For more specific instructions, please see the SEDS User Manual.



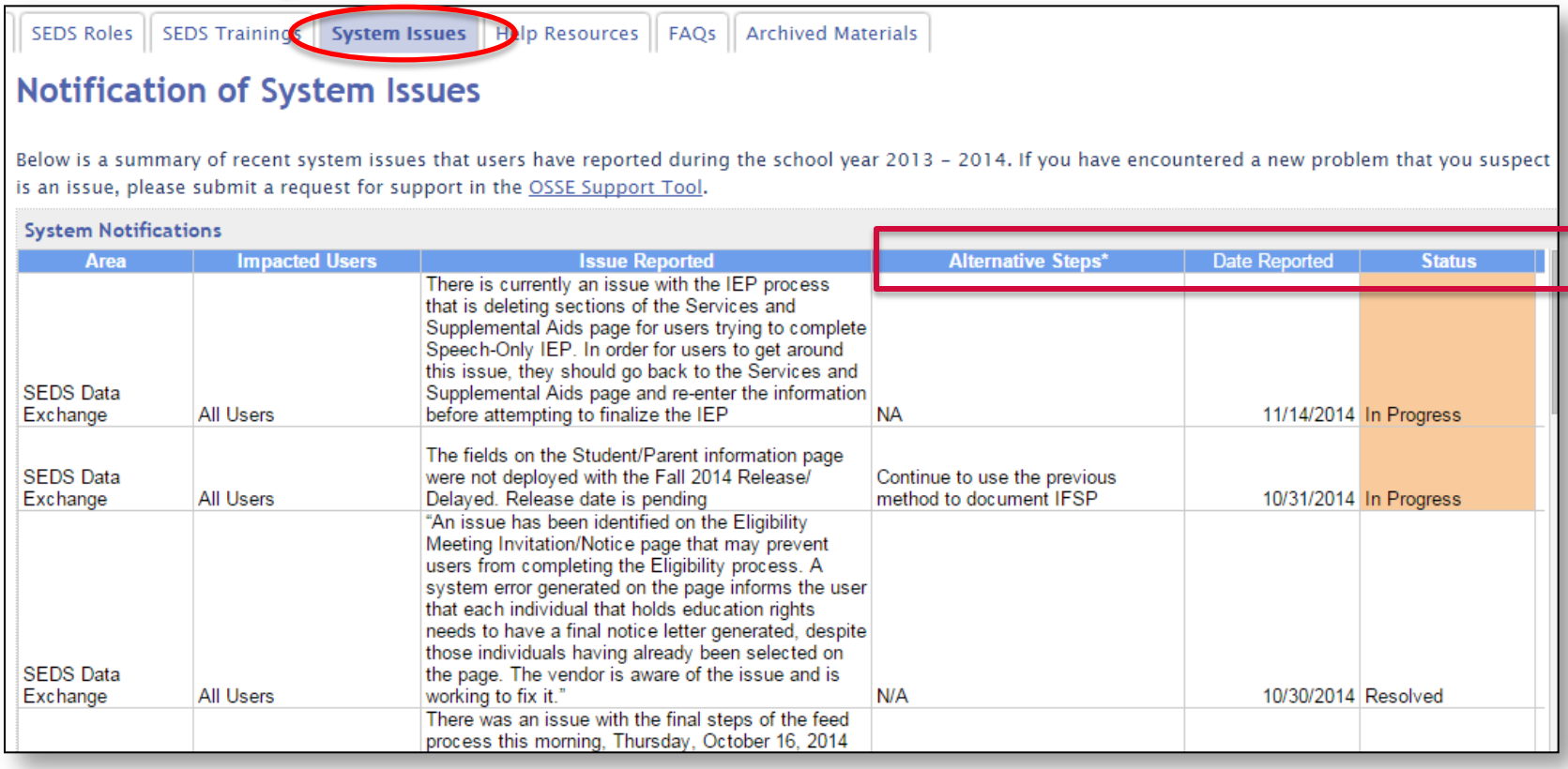
Red error messages will appear when the user selects the “Save and Continue” button, but has not completed all required fields on the page. Page errors will prevent the user from moving forward to the next page.



System Notification Page for SEDS Issues

SEDS System Issues

When issues are identified with any SEDS release, a full and current list of these issues, as well as resolution statuses, may be accessed by visiting the SEDS Resource Site: https://sites.google.com/a/dc.gov/seds-help-resources/.



SEDS Roles | SEDS Trainings | System Issues | Help Resources | FAQs | Archived Materials

Notification of System Issues

Below is a summary of recent system issues that users have reported during the school year 2013 – 2014. If you have encountered a new problem that you suspect is an issue, please submit a request for support in the OSSE Support Tool.

System Notifications

Area	Impacted Users	Issue Reported	Alternative Steps*	Date Reported	Status
SEDS Data Exchange	All Users	There is currently an issue with the IEP process that is deleting sections of the Services and Supplemental Aids page for users trying to complete Speech-Only IEP. In order for users to get around this issue, they should go back to the Services and Supplemental Aids page and re-enter the information before attempting to finalize the IEP	NA	11/14/2014	In Progress
SEDS Data Exchange	All Users	The fields on the Student/Parent information page were not deployed with the Fall 2014 Release/ Delayed. Release date is pending	Continue to use the previous method to document IFSP	10/31/2014	In Progress
SEDS Data Exchange	All Users	"An issue has been identified on the Eligibility Meeting Invitation/Notice page that may prevent users from completing the Eligibility process. A system error generated on the page informs the user that each individual that holds education rights needs to have a final notice letter generated, despite those individuals having already been selected on the page. The vendor is aware of the issue and is working to fix it."	N/A	10/30/2014	Resolved
		There was an issue with the final steps of the feed process this morning, Thursday, October 16, 2014			

Date Reported, Status and Alternative Steps

Preview of SEDS Mid-Year Release Items

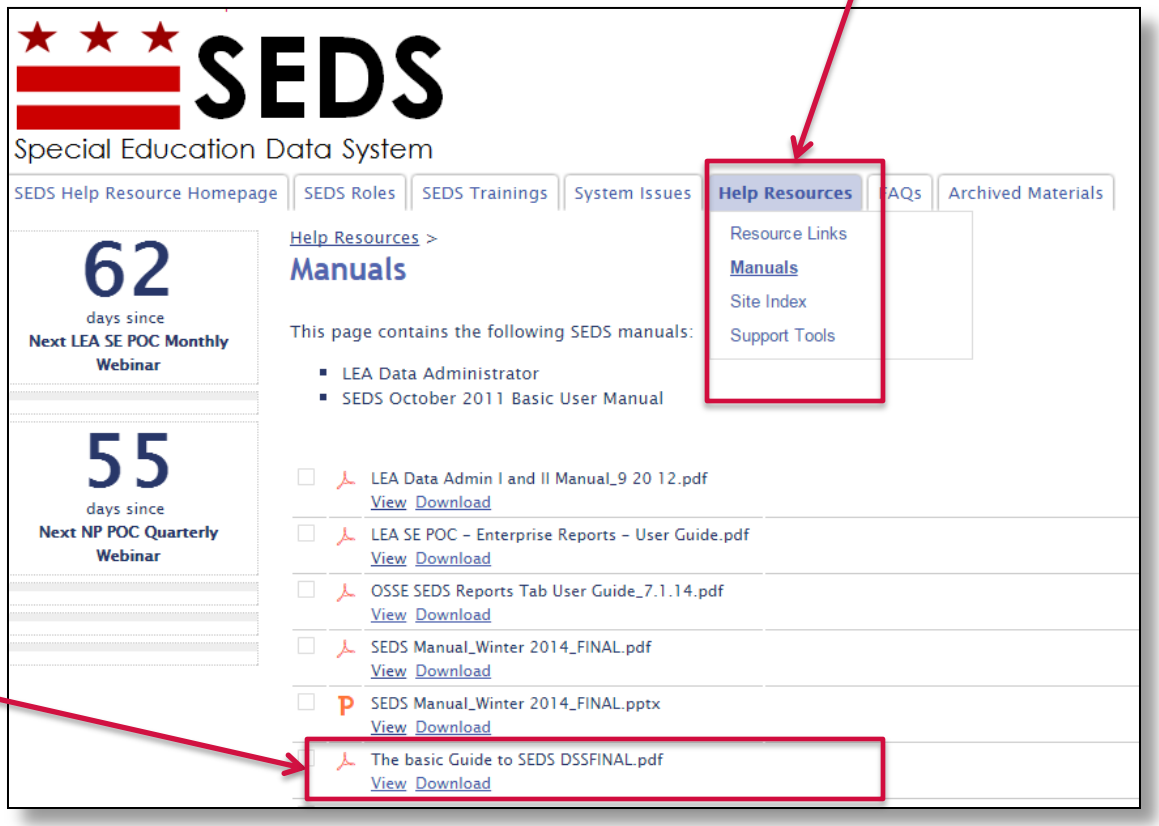
Major Updates	Smaller Changes:
PARCC accommodations updates	The Manifestation Determination page in the Discipline Process tab will be open to all students, not just students who have been suspended for 10 days or more.
DC CAS/CAS Alternate Assessment language revisions	Adding language to the additional assessments page • This will help users identify assessments associated with previously inactivated eligibilities.
Comparable Services tab updates • This item aligns to the IEP-in-Effect policy. The policy will go into effect on the date when SEDS is released.	Adding the National Provider Identification number field to the “My Info” page.

Updated SEDS User Manual

- The SEDS Basic User Manual has been updated to reflect 2014 SEDS Fall Release Items.
- The new manual is available for download on the SEDS Resource Site.

Look under the "Help Resources" tab to navigate to the manuals page.

The updated SEDS Manual can be downloaded from this page.



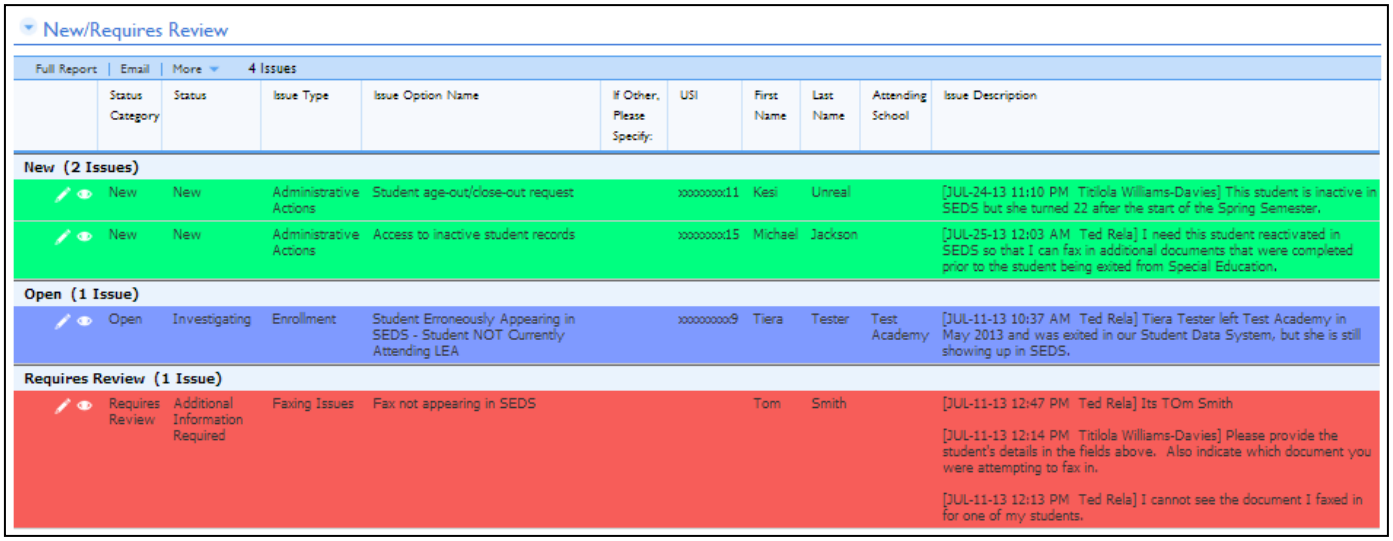
OSSE Support Tool (OST)

User Responsiveness to OST Tickets

Expanding the Role of the OST

User Responsiveness to OST Tickets

Look for color coding on ticket roster to determine what status ticket is in.



