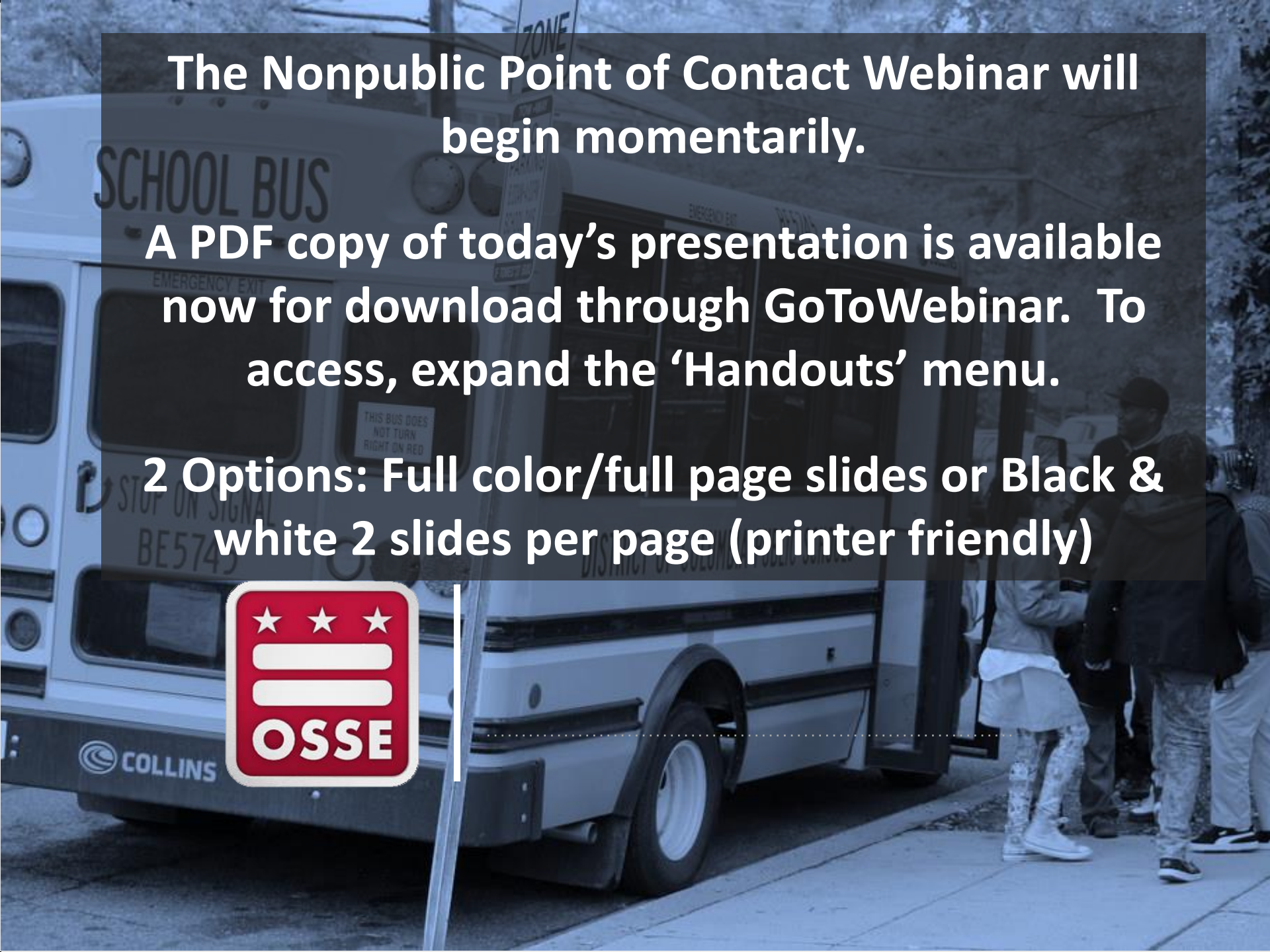


The Nonpublic Point of Contact Webinar will begin momentarily.

A PDF copy of today's presentation is available now for download through GoToWebinar. To access, expand the 'Handouts' menu.