New/Requires Review

Full Report | Email | More | 4 Issues

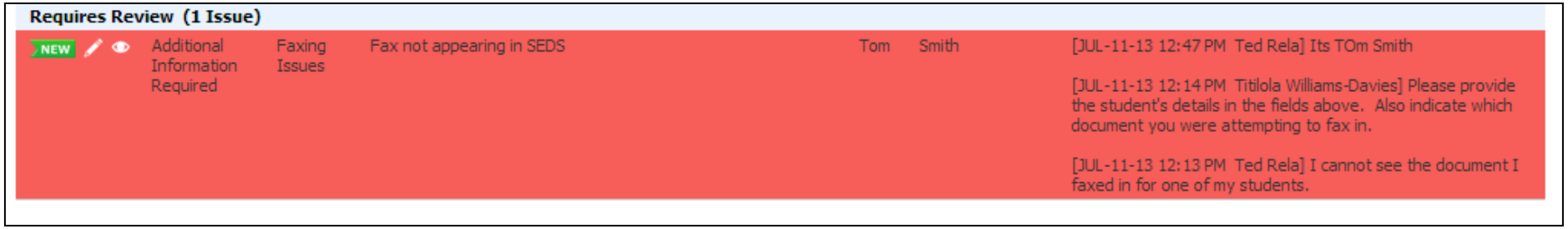
	Status Category	Status	Issue Type	Issue Option Name	If Other, Please Specify:	USI	First Name	Last Name	Attending School	Issue Description
New (2 Issues)										
	New	New	Administrative Actions	Student age-out/close-out request		xxxxxxxx11	Kesi	Unreal		[JUL-24-13 11:10 PM Titilola Williams-Davies] This student is inactive in SEDS but she turned 22 after the start of the Spring Semester.
	New	New	Administrative Actions	Access to inactive student records		xxxxxxxx15	Michael	Jackson		[JUL-25-13 12:03 AM Ted Rela] I need this student reactivated in SEDS so that I can fax in additional documents that were completed prior to the student being exited from Special Education.
Open (1 Issue)										
	Open	Investigating	Enrollment	Student Erroneously Appearing in SEDS - Student NOT Currently Attending LEA		xxxxxxxx9	Tiera	Tester	Test Academy	[JUL-11-13 10:37 AM Ted Rela] Tiera Tester left Test Academy in May 2013 and was exited in our Student Data System, but she is still showing up in SEDS.
Requires Review (1 Issue)										
	Requires Review	Additional Information Required	Faxing Issues	Fax not appearing in SEDS			Tom	Smith		[JUL-11-13 12:47 PM Ted Rela] Its TOm Smith [JUL-11-13 12:14 PM Titilola Williams-Davies] Please provide the student's details in the fields above. Also indicate which document you were attempting to fax in. [JUL-11-13 12:13 PM Ted Rela] I cannot see the document I faxed in for one of my students.

The "New/Requires Review" report displays requests that have been submitted at your LEA:

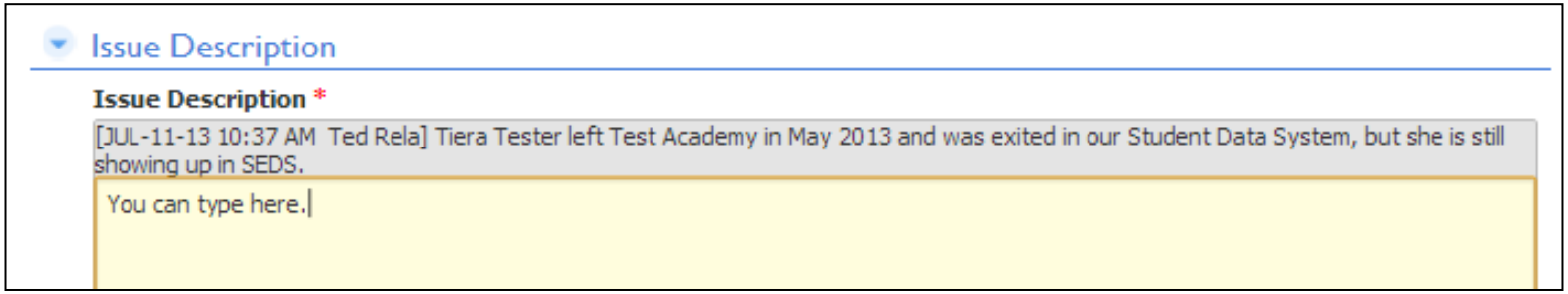
- **GREEN** indicates that a request has been newly submitted and has not yet been reviewed by OSSE personnel.
- **BLUE** indicates that a request has been reviewed by OSSE Personnel and a resolution is pending.
- **RED** indicates that a request has been reviewed by OSSE Personnel and requires additional information from the requestor.
- **YELLOW** indicates that a request has been resolved by OSSE Personnel and requires confirmation by the requestor.

User Responsiveness to OST Tickets

If a request is highlighted RED, the user must provide additional information.



To provide additional information, click on the edit icon ( ) next to the request.

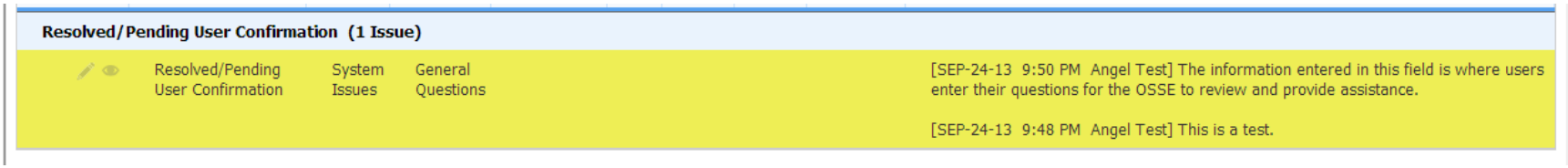


In the "Issue Description" field, the original description submitted will appear in grey. Any additional questions entered by OSSE Personnel will also appear in grey.

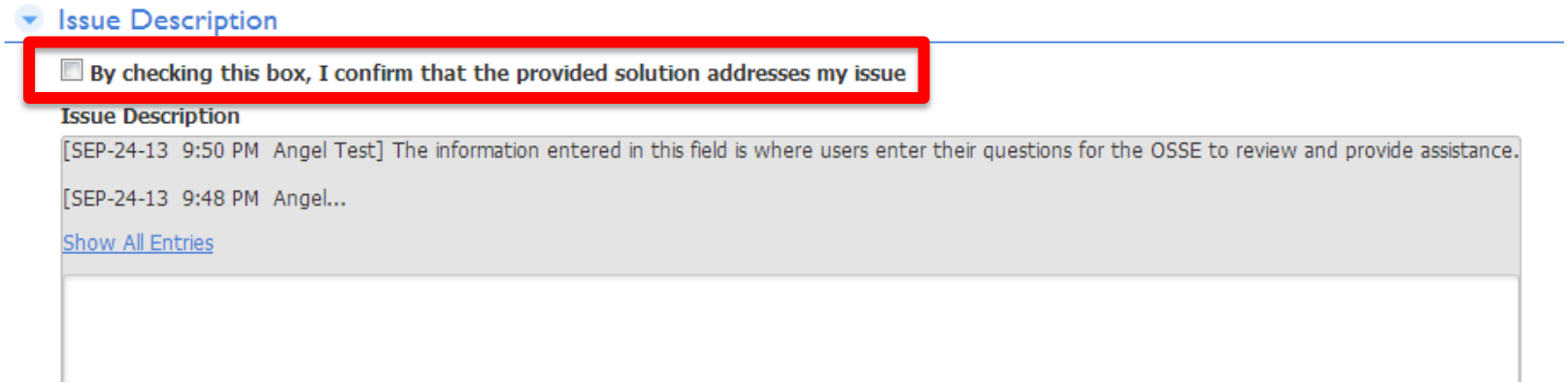
Enter in any additional information that has been requested and provide more details regarding the issue. Click Save .

User Responsiveness to OST Tickets

Once a user has implemented the suggested solution offered by the State, the user should inform the State by checking the box below that the issue has been resolved.



To confirm the issue has been resolved, click on the edit icon ( ) next to the request.



Check the box above the Issue Description box to inform OSSE that the issue has been resolved.

To enter clarifying information use the issue description box. Click Save .

Expanding the Role of the OST

Poll Question: If the OST were to be expanded, what additional issues or topics would you like to see included?

Please type your answers into the chat box at this time.

Pause to Reflect

Question & Answer

What questions or comments do you have regarding the section we just discussed?

Please share in the webinar question box.

Questions that are not addressed verbally during the webinar, will be addressed at the end, or in a follow up email.

Resources for Improvement in Data Quality

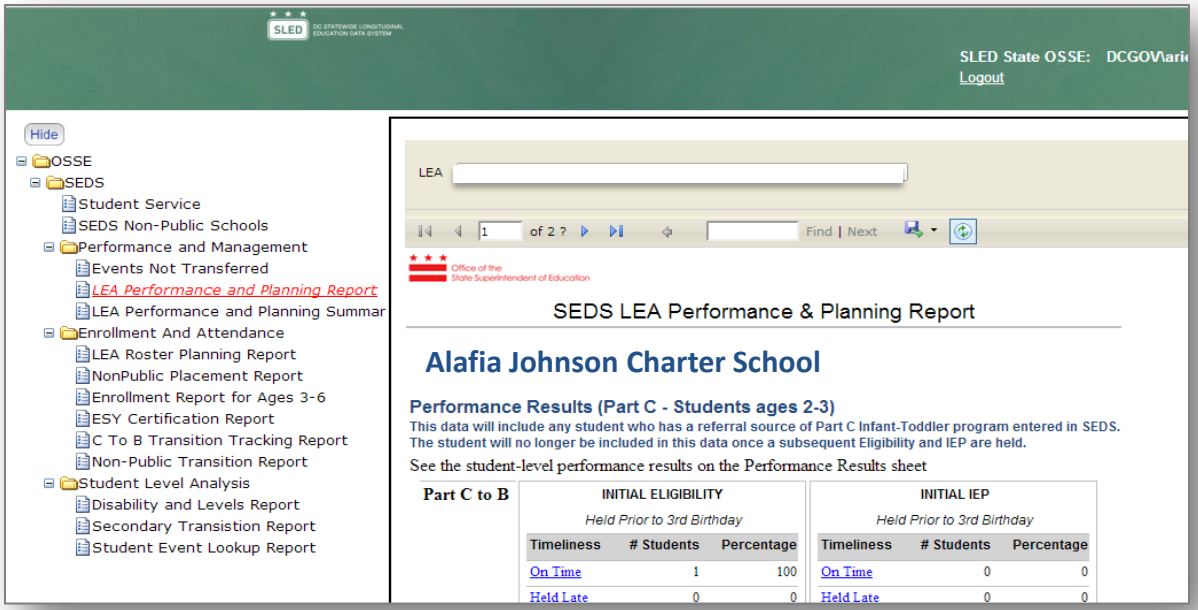
Update on Accessing SEDS Reports in SLED

New Reports Available in SLED

Scheduled Reports in SEDS

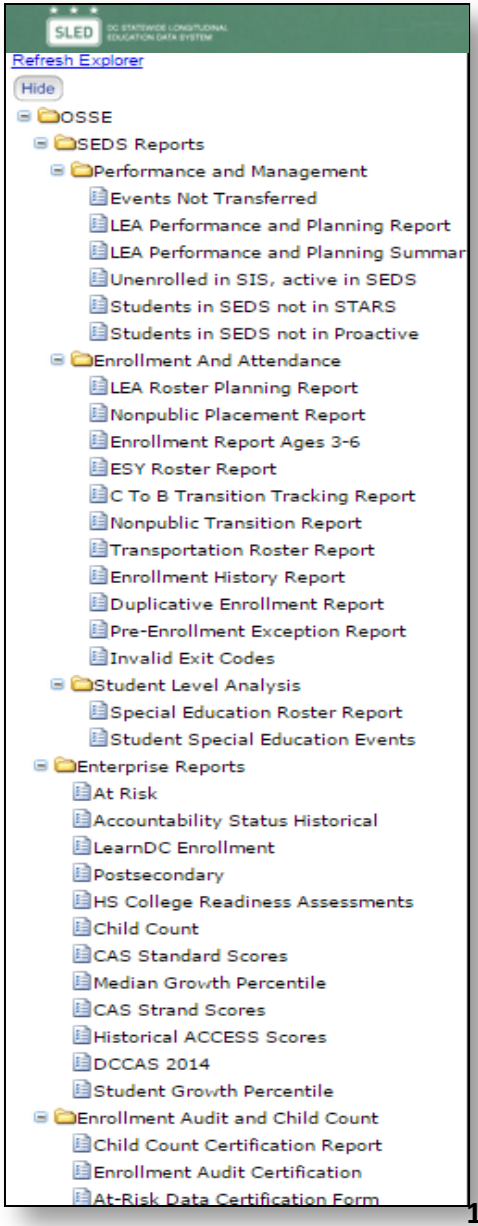
Update on Accessing SEDS Reports in SLED

- OSSE no longer emails copies of SEDS reports each week.
- SLED is the only way to access these reports:
  - LEA Performance & Planning (P&P) report
  - Events Not Transferred Report
- LEAs receive a weekly email with a link to access these reports in SLED:
- LEAs can view SEDS reports in SLED at any time, and should view them at least on a weekly basis.
  - LEAs are encouraged to download PDF copies of weekly reports, to use for historical purposes in tracking improvement over time.
- Users can gain access to SLED by attending a SLED training.
- Email SLED.info@dc.gov to inquire about upcoming trainings.



New Reports Available in SLED

- OSSE has expanded the type and number of reports available to LEAs within SLED. This expansion will:
  - Allow LEAs to access data without having to submit a request for a report to OSSE
  - Allow LEAs to track their own improvement over time through customized data
  - Provide a variety of reports, beyond just special education data
    - Examples include reports on statewide assessments, college readiness, etc.
    - SLED will still contain SEDS reports such as the LEA Performance & Planning Report
- This comprehensive set of reports in SLED is now called **"Enterprise Reports"**

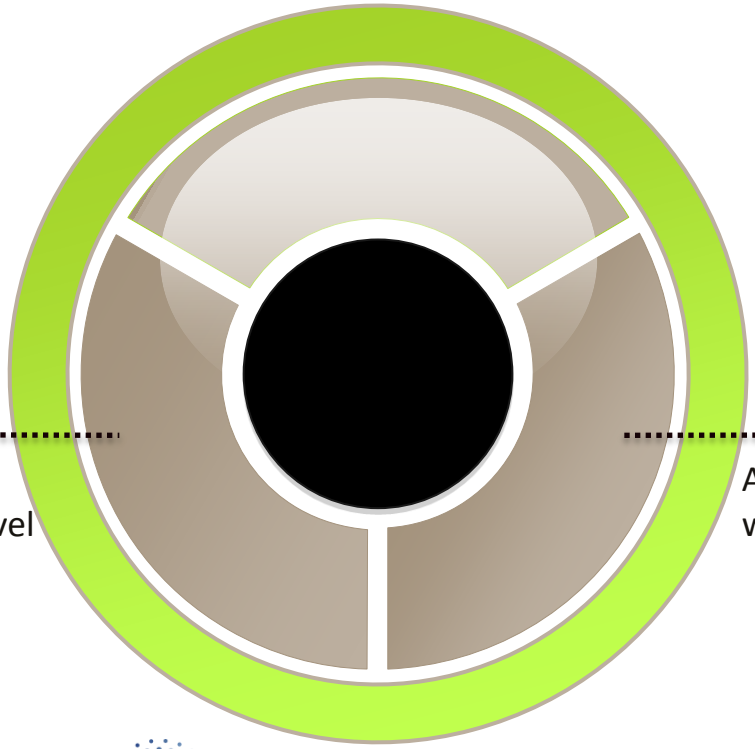


New Reports Available in SLED

Three Main Report Categories

ENTERPRISE-WIDE REPORTS

Presents current and historical data on student, LEA and state performance



SPECIAL EDUCATION REPORTS

Presents enrollment, attendance, school performance, and student-level reports related to special education

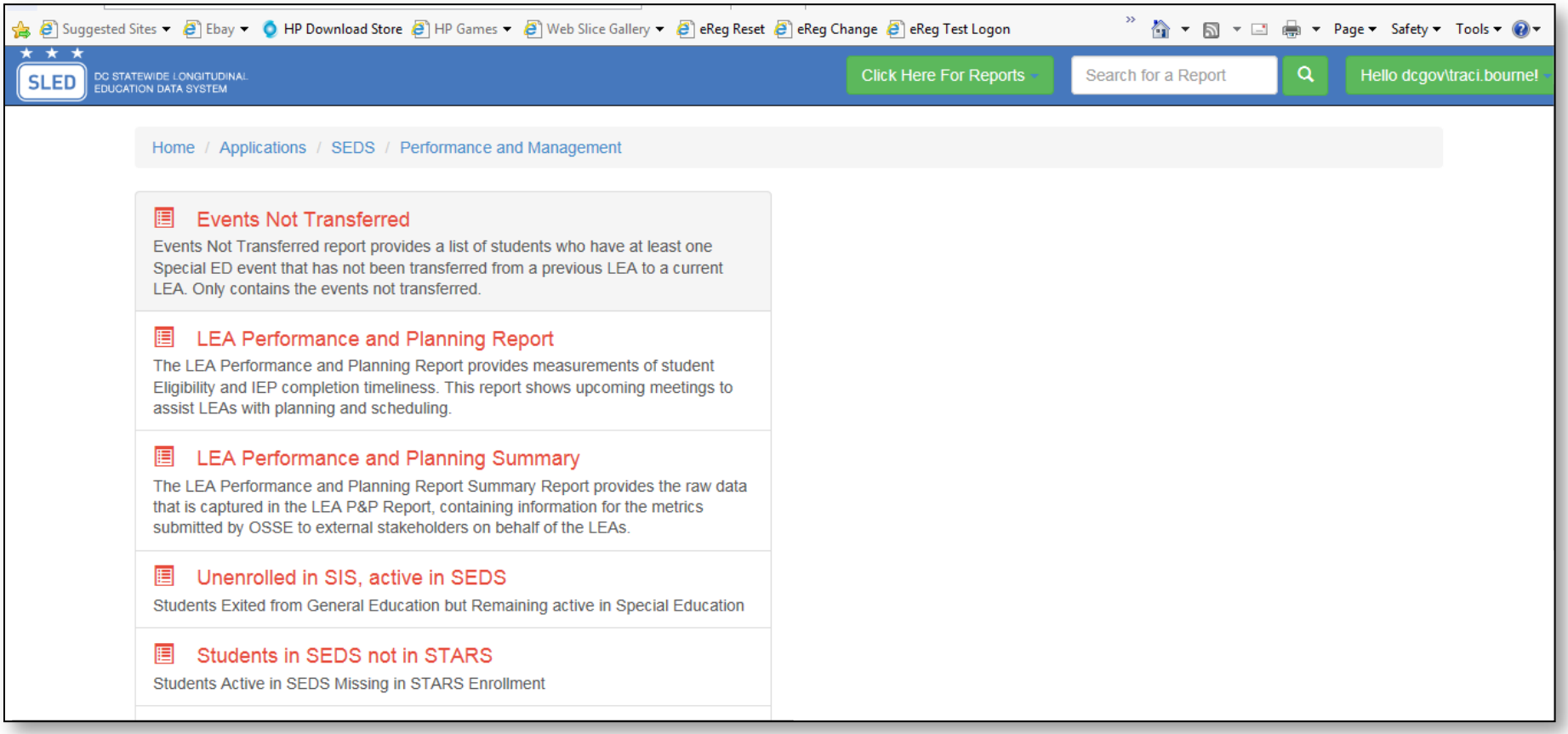
CHILD COUNT/ENROLLMENT AUDIT REPORTS

Allow school and LEA staff to comply with requirements of the child count and enrollment audit projects

ENTERPRISE Reporting System

New Reports Available in SLED

New user-friendly interface

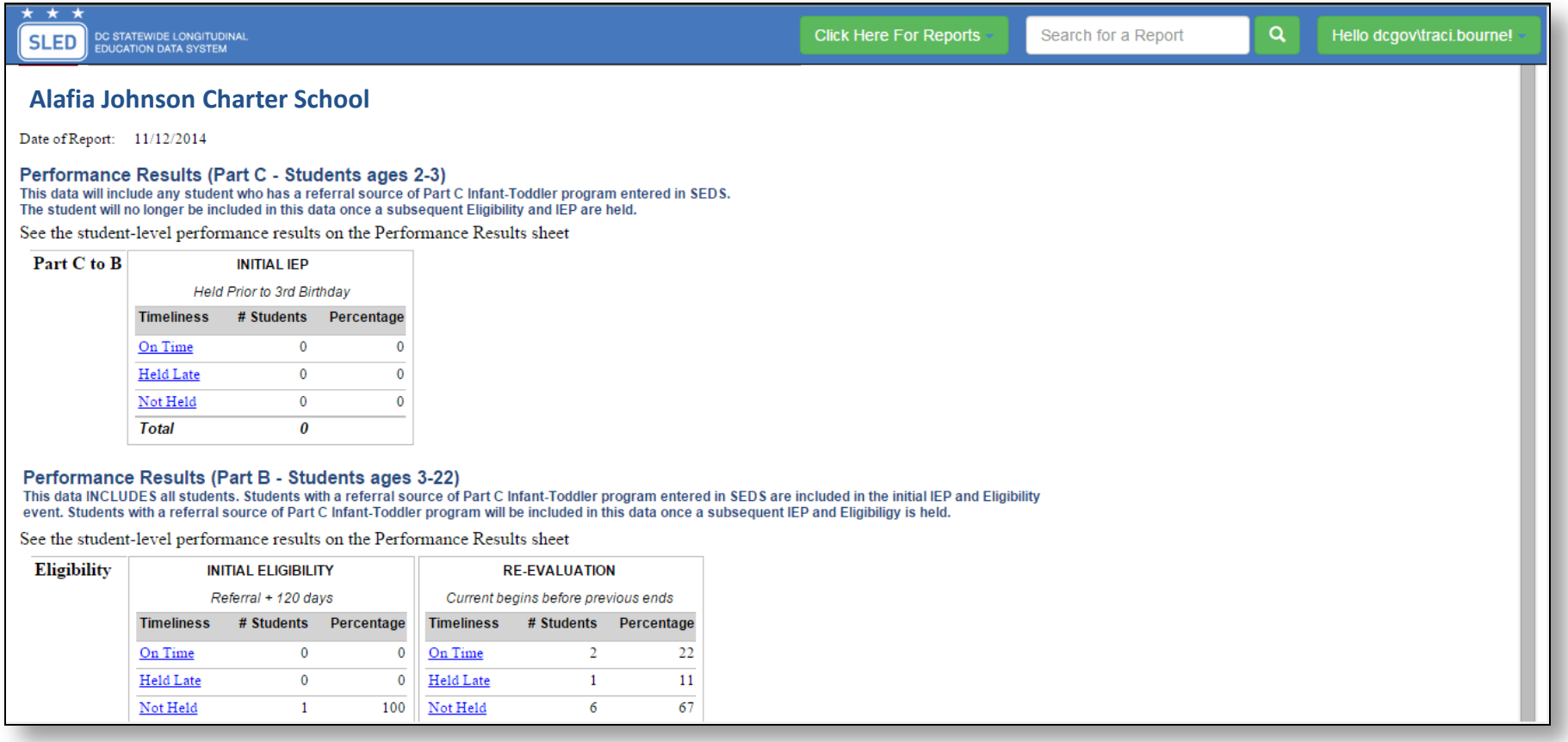


34 REPORTS ACROSS 3 CATEGORIES

Each report includes a link to a guide explaining the report.

New Reports Available in SLED

New user-friendly interface



DATA CUSTOMIZED FOR EACH LEA

Each Report is specific to an LEA's data.

Reports Available in SLED

What is your current level of interaction with the reports housed within SLED?

A. I do not have access to SLED. I have not attended a SLED training.

B. I have access to SLED, but have not viewed any reports.

C. I have logged into SLED and viewed at least one report.

D. I regularly view reports in SLED.

Scheduled Reports in SEDS

- SEDS contains functionality to generate reports such as:
  - Drill down reports
  - Advanced Reporting Tool (ART)
  - Scheduled reports (RSMR, Service Documentation Report, etc.)
- OSSE is launching a SEDS Scheduled Reports Survey **today, November 19, 2014**.
- The goal of this survey is to gauge how Scheduled Reports are used in SEDS and how they can be improved.
- The survey will only take 5 minutes to complete and responses will be used to shape changes to Scheduled Reports in SEDS.
- https://www.surveymonkey.com/s/3HD7JF6

Pause to Reflect

Question & Answer

What questions or comments do you have regarding the section we just discussed?

Please share in the webinar question box.

Questions that are not addressed verbally during the webinar, will be addressed at the end, or in a follow up email.