2 Options: Full color/full page slides or Black & white 2 slides per page (printer friendly)





Nonpublic SEDS Point of Contact Bimonthly Webinar

May 24, 2017

OSSE Division of Data, Assessment and Research
OSSE Division of Elementary, Secondary, and
Specialized Education



Agenda

- I. Preparing for 2017 Extended School Year (ESY) Services
- II. Preparing for the 2017-18 School Year
- III. Password Reset for SEDS Accounts
- IV. Logging Related Service Provision in SEDS
- V. Announcements & Reminders



Preparing for 2017 Extended School Year (ESY) Services



Preparing for Extended School Year Services

Nonpublics and LEAs must work together to ensure:

1. Student-level decisions on ESY eligibility status, goals and services, and transportation are updated and accurate in SEDS as part of a **finalized current IEP**.
 - If not accurate, **amend the IEP** as soon as possible.
2. **ESY calendar** and **bell times** are updated and accurate in TOTE.
3. Student **demographics, eligibility, and ESY location** information is confirmed in TOTE.
4. Transportation requests for all students requiring ESY services have **been submitted in TOTE**.



Last Minute Changes to ESY Transportation

In rare cases, **after the May 1st deadline**, a student's IEP may require an update or amendment for ESY services that affects ESY transportation planning. If this is the case, please take the following steps to ensure OSSE is able to plan ahead for transportation changes:

IEP status changed from NO to YES for ESY/ESY transportation:

- Finalize new IEP in SEDS
- On the next business day make the transportation request in TOTE
- **Call the TOTE team** to alert OSSE to this last minute request

ESY status changed from YES to NO for ESY/ESY transportation

- Finalize new IEP in SEDS
- **Call the TOTE team** to alert OSSE that this student is no longer in ESY

TOTE Support Line: (202) 576-5520



Changes to Student ESY Status

As of May 1, 2017, all IEPs should reflect the correct ESY status.

After reviewing criteria, has the IEP Team determined that ESY Services are required for the provision of FAPE? *

ESY Goals ?

ESY Special Education Services ?

ESY Related Services ?

If the student is ESY eligible, the IEP must denote ESY-appropriate goals and services. These goals and services can be updated if needed, based on current data, via the IEP amendment process.



Amending the ESY Section of IEP

The most urgent items to amend on the IEP are **the ESY overall status (yes/no)** and the **ESY transportation status**. Goals, services, settings, frequency, etc. can also be modified through the IEP amendment process.

Change to Extended School Year (ESY) Services

- Add ESY (special education and related services, setting, begin date, end date, time/frequency)
- Remove ESY (special education and related services, setting, begin date, end date, time/frequency)
- Add ESY goal
- Remove ESY goal
- Edit ESY goal
- Increase existing ESY special education and related services hours (time/frequency)
- Decrease existing ESY special education and related services hours (time/frequency)
- Edit existing ESY special education service terms (setting, begin date, or end date)
- Add ESY-Related Transportation Services
- Remove ESY-Related Transportation Services
- Edit ESY-Related Transportation Services
- Other change in this section



Amending the ESY Section of IEP

IEP amendments for ESY-related changes can be done without holding a meeting, via the documented written agreement modality.*

Document outcome of request to amend IEP

Please document all attempts to obtain a parent signature on the Standard IEP Amendment Form in the Communication Log. attempts below.*

- Outcome not yet determined
- Amend the IEP without convening an IEP Team meeting (documented agreement between the parent and the LEA)
- Convene an IEP Team meeting to discuss the proposed amendment to the IEP
- Convene an IEP Team meeting to conduct an annual IEP review.
- Do not proceed with amendment

However, if the parent requests a meeting, the IEP team must convene.

*OSSE IEP Amendment Policy, Jan. 27, 2014, p.3, <https://osse.dc.gov/node/1561>.