Training Tips

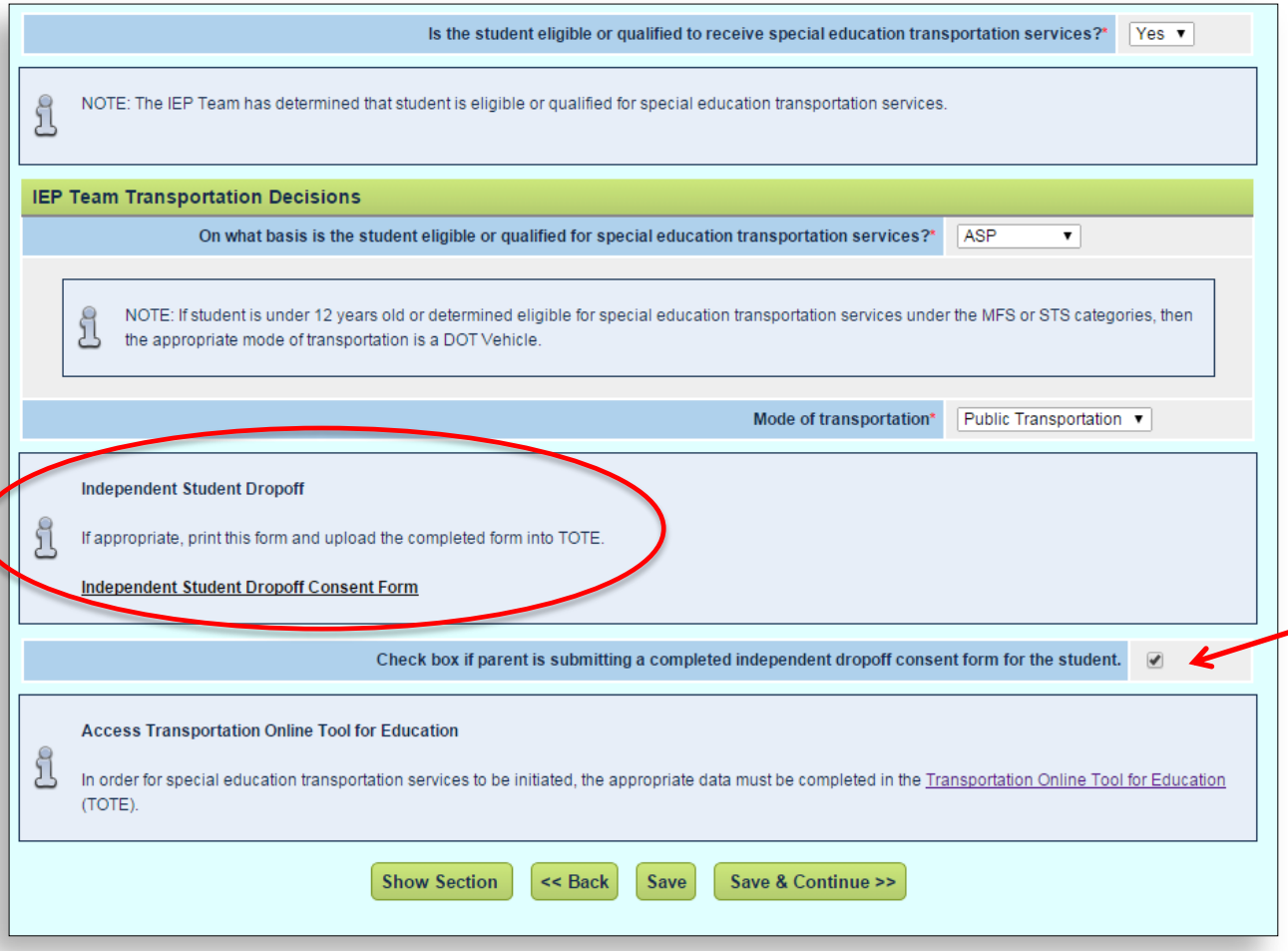
Independent Student Drop-off Form

Reevaluation Consent Requirements

LEA Responsibilities for Missed Services

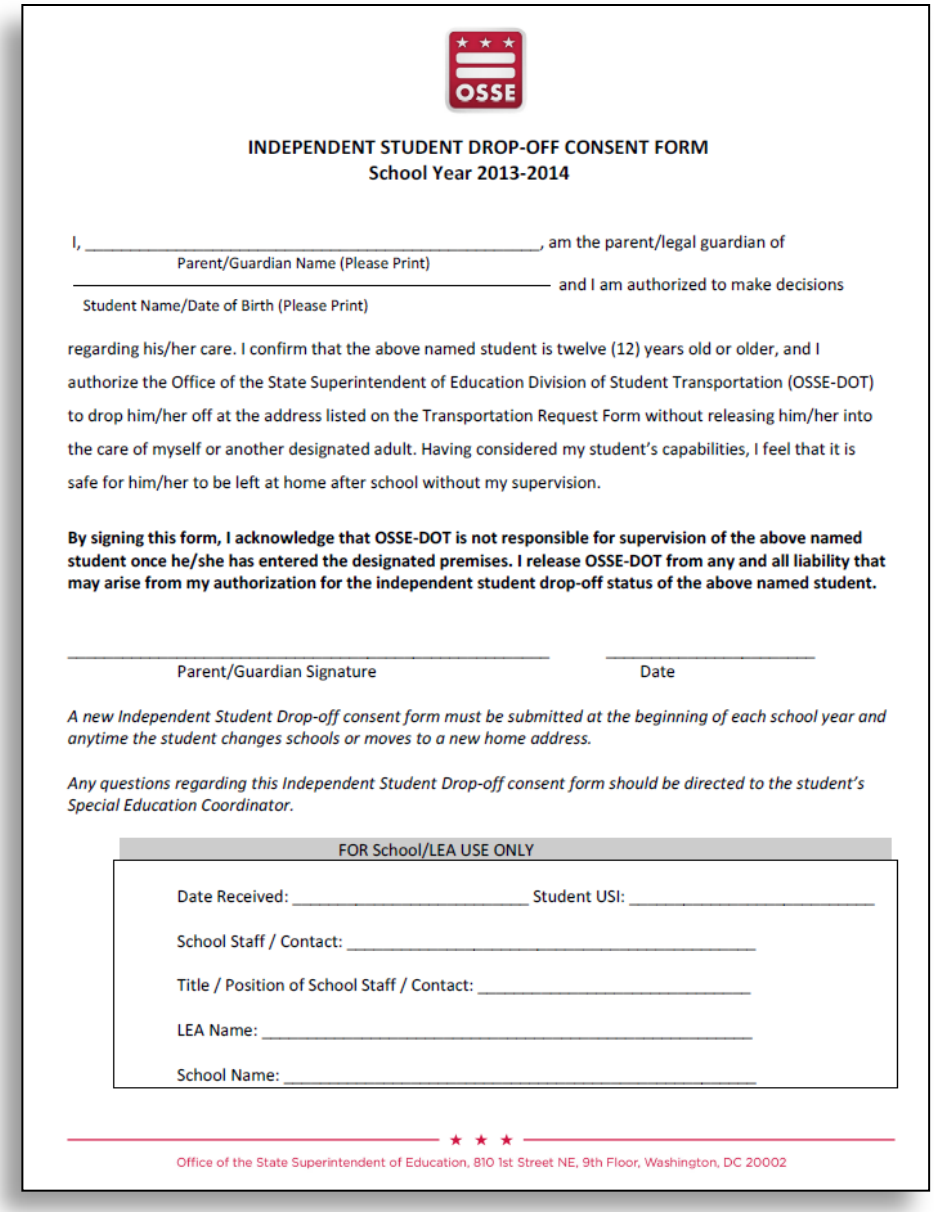
Independent Student Drop-off Form

The **Independent Student Drop-off Consent Form** can be downloaded from SEDS using the link shown below. This link will only appear if the student is over the age of 12, and qualifies for transportation services under the ASP category.



Very Important: If the LEA plans to submit this form to TOTE, **this box must be checked** in SEDS. Otherwise the TOTE system will not allow the consent form to be uploaded.

Independent Student Drop-off Form



INDEPENDENT STUDENT DROP-OFF CONSENT FORM
School Year 2013-2014

I, _____, am the parent/legal guardian of
Parent/Guardian Name (Please Print)
_____ and I am authorized to make decisions
Student Name/Date of Birth (Please Print)

regarding his/her care. I confirm that the above named student is twelve (12) years old or older, and I authorize the Office of the State Superintendent of Education Division of Student Transportation (OSSE-DOT) to drop him/her off at the address listed on the Transportation Request Form without releasing him/her into the care of myself or another designated adult. Having considered my student's capabilities, I feel that it is safe for him/her to be left at home after school without my supervision.

By signing this form, I acknowledge that OSSE-DOT is not responsible for supervision of the above named student once he/she has entered the designated premises. I release OSSE-DOT from any and all liability that may arise from my authorization for the independent student drop-off status of the above named student.

_____ _____
Parent/Guardian Signature Date

A new Independent Student Drop-off consent form must be submitted at the beginning of each school year and anytime the student changes schools or moves to a new home address.

Any questions regarding this Independent Student Drop-off consent form should be directed to the student's Special Education Coordinator.

FOR School/LEA USE ONLY

Date Received: _____ Student USI: _____

School Staff / Contact: _____

Title / Position of School Staff / Contact: _____

LEA Name: _____

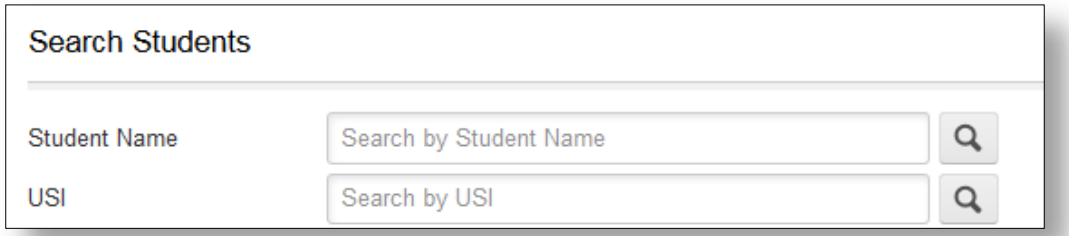
School Name: _____

Office of the State Superintendent of Education, 810 1st Street NE, 9th Floor, Washington, DC 20002

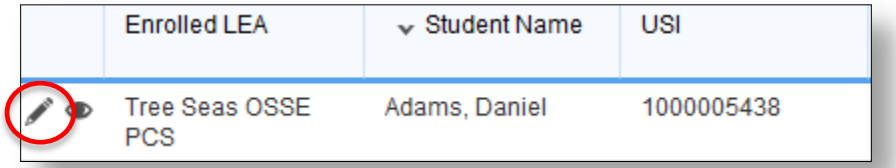
- The LEA must fill out information on this form.
- A parent or guardian must sign the form.
- A new form must be submitted at the beginning of each school year.
- A parent or guardian can revoke consent for independent drop-off during the school year by submitting a Revocation Form.

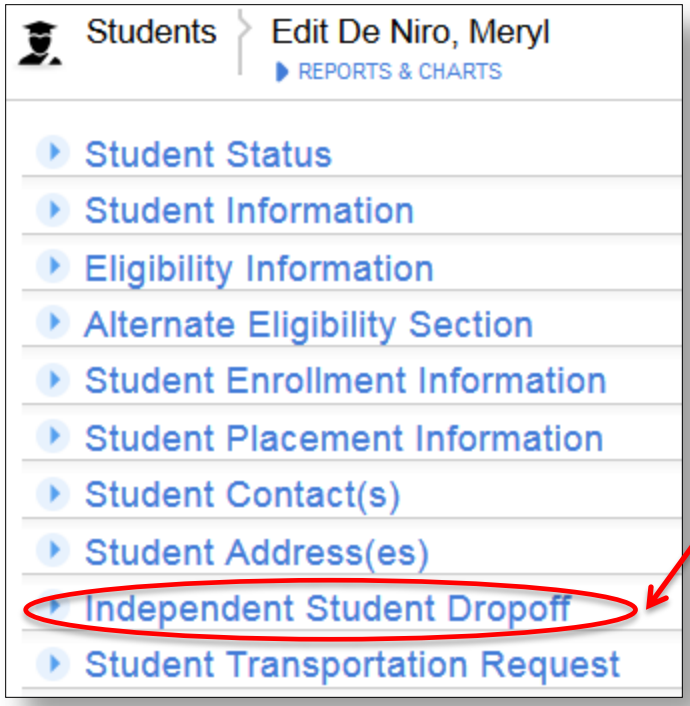
Documentation of Consent Form in TOTE

- From the OSSE TOTE 6.0 Home page, search for the student by Student Name or USI.