Preparing for the
2017-18 School Year



End of Year Housekeeping

As this school year ends, the NP SEDS POC should:

- Provide School Year 2017-18 calendar dates and bell schedules to LEAs and OSSE
- Work with each LEA's POC to double check the calendar dates and bell schedules in TOTE for 2017 ESY and SY 2017-18
- Schedule IEP meetings in advance for IEPs that may expire over the summer months
- Plan ahead for reevaluations that may expire over the summer months



Transitioning to a New Nonpublic SEDS POC

Responsibilities of the current NP SEDS POC, in the case that a new NP SEDS POC will be replacing them:

- Inform the State of the change in staff by emailing Edgar.Stewart@dc.gov with new contact information
- Inform new POC of any upcoming training opportunities.
- Show new POC the SEDS Resource Site and the OSSE resource page where NP SEDS POC bimonthly webinars are archived
- Request OST account access for new NP SEDS POC by emailing OSSE.DARtraining@dc.gov
- Demonstrate to new POC how to utilize the OSSE Support Tool (OST)



Communication with LEAs and OSSE

NP SEDS POCs have a responsibility to notify OSSE of staff changes:

- Notify OSSE for **all nonpublic staff changes**, including changes in the NP SEDS POC role: Edgar.Stewart@dc.gov.

NP SEDS POCs have a responsibility to ensure SEDS user accounts are up to date and accurate for all staff:

- Notify LEA Special Education Point of Contacts (LEA SE POCs) if a nonpublic staff member's SEDS account needs to be inactivated.
- Notify LEA SE POCs if nonpublic staff have access to other students' records who are not attending their own nonpublic school campus or program.



Transportation Status in IEP

On **June 5, 2017**, all IEPs for all currently enrolled students should reflect the correct school year (SY) transportation status.

This includes the correct **eligibility category**.

The screenshot shows a section of an IEP form. A red box highlights the question "Is the student eligible or qualified to receive special education transportation services?" with a "Yes" dropdown menu. A red arrow points from this question to another red box that highlights a dropdown menu for "On what basis is the student eligible or qualified for special education transportation services?". The dropdown menu lists the following options: ASP, MFS, STS, ASP, and Court Order. Below the dropdown menu, a note states: "NOTE: If student is under 12 years of age and is eligible for special education transportation services under the MFS or STS categories, then the appropriate mode of transportation is a DOT vehicle."



Transportation Special Needs in IEP

Transportation special needs for a student must be accurate on the IEP in order for the OSSE TOTE team to ensure these needs are met. Amend the IEP as soon as possible if something is incorrect in this section.

<input checked="" type="checkbox"/> Medical Condition(s)	
What is the medical condition of which OSSE-DOT should be aware (e.g. asthma, seizures, diabetes, etc.)? *	<input type="text"/>
Will the student be in possession of self-administered medication while on the bus (e.g. inhaler, epi-pen, etc.)?	No ▼
Will the student require specialized assistance administering medication and/or a nurse who has specialized knowledge of the medical condition?	No ▼
<input type="checkbox"/> Medical Device(s)/Equipment	
<input type="checkbox"/> Hearing Impairment Aids	
<input type="checkbox"/> Visual Impairment Aids	
<input type="checkbox"/> Student Behavior Intervention Needs During Transport	
<input checked="" type="checkbox"/> Specialized Equipment	
Please indicate the specialized equipment below: *	<input type="checkbox"/> Ramp/Lift <input type="checkbox"/> Specialized Seatbelt <input type="checkbox"/> Booster Seat <input type="checkbox"/> Other: <input type="text"/>
<input type="checkbox"/> Assistive Devices	



Student Age-out Notification

Case Scenario: An eighth grade student enrolled in a DC charter school attends a nonpublic program. The charter school only serves grades K-8, but the nonpublic serves students through high school.

- **NP SEDS POCs** must **work together** with **LEA Special Education POCs** to ensure parents are fully informed of their responsibility to enroll the student in a new LEA.
- By law, the LEA must provide **written notice** to the parent or guardian at least **90 calendar days** before the end of the current school year of the parent's responsibility to enroll their child into another public charter school or DCPS (5 DCMR §E3019.9(c) and §E3019.11).



Student Age-out Notification

To assist in complying with the 90-day notification requirement, OSSE has developed a template that LEAs can use to notify parents of their responsibility to enroll their child in a new LEA, including:

NP SEDS POCs: Although it is the primary responsibility of the LEA to provide this notification, please coordinate with LEAs to ensure dissemination of this letter to applicable students.