- Click the pencil icon to edit the student's record and upload the Consent or Revocation Form.



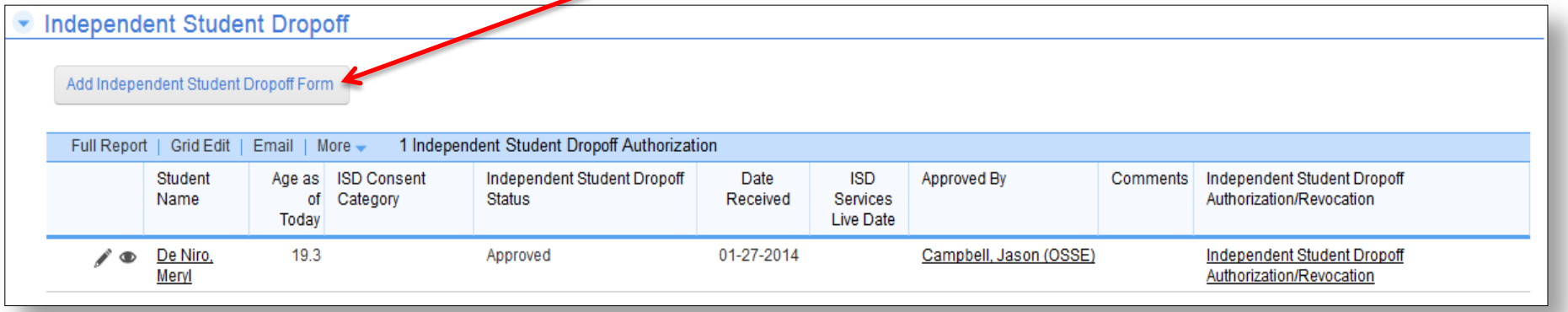


- The Independent Student Drop-off Section will only appear if:
  - The student is in the ASP Category,
  - Over the age of twelve (12), and
  - The finalized IEP has the parental consent form submission box checked.

Documentation of Consent Form in TOTE

- In the Independent Drop-off Section, users will be able to add consent and/or revocation forms, as well as view the history of Independent Student Drop-off Forms submitted.

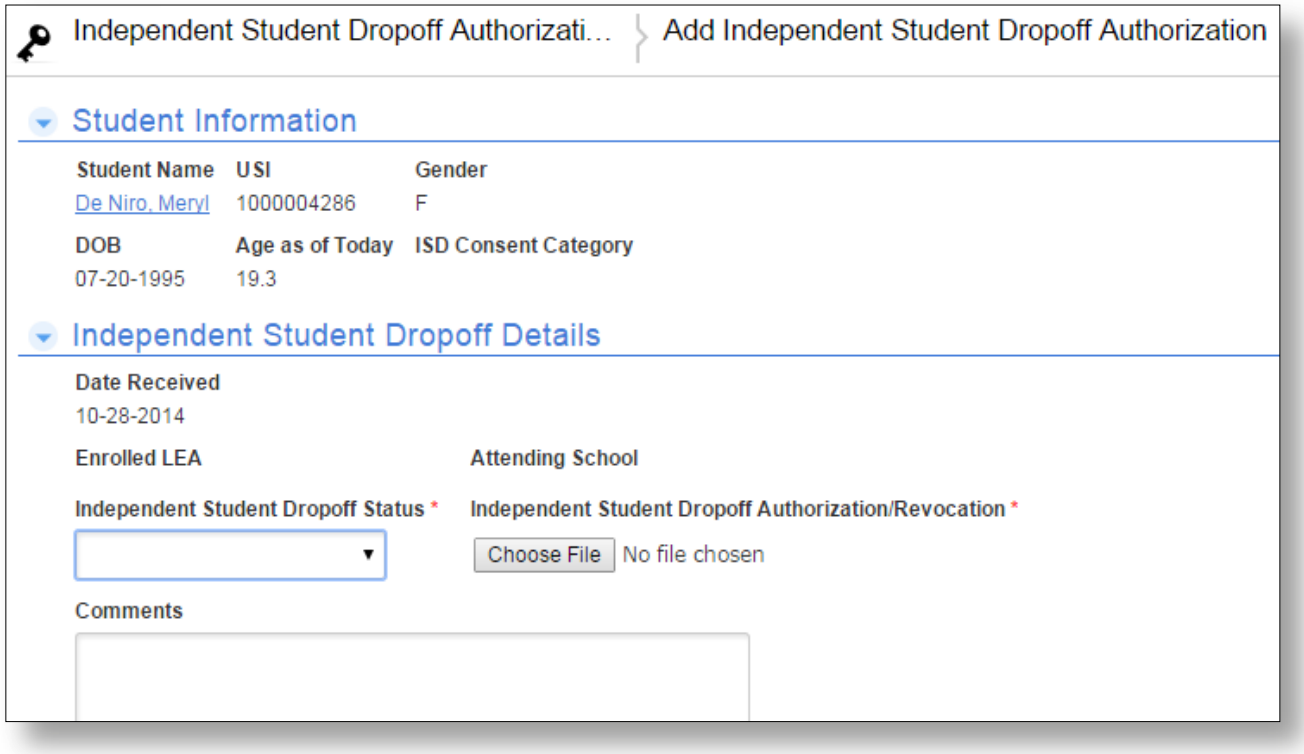
- Click on the “Add Independent Student Drop-off Form” button.



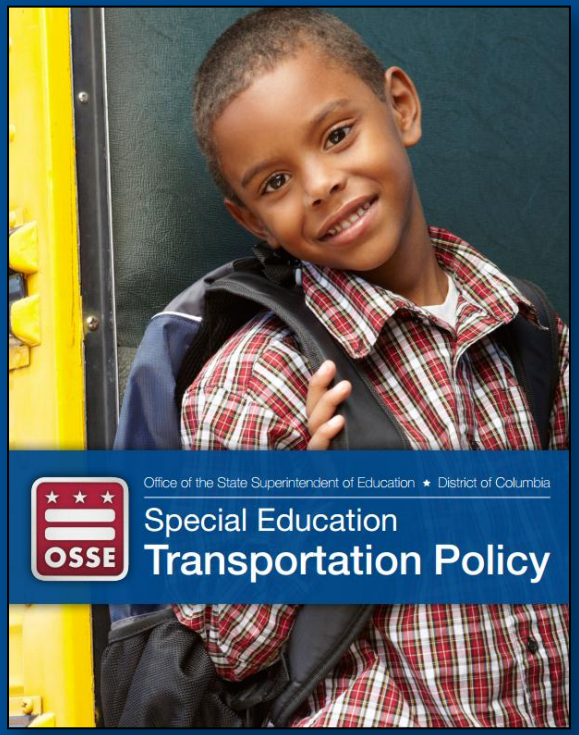
Documentation of Consent Form in TOTE

The Independent Student Drop-off Authorization page will appear, which will allow the user to:

- Update the student's Independent Student Drop-off Status, and
- Submit Independent Student Drop-off Consent and Revocation Forms.



Once the upload is complete and the record is saved, Independent Student Drop-off services will be in effect/revoked within 3 business days.



For questions about TOTE contact: **osse.tote@dc.gov**

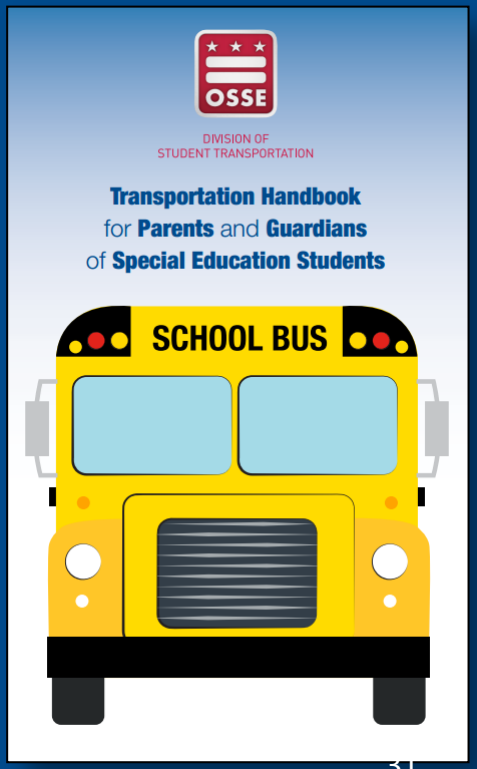
For questions about SEDS, please use the OSSE Support Tool.

Additional Resources

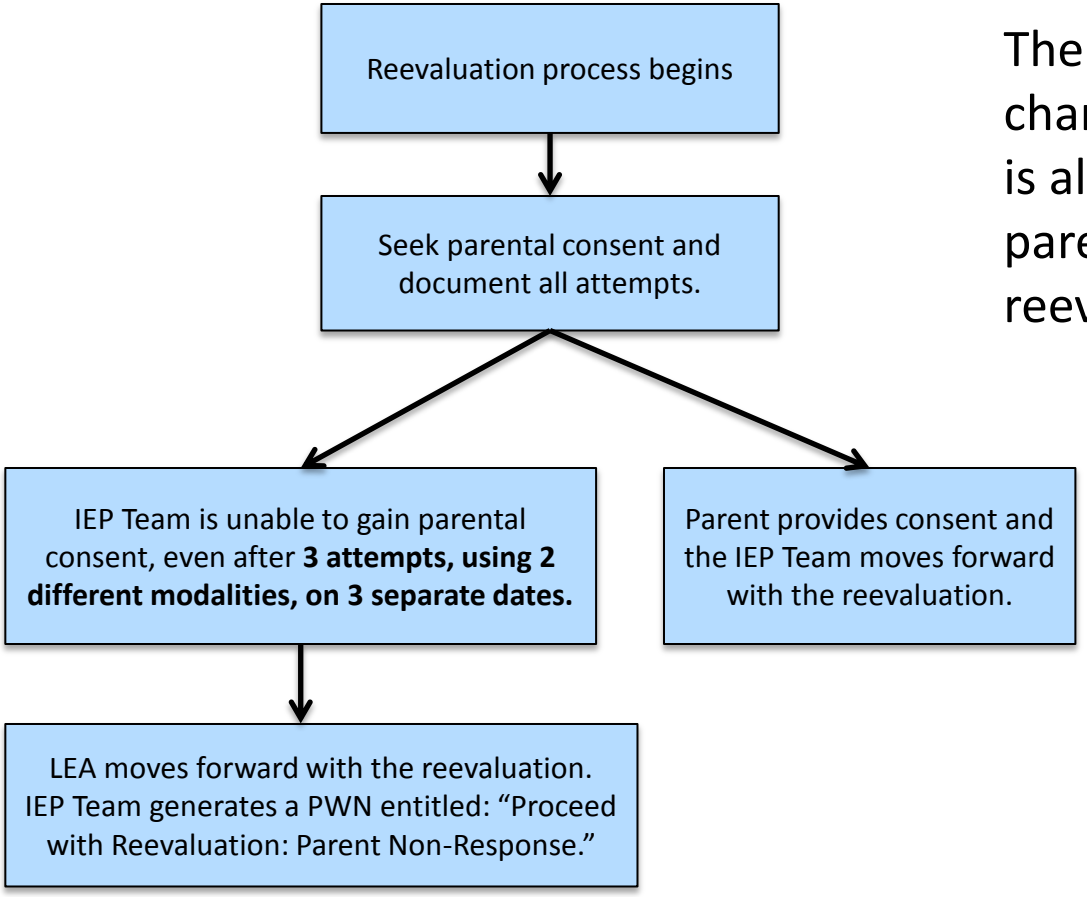
OSSE Special Education Transportation Services Policy
http://osse.dc.gov/publication/special-education-transportation-services-policy

Manuals Found on the SEDS Resource Site Help Page
https://sites.google.com/a/dc.gov/seds-help-resources/

Parent Transportation Handbook http://osse.dc.gov/publication/transportation-handbook-parents-and-guardians-special-education-students



Reevaluation Consent Requirements



The page rules in SEDS have been changed to ensure that the user is always prompted to seek parental consent during the reevaluation process.

This SEDS update now aligns with the IDEA in requiring LEAs to try to obtain consent to reevaluate (CFR 300.300(c)).

Language that appears in SEDS:

Consent Requirements

Written consent is required to proceed with all initial evaluations. LEAs must demonstrate reasonable efforts to obtain consent for reevaluations. The LEA may conduct a reevaluation of a child with a disability without using the consent override procedures if the LEA can demonstrate that it made reasonable efforts to obtain parental consent for the reevaluation, and the parent has failed to respond to the request for consent.