<http://osse.dc.gov/publication/charter-school-closure-nonpublic-students-sample-letter-parents>

SAMPLE LETTER: STUDENTS AGING OUT WHO ATTEND NONPUBLIC SCHOOLS

[DATE]

PARENT NAME
ADDRESS
ADDRESS

RE: STUDENT NAME

Dear Parent,

This letter serves to notify you that at the end of this school year, your child, STUDENT NAME, who attends NONPUBLIC SCHOOL NAME, exceeds the maximum age range for children served by our local education agency (LEA), LEA NAME. For students attending nonpublic schools, as stated in District of Columbia Municipal Regulations (5 DCMR §E3019.09(c)):

"If an LEA Charter-enrolled child with special needs attending a nonpublic school has not transitioned out of a nonpublic school within one hundred twenty (120) days of the end of the school year in which the child will exceed the maximum age range for children served by the LEA Charter as specified in its charter, the LEA Charter shall provide written notification to the child's parent(s) or guardian(s) of their responsibility to enroll the child at another public charter school or into DCPS."

Your options are to enroll your child in the District of Columbia Public Schools (DCPS) or one of the many District of Columbia public charter schools:

- *District of Columbia Public Schools:* All District of Columbia students have a right to enroll in their neighborhood District of Columbia Public School. DCPS also has specialty schools and programs with additional enrollment requirements. To locate your child's neighborhood school or to find out more information about enrolling in DCPS please visit www.dc.gov/DCPS or contact DCPS at (202) 478-5738.
- *District of Columbia Public Charter Schools:* All District of Columbia students have a right to enroll in any public charter school with open slots in the grade for which they seek admission. To identify a charter school that serves your child's grade level, please visit the District of Columbia Public Charter School Board's website at <http://www.dcpbpubliccharter.com/> or contact them by phone at (202) 328-2660.

Additional information including test scores and graduation rates for each public school and public charter school in DC can be found on LearnDC at www.learnDC.org.

Should you have any questions and/or concerns, please contact LEA STAFF NAME, at PHONE NUMBER or at EMAIL.

Sincerely,



OSSE Start of School Initiative

Goal: Transform the way our education partners experience the start of school with OSSE so they have more time to focus on what matters most: serving students and families.

- **Reducing the requests** we make of schools and families during this important time.
- **Improving our communications** to schools with greater clarity, timeliness, and coordination across the agency.
- **Offering user-driven, helpful tools** to aid schools in solving problems.
- **Enhancing the responsiveness and quality of services** that support LEAs and students at the start of school.



Five Priorities Identified



**Early Access to Information
for Students with Disabilities**



**Easy Connection of Your
Student Information System
to OSSE's Data System**



**Effective Troubleshooting
and Support for OSSE Data
System Issues**



**Timely Access to
Transportation for Students
with Disabilities**



**Sharing Comprehensive
Information for an Efficient
Enrollment Audit**



Timely Access to Transportation for Students with Disabilities

Goal

All eligible students have access to transportation beginning on the first day of school.

What's New

- A solution for ensuring that LEAs have access to accurate student rosters.
- Additional outreach and support to LEAs on how to complete transportation request forms.
- An LEA reimbursement policy for special circumstances at the start of school.



Effective Troubleshooting and Support for OSSE Data System Issues

Goal

Provide timely and accurate responses to OST tickets; increase LEA capacity to troubleshoot problems independently.

What's New

- Simplified user interface for the [OSSE Support Tool \(OST\)](#) with automated notifications so you know the status of your ticket.
- A new OST phone line and office hours so you can get help in real time around the start of school.
- Greater OSSE staff capacity to respond to OST tickets around the start of school.
- New resources in multiple formats and trainings for local education agencies (LEAs) to support faster and easier troubleshooting.



Check Out the New OSSE Start of School Webpage for More Information

Start of School
2017-18

Download the 10 Things We Need to Help Your LEA Get Start-of-School Ready Now!

At OSSE, we recognize that the start of school is a critical time for the local education agencies and families we serve. That's why this year, as part of our ongoing focus on responsive and consistent service, we're transforming the way that our education partners experience the start of school. We began by asking our education partners for feedback on how we could support them better during this critical time, and based on that, we're making improvements along four core priorities this year. Click the icons to explore them!