Reevaluation Consent Requirements

The IEP Team can document its attempts to gain consent by linking contact log events to the Analyze Existing Data page.

Consent Result* ?

- ○ Parent provided consent to have student evaluated
- ○ Parent refused consent to have student evaluated
- ◉ Parent failed to respond to request to have child evaluated

(including children who are wards of the State and parents cannot be found or rights have been terminated, 34 CFR §300.300 (a)(2) and 34 CFR §300.300 (c)(2)

Note: You must use ***more than one contact method*** (ie: phone call, letter, home visit) in order to document that the parent failed to respond to your request.

Please visit the Communication Log to document your attempts.*

Please indicate which of the following contacts were in advance of this Notice:

Display on Consent form	Person making contact	Parent	Contact Method	Contact Date	Contact Result
☑	New Trainer1221	Mom General1145	Letter	10/22/2014	No response
☑	New Trainer1221	Mom General1145	Fax	10/24/2014	No response
☑	New Trainer1221	Mom General1145	Phone Call	10/29/2014	No response
☐	New Trainer1221	Mom General1145	In person conversation	10/30/2014	Documentation provided to parent and not returned

LEA Responsibilities for Missed Services

OSSE Related Services Policy:

- "Every LEA should develop its **own related service policy** that explains the procedure for missed services. This policy must be **accessible to parents** at all times and should detail the steps taken by the LEA to ensure that missed sessions are rescheduled in a timely manner."

OSSE Related Services Guidance:

VII. Missed Related Services Sessions

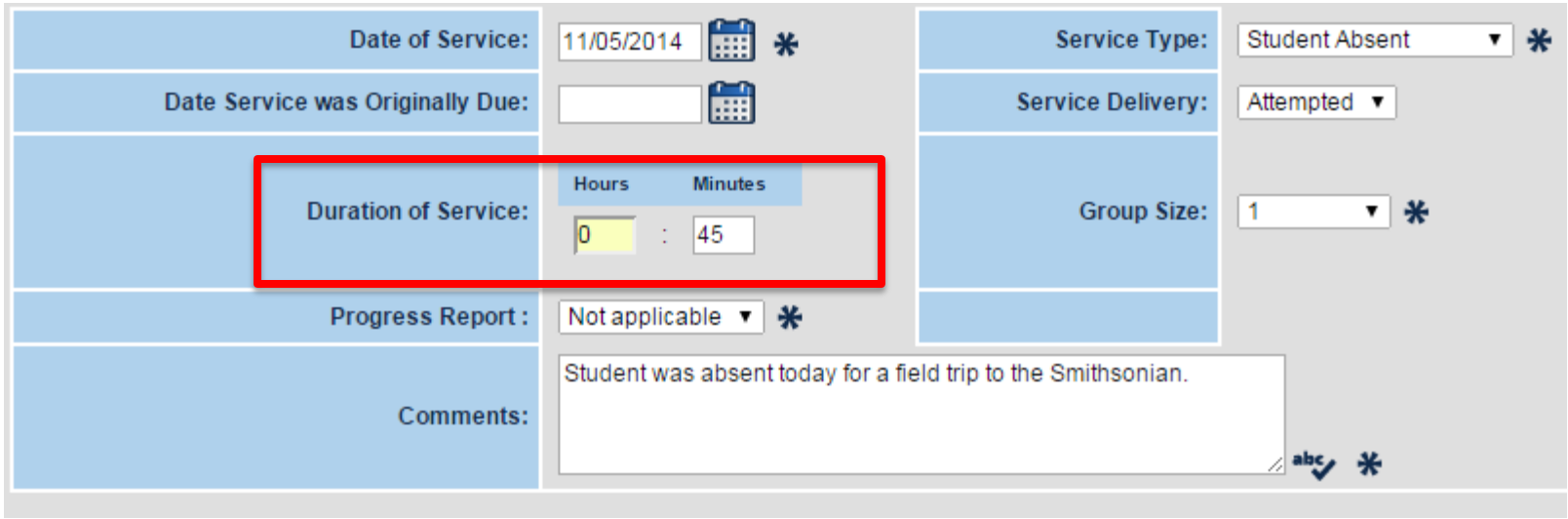
1. **How should LEAs determine whether to make up a missed related service session?**
   LEAs should develop guidance for IEP teams and related service providers that clarifies criteria for determining in what circumstances a related service provider should make up a missed related service session, set timelines for making up any missed related service sessions, and provide instructions for the documentation of such make up sessions. LEAs must align the development of such policies and procedures to federal IDEA requirements related to the provision of FAPE, and policy letters formally issued by the U.S. Department of Education, Office of Special Education Programs (OSEP).[xix] In its authority as the State Education Agency (SEA), the OSSE will review LEA policies regarding related service delivery through the course of regular monitoring activities.

2. **Are LEAs required to document missed and make up related service sessions in SEDS?**
   Yes. In terms of related service provision, to fulfill the documentation requirement,[xx] LEAs must ensure that service logs are completed for all missed, attempted, and made-up related service sessions, according to the LEA's policies and procedures, and that corresponding service tracker forms are created, signed, and stored in SEDS.

3. **How should LEAs demonstrate due diligence when making up missed related service sessions?**
   When making up service sessions, LEAs should make at least three attempts to make up the missed service session. LEAs should schedule make up sessions in the timeliest manner possible since missed services sessions may adversely affect a student's educational performance and progress toward IEP goals.

LEA Responsibilities for Missed Services

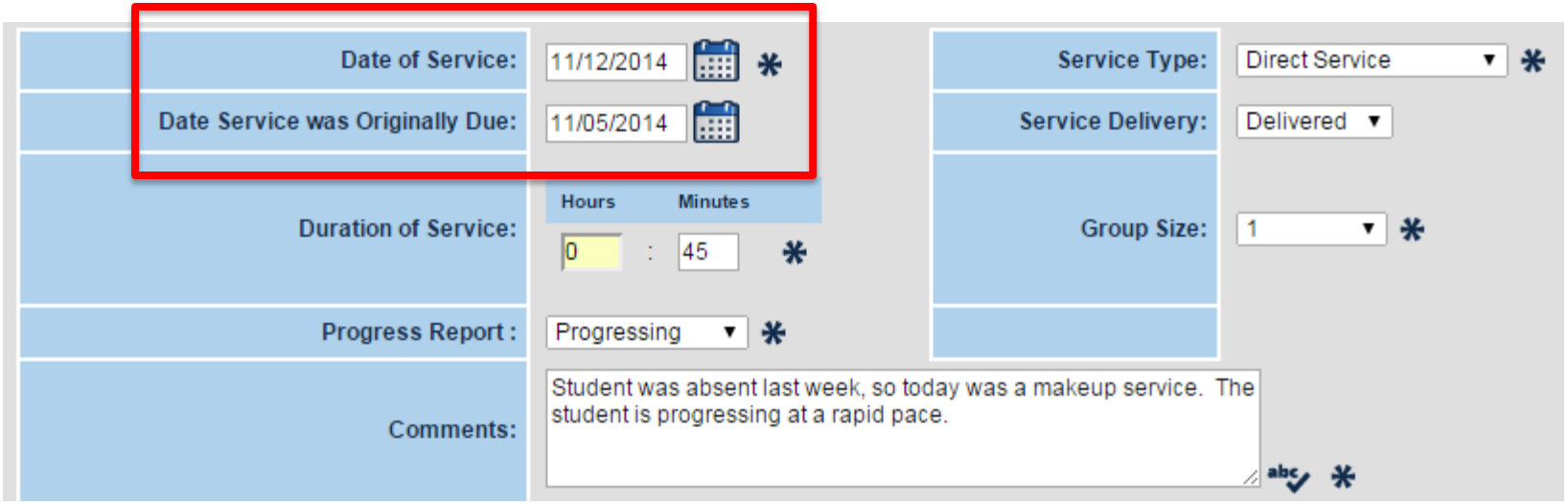
- If a regularly-scheduled service is missed, the attempted delivery must still be documented.



- Type the number of minutes the student should have received. Never enter "zero" for the duration of time.
- The "Service Type" should indicate why the service was missed.
- Add comments to clarify why the student missed the service.

LEA Responsibilities for Missed Services

If a service is a makeup service, the user must include the original due date, as well as the date the service was actually delivered.



There will now be two logs associated with this session:

1. Log created for the missed service on 11/5/2014
2. Log created for the makeup service on 11/12/2014

Pause to Reflect

Question & Answer

What questions or comments do you have regarding the section we just discussed?

Please share in the webinar question box.

Questions that are not addressed verbally during the webinar, will be addressed at the end, or in a follow up email.

Reminders and Announcements

PARCC Accommodations Training Resources

Child Count Reminders

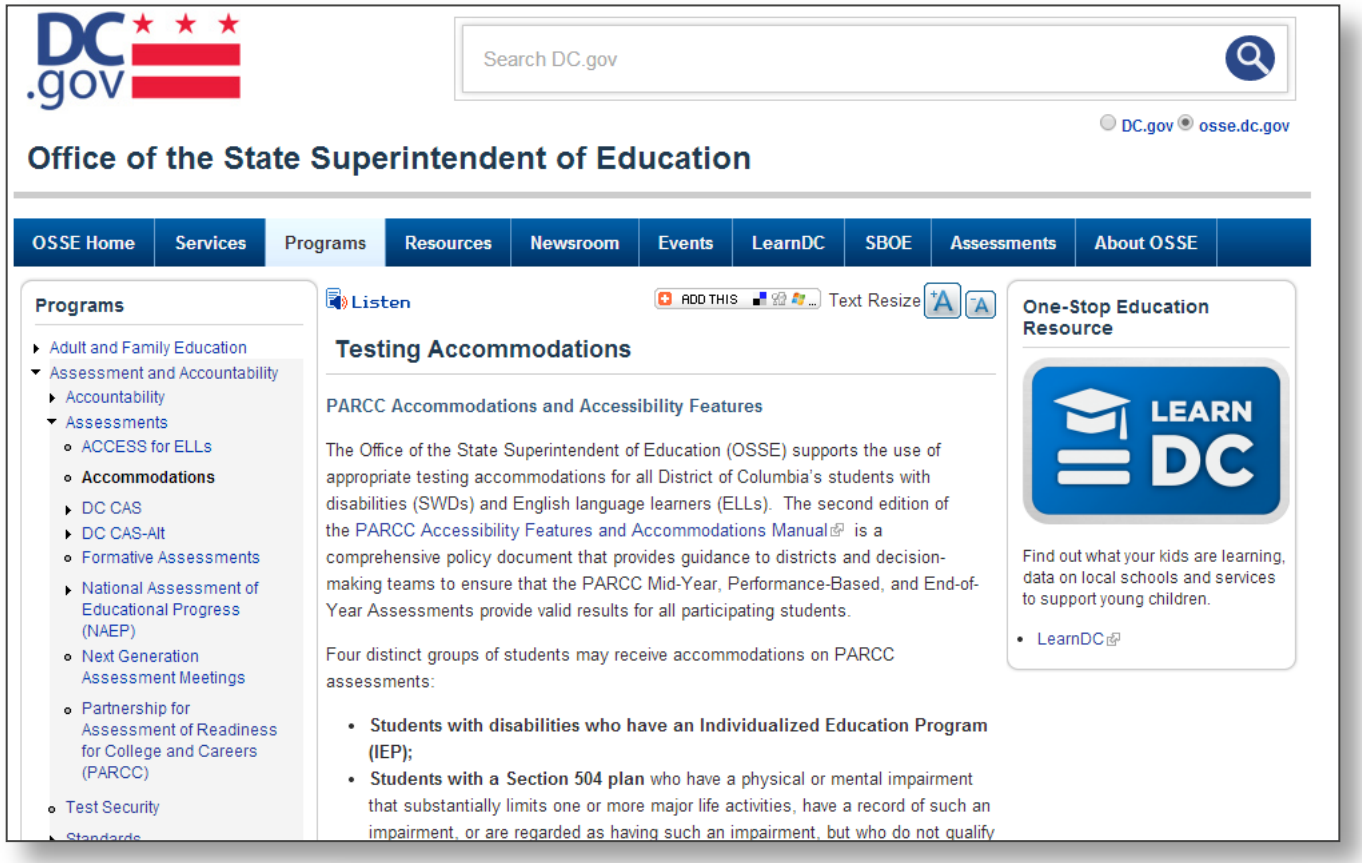
Calendar Setup Reminder

Upcoming Events

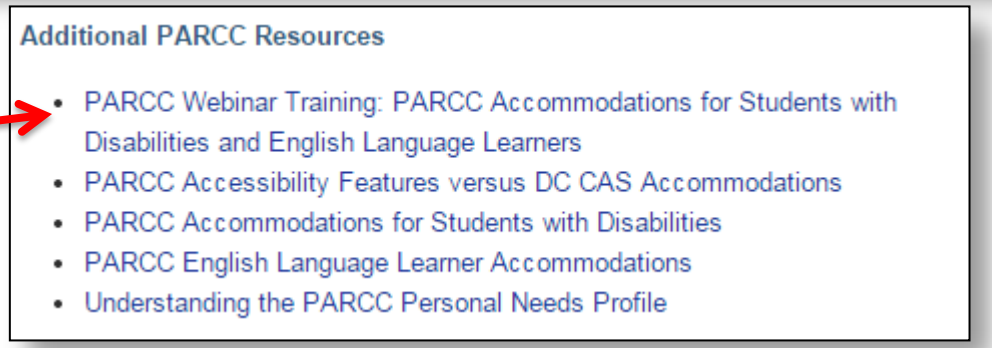
PARCC Accommodations Training Resources

The OSSE ***Testing Accommodations*** page features manuals, guidance documents and crosswalks.