Early Access to Information for Students with Disabilities

Easy Connection of Your Student Information System to OSSE's Data System

Effective Troubleshooting and Support for OSSE Data System Issues

Timely Access to Transportation for Students with Disabilities

Sharing Comprehensive Information for an Efficient Enrollment Audit

DATES & DEADLINES

RESOURCES & TOOLS



Password Reset for SEDS Accounts



Password Reset for SEDS Accounts

- All SEDS users, including nonpublic staff, have the ability to reset their own password without assistance from OSSE.
- Users can enable this feature by updating two items on their **'My Info'** page in SEDS:
 - 1) Include current email address
 - 2) Set up a security question





Password Reset for SEDS Accounts

After typing in the current email address, click **“Update the Database”** to save the information on this page.

E-Mail Address:	<input type="text" value="SallySpeech@nonpublic.org"/>
Calendar Synchronization:	<input type="checkbox"/> Email Calendar Events to Outlook
Calendar Alerts:	<input type="text"/> Minutes Before Calendar Events
Disable Caseload Change Notifications:	<input type="checkbox"/>
<input type="button" value="Set My Forgotten Password Question"/>	
<input type="button" value="Update the Database"/>	

Then click **“Set My Forgotten Password Question”** to set up a security question.



Password Reset for SEDS Accounts

- Users can customize their own security questions.
- Click **“Update Questions and Return”** to save the question.

Forgotten Password Questions

EasyIEP™ enables you to request a temporary login if you should forget your password. To maintain data privacy, the system will require correct answers to your security questions in order to verify your identity for authentication. Use this page to create one or more questions and answers for the system to use in case you forget your password.

To complete this step, please enter a question and corresponding answer in the table below. Make sure to choose a question and answer that are easy for you to remember.

Examples of questions are:

- What street did you grow up on?
- What is your mother's maiden name?
- What was the name of your first pet?
- What was your high school mascot?

The question and answer you enter will ensure that only you will have access to reset your password. The question(s) can only be seen by you and will be used only when validating your temporary login request.

Del	Question	Answer
	<input type="text" value="What is the name of your oldest"/>	<input type="text" value="Jasmine"/>

Update Questions and Return

Update Questions and Add More



Password Reset for SEDS Accounts

When attempting to log into SEDS, utilize the “**Forgot Your Password?**” feature to avoid getting locked out.

EasyIEP™ Ver. 12.5
for
OSSE Aggregate

Name:

Password:

[Forgot Your Password?](#)

Enter your account name and password then press the Login button to access your account.

Attempting to log in five times with the incorrect password will lock the users account, and will require OSSE to unlock.

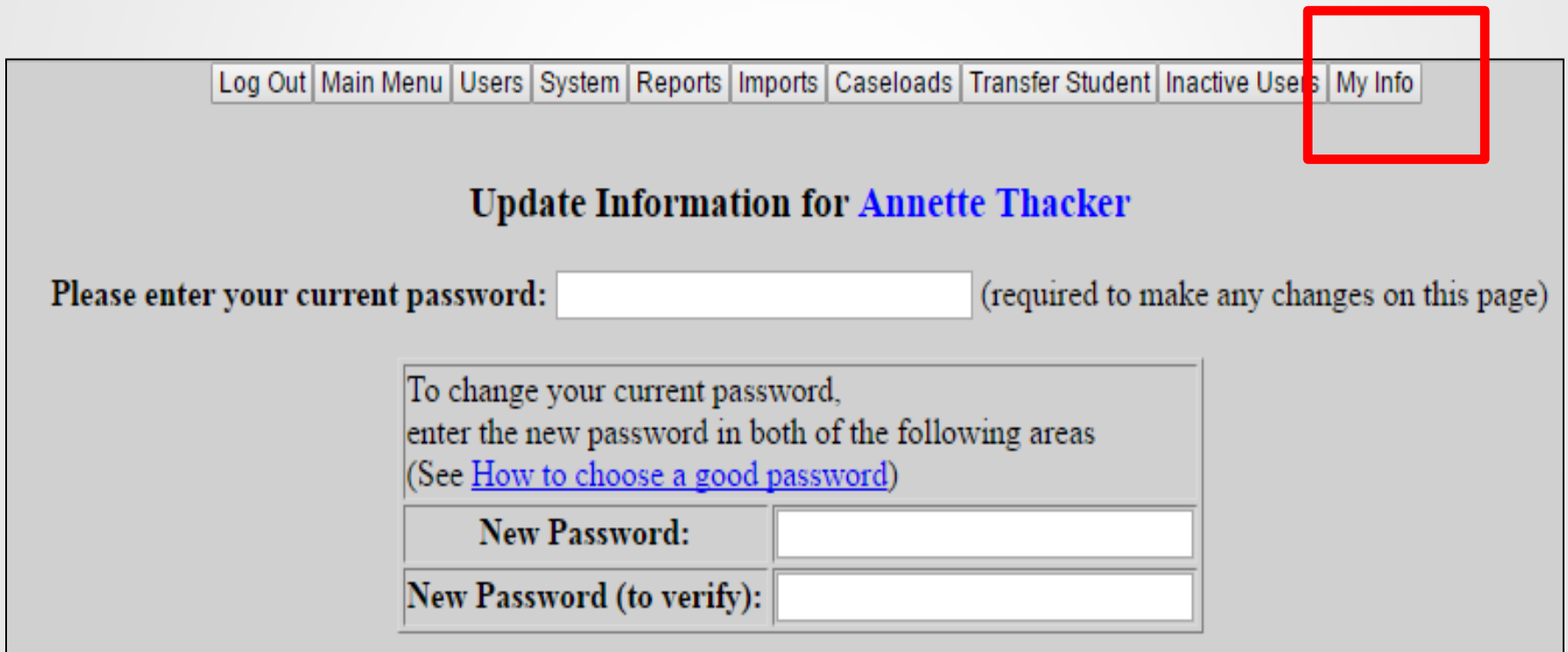
Error:

Unauthorized Access - Requested Account has been locked after 5 bad logon attempts



Password Reset for SEDS Accounts

Users can proactively change their password, when logged into SEDS with current password.



The screenshot shows a web application interface with a navigation bar at the top containing the following menu items: Log Out, Main Menu, Users, System, Reports, Imports, Caseloads, Transfer Student, Inactive Users, and My Info. The 'My Info' item is highlighted with a red rectangular box. Below the navigation bar, the page title is 'Update Information for Annette Thacker'. The main content area contains a form for updating the user's information. It starts with the text 'Please enter your current password:' followed by a text input field and the note '(required to make any changes on this page)'. Below this is a section with instructions: 'To change your current password, enter the new password in both of the following areas (See [How to choose a good password](#))'. This section contains two text input fields: 'New Password:' and 'New Password (to verify):'.



Logging Related Service Provision in SEDS



Steps for Logging and Verifying Services

When a related service provider (RSP) provides a service to a student, or attempts to provide a service, it must be documented in SEDS in the following order:

STEP 1: Create service log using logging wizard (within 5 business days of each session).

STEP 2: Generate service tracker (LEA determines how often this is done—weekly is recommended).

STEP 3: Complete progress report (at end of progress reporting period).

The screenshot shows the 'Available Wizards' page in the SEDS system. The page has a green header with navigation links: 'Wizards | School System | My Calendar | My'. A 'New Mail!' notification is visible in the top right. The main content area is light blue and lists several wizards. A red rectangular box highlights the first three items in the list, which correspond to the steps described in the text: '3 Progress Report Wizard', '2 Service Tracker Wizard', and '1 Behavioral Support Services Logging Wizard'. Below these are 'Behavioral Support Services Group Logging Wizard', 'Speech-Language Pathology Logging Wizard', 'Speech-Language Pathology Group Logging Wizard', 'Caseload Setup Wizard', and 'Caseload Administration Wizard'.

Wizards | School System | My Calendar | My

Available Wizards [New Mail!](#)

- 3 [Progress Report Wizard](#)
- 2 [Service Tracker Wizard](#)
- 1 [Behavioral Support Services Logging Wizard](#)
- [Behavioral Support Services Group Logging Wizard](#)
- [Speech-Language Pathology Logging Wizard](#)
- [Speech-Language Pathology Group Logging Wizard](#)
- [Caseload Setup Wizard](#)
- [Caseload Administration Wizard](#)



Creating a Delivered Service Log

LEA SE POCs must ensure all related service providers know how to accurately log a service in SEDS. Incorrect logs may affect service trackers, monitoring and compliance, Medicaid billing, the Related Services Management Report, etc.