All documents are located at: **http://osse.dc.gov/service/testing-accommodations**



A webinar training video is posted on this page under "Additional PARCC Resources."



PARCC Accommodations Training Resources

- PARCC accommodations will be built into the SEDS system as part of the SEDS Mid-year Release (January 2015).
- Until then, IEP teams will use crosswalks that map PARCC accommodations to preexisting DC CAS accommodations in SEDS.
- Training resource: PARCC Accommodations Webinar Series
  - Part One: Recorded training video http://osse.dc.gov/multimedia/parcc-accommodations-accessibility-features-webinar-recording
  - Part Two: Dec. 3, 2014, 1:00—2:00pm
    Register: https://www2.gotomeeting.com/register/764643186
- For questions on PARCC accommodations contact Michelle Blakey-Tuggle michelle.blakey-tuggle@dc.gov.
- For general PARCC questions, contact: OSSE.assessments@dc.gov.

Child Count Reminders

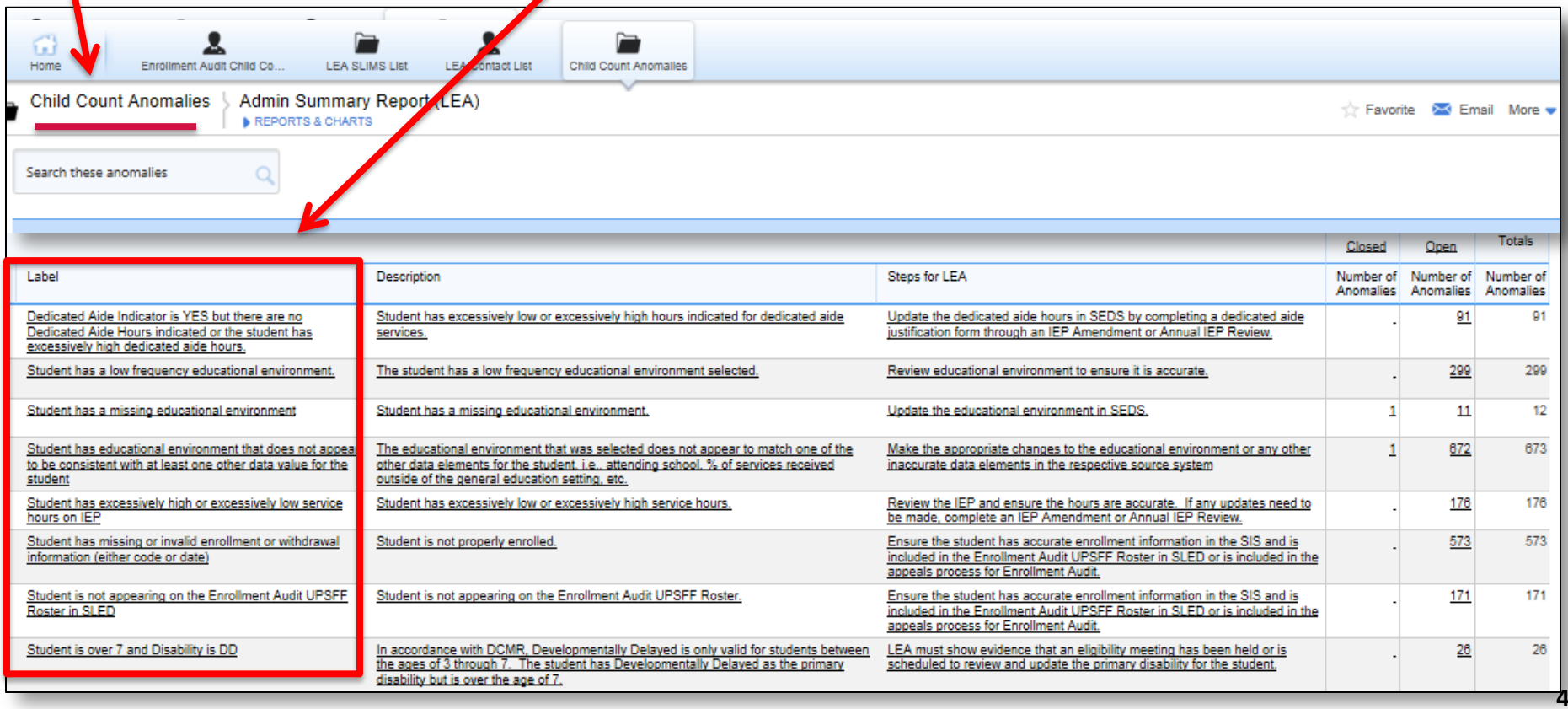
- Final deadline to submit re-certification: **Wednesday, December 3, 2014, 5:00pm.**
- Don't wait! LEAs are encouraged to resolve all anomalies and re-certify by **Friday, November 21, 2014.**
  - This allows additional time to make any corrections, if necessary, after OSSE reviews the anomaly responses.
- Individual student anomalies require a response to a specific data element.
- If the data needs to be corrected, it must be done so in the OSSE Enrollment Audit/Child Count Quickbase Application (https://octo.quickbase.com) or LEAs must complete an IEP Amendment.
  - Reference the OSSE Child Count Anomalies QuickBase Reference Guide for more information: http://osse.dc.gov/publication/osse-child-count-anomalies-quickbase-reference-guide.

Child Count Reminders

- An IEP Amendment can be completed for any of the following elements and will be updated in Child Count based on the IEP Amendment:
  - Total Hours Outside of General Education
  - Total Hours Inside of General Education
  - % Outside of General Education Setting
  - Dedicated Aide Indicator
  - Dedicated Aide Hours
  - Total Special Education Hours

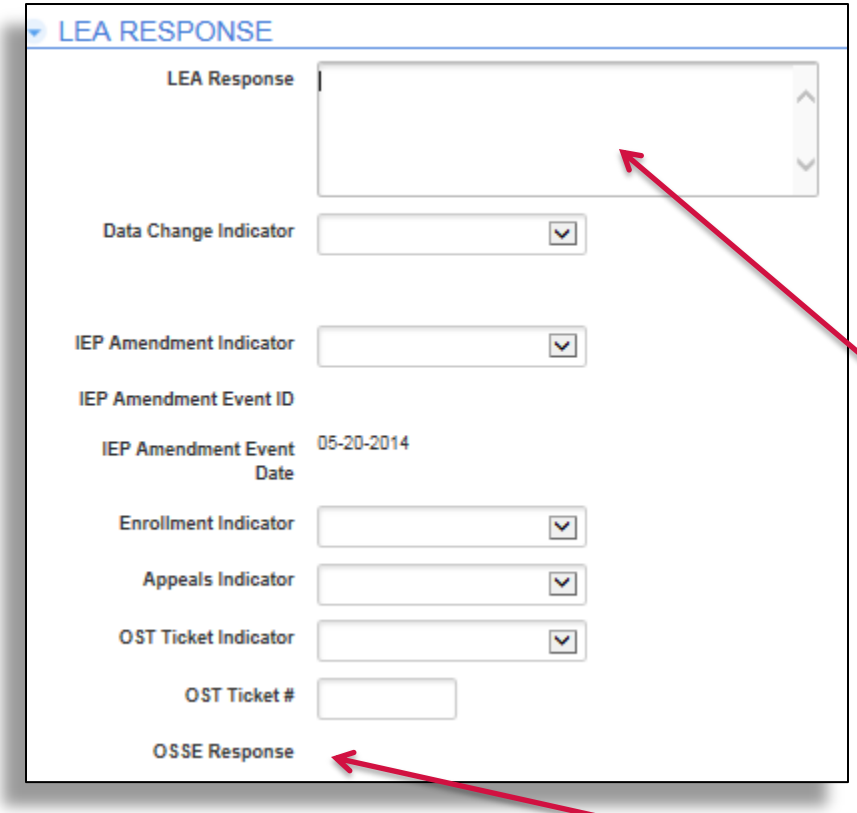
Child Count Reminders

- Access the Child Count Anomalies tab in QuickBase.
- A list of all anomalies will be displayed, including the label, description, steps for the LEA, and the number of students with that particular anomaly.
- Click on the label to drilldown to a list of specific anomalies.



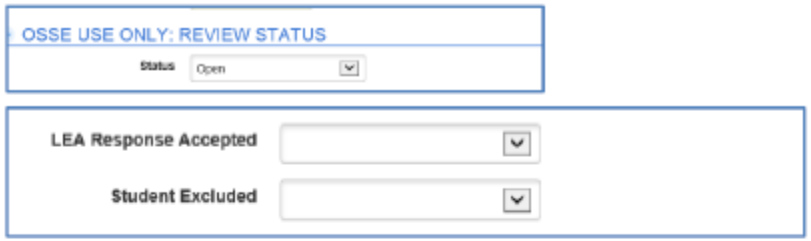
			Closed	Open	Totals
Label	Description	Steps for LEA	Number of Anomalies	Number of Anomalies	Number of Anomalies
Dedicated Aide Indicator is YES but there are no Dedicated Aide Hours indicated or the student has excessively high dedicated aide hours.	Student has excessively low or excessively high hours indicated for dedicated aide services.	Update the dedicated aide hours in SEDS by completing a dedicated aide justification form through an IEP Amendment or Annual IEP Review.	.	91	91
Student has a low frequency educational environment.	The student has a low frequency educational environment selected.	Review educational environment to ensure it is accurate.	.	299	299
Student has a missing educational environment	Student has a missing educational environment.	Update the educational environment in SEDS.	1	11	12
Student has educational environment that does not appear to be consistent with at least one other data value for the student	The educational environment that was selected does not appear to match one of the other data elements for the student, i.e., attending school, % of services received outside of the general education setting, etc.	Make the appropriate changes to the educational environment or any other inaccurate data elements in the respective source system	1	672	673
Student has excessively high or excessively low service hours on IEP	Student has excessively low or excessively high service hours.	Review the IEP and ensure the hours are accurate. If any updates need to be made, complete an IEP Amendment or Annual IEP Review.	.	176	176
Student has missing or invalid enrollment or withdrawal information (either code or date)	Student is not properly enrolled.	Ensure the student has accurate enrollment information in the SIS and is included in the Enrollment Audit UPSFF Roster in SLED or is included in the appeals process for Enrollment Audit.	.	573	573
Student is not appearing on the Enrollment Audit UPSFF Roster in SLED	Student is not appearing on the Enrollment Audit UPSFF Roster.	Ensure the student has accurate enrollment information in the SIS and is included in the Enrollment Audit UPSFF Roster in SLED or is included in the appeals process for Enrollment Audit.	.	171	171
Student is over 7 and Disability is DD	In accordance with DCMR, Developmentally Delayed is only valid for students between the ages of 3 through 7. The student has Developmentally Delayed as the primary disability but is over the age of 7.	LEA must show evidence that an eligibility meeting has been held or is scheduled to review and update the primary disability for the student.	.	26	26

Child Count Reminders



- Some anomalies may not be an error, but will still require an explanation.
- Other anomalies may require a specific action from the LEA.
  - i.e. IEP Amendment, update to specific data element, etc.
- LEAs are required to provide a response to each anomaly.
- Complete other fields in this section as necessary to provide OSSE with additional information.
- OSSE provides feedback to the LEA in the last field.

Child Count Reminders

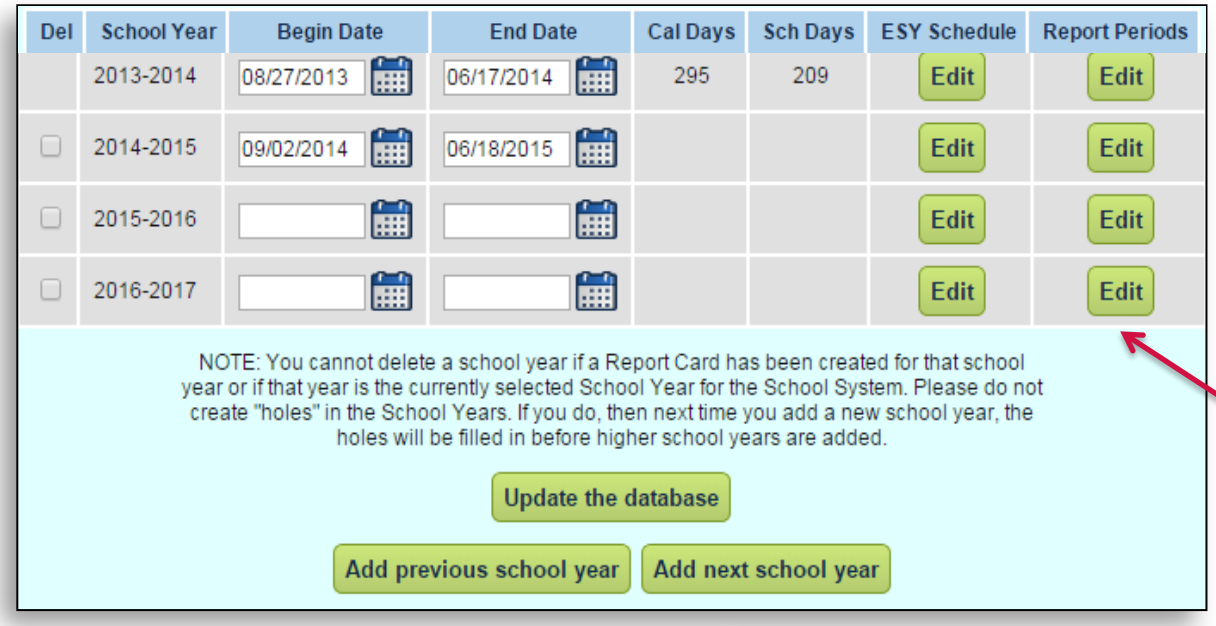


- Status – This field indicates the status of each individual anomaly. As this status is changed, the # Open and the # Resolved in the student section will adjusted. Remember that each student can have multiple anomalies and a response must be provided for each anomaly before the student can be "resolved"
- LEA Response Accepted – This will indicate if the response provided by the LEA is sufficient and accepted by OSSE
- Student Excluded – If the student will be excluded from Child Count for any reason, this field will be YES; If the student will continue to be included in Child Count, this field will be NO. If the student is excluded, a reason will be provided in the OSSE Response field in the LEA Response section.

For Child Count support and technical assistance:

- Email osse.ideadata@dc.gov
- Submit a ticket in the OSSE Support Tool
- OSSE Child Count Anomalies QuickBase Reference Guide http://osse.dc.gov/publication/osse-child-count-anomalies-quickbase-reference-guide

Calendar Setup Reminder



Del	School Year	Begin Date	End Date	Cal Days	Sch Days	ESY Schedule	Report Periods
	2013-2014	08/27/2013	06/17/2014	295	209	Edit	Edit
☐	2014-2015	09/02/2014	06/18/2015			Edit	Edit
☐	2015-2016					Edit	Edit
☐	2016-2017					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 before higher school years are added.

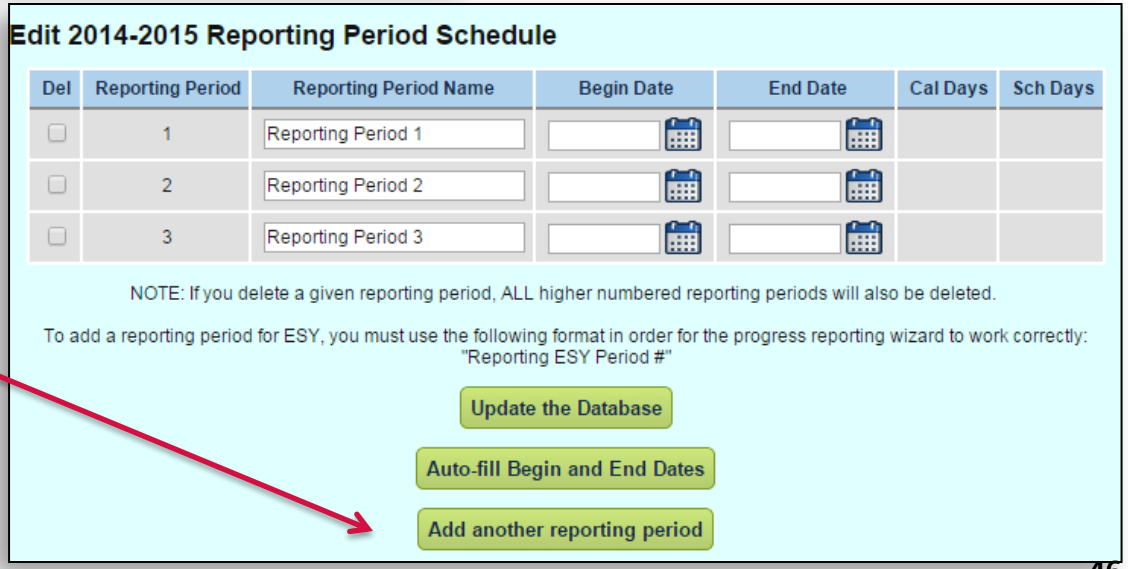
Update the database

Add previous school year | Add next school year

Please ensure your first and last days of school are correctly listed in SEDS.

To check the dates of progress reporting periods, as well as the ESY reporting period, click 'Edit.'

SEDS defaults to 3 reporting periods so users must manually create the 4th period.



Edit 2014-2015 Reporting Period Schedule

Del	Reporting Period	Reporting Period Name	Begin Date	End Date	Cal Days	Sch Days
☐	1	Reporting Period 1				
☐	2	Reporting Period 2				
☐	3	Reporting Period 3				

NOTE: If you delete a given reporting period, ALL higher numbered reporting periods will also be deleted.

To add a reporting period for ESY, you must use the following format in order for the progress reporting wizard to work correctly: "Reporting ESY Period #"

Update the Database

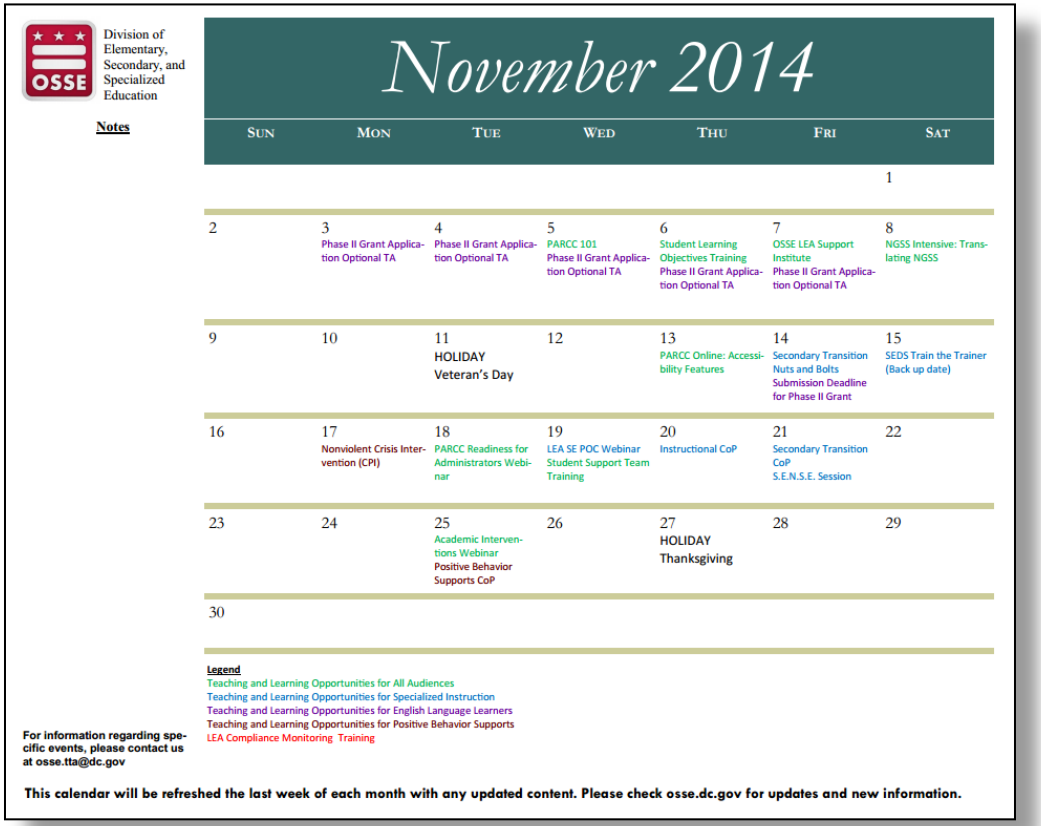
Auto-fill Begin and End Dates

Add another reporting period

K-12 Program Calendar

2014-15 School Year Program Calendar is now available

- Snapshot of professional development and technical assistance opportunities
- Includes trainings focused on:
  - Specialized Instruction
  - English Language Learners
  - Positive Behavior Supports
  - Compliance & Monitoring
  - Common Core State Standards
  - Next Generation Science Standards
- Calendar is refreshed the last week of each month
- All events listed on the calendar will have registration links in the LEA Look Forward and on the OSSE homepage calendar



Division of Elementary, Secondary, and Specialized Education

Notes

November 2014

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3 Phase II Grant Application Optional TA	4 Phase II Grant Application Optional TA	5 PARCC 101 Phase II Grant Application Optional TA	6 Student Learning Objectives Training Phase II Grant Application Optional TA	7 OSSE LEA Support Institute Phase II Grant Application Optional TA	8 NGSS Intensive: Translating NGSS
9	10	11 HOLIDAY Veteran's Day	12	13 PARCC Online: Accessibility Features	14 Secondary Transition Nuts and Bolts Submission Deadline for Phase II Grant	15 SEDS Train the Trainer (Back up date)
16	17 Nonviolent Crisis Intervention (CPI)	18 PARCC Readiness for Administrators Webinar	19 LEA SE POC Webinar Student Support Team Training	20 Instructional CoP	21 Secondary Transition CoP S.E.N.S.E. Session	22
23	24	25 Academic Interventions Webinar Positive Behavior Supports CoP	26	27 HOLIDAY Thanksgiving	28	29
30						

Legend

Teaching and Learning Opportunities for All Audiences
Teaching and Learning Opportunities for Specialized Instruction
Teaching and Learning Opportunities for English Language Learners
Teaching and Learning Opportunities for Positive Behavior Supports
LEA Compliance Monitoring Training

For information regarding specific events, please contact us at osse.tta@dc.gov

This calendar will be refreshed the last week of each month with any updated content. Please check osse.dc.gov for updates and new information.

http://osse.dc.gov/publication/sy-2014-2015-k-12-program-calendar

DCMR Title 5, Chapter 30 LEA Focus Groups

OSSE DSE is currently considering changes to Title 5-E, Chapter 30 of the District of Columbia Municipal Regulations (DCMR) and related policies. OSSE is seeking input from LEAs and other stakeholders through surveys and focus groups on key content areas:

- Graduation Pathways, Secondary Transition, IEP Certificate of Completion, Dec. 8th

For more information, contact Jamille.Peters@dc.gov.

To register for the next focus group: http://osse.dc.gov/event/5-e-dcmr-chapter-30-lea-focus-group-least-restrictive-environment-lrediscipline-procedural.

To participate in a survey on this topic: https://www.surveymonkey.com/r/?sm=HYhWJdGBwxmM3u0WnJ%2ff%2bg%3d%3d

Thank you for your participation!

For questions, please access the OSSE Support Tool.

Please proceed to the SEDS Resource Site, LEA SE POC Resource page, to access resources from today's webinar.

All participants will receive a follow-up email with the link to this webinar recording.

Save the Date: The next LEA SE POC Monthly Webinar is December 17th (3rd Wednesday of each month, 10:00AM).