The screenshot shows a service log form with the following fields and annotations:




- Date of Service:** 04/12/2017 (with a calendar icon and asterisk)
- Service Type:** A dropdown menu with "Direct Service" selected. A red arrow points to this selection with the text: "When 'Direct Service' is selected, delivery status must be 'Delivered.'"
- Service Delivery:** A dropdown menu with "Delivered" selected. A red arrow points to this selection with the same text.
- Duration of Service:** Hours: [empty], Minutes: 30 (with an asterisk)
- Group Size:** 1 (with an asterisk). A red annotation below it says: "Never put zero for group size when a service is delivered."
- Progress Report:** Maintaining (with an asterisk)
- Comments:** A text area with the instruction: "Type notes here about the session, for easy reference later. These notes will appear on the Service Tracker and in the Related Services Management Report (RSMR) in Qlik."
- Other fields:** "This is a make-up Service." (checkbox), "Service Type:" (dropdown), "Group Size:" (dropdown), and "Comments:" (text area).



Creating a Missed Service Log

When a service is **scheduled, but is missed**, the RSP must still create a service log to reflect the missed session. An incorrect service delivery status, types, or duration will affect the service tracker, RSMR, Medicaid billing, monitoring, etc.

Never put zero minutes. Always log the minutes that were scheduled to happen.

Date of Service:	04/13/2017  *	Service Type:	<div style="border: 1px solid black; padding: 2px;"><ul style="list-style-type: none">Direct ServiceConsultationStudent AbsentStudent UnavailableSchool ClosureProvider Unavailable</div> *
<input type="checkbox"/> This is a make-up Service.	“Attempted” is provider was available and student was absent or unavailable.		
Service Delivery:	<div style="border: 1px solid black; padding: 2px;"><ul style="list-style-type: none">AttemptedDeliveredNot Attempted</div>		
Duration of Service:	Hours: <input type="text"/> Minutes: <input type="text" value="30"/> *	Group Size:	<input type="text" value="0"/> *
Progress Report:	Not applicable ▼ *	Never put zero minutes for a missed service log.	
Comments:	<p>Type notes here about why the session was missed for documentation purposes. These comments will show up on the service tracker and the Related Services Management Report (RSMR).</p> <div style="text-align: right;">  *</div>		



Confirming a Service Log Entry

Do you, **New Trainer1270**, confirm that the following information is correct?



NOTE: Once a service log is saved, the provider has one more chance to verify that its contents are correct, prior to final submission. If an incorrect log is submitted, the provider must ask the LEA SE POC to delete the incorrect log as soon as possible, and then create the correct log to replace it.

Service:	Speech-Language Pathology
Service Provided by:	New Trainer1270
Student's Name:	Adele Adult1221
Date of Service:	04/12/2016
Service Type:	Student Absent
Date Service was Originally Due:	
Service Delivery:	Attempted
Duration of Service:	30 mins
Group Size:	1
Progress Report :	Not applicable
Comments:	Type notes here about why the session was missed for documentation purposes. These comments will show up on the service tracker and the Related Services Management Report (RSMR).
Areas Covered/Assessed:	Speech/ Language Service/ Treatment

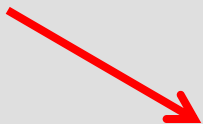
Yes, Log this Service

Yes, Log this Service, then Allow me to Log Another Instance for this Student/Service

No, Allow me to Correct this Information

(Please use this button to make corrections)

No, I Wish to Abort this Entry





Related Services Management Report

- The Related Services Management (RSMR) report compares the amount of time a related service is **prescribed** on a student's IEP to the amount of time the service is actually **provided**.
 - The report is based on data entered by the service provider via the **Service Logging Wizard** in SEDS.
- A new and improved RSMR tool is now **available to all LEA Special Education POCs** via the Qlik Sense data analysis tool. LEA SE POCs have received training on this new tool.
- **PLEASE NOTE: The RSMR report in SEDS is no longer available to all SEDS users as of May 1, 2017.**
 - NP SEDS POCs are encouraged to work directly with LEA SE POCs to access relevant related services data and reports from the new RSMR tool in Qlik. Reports by school campus (or by individual student) are easily downloadable into PDF or Excel format.



Announcements & Reminders



Nonpublic Access to SEDS Accounts

- NP SEDS POCs are responsible for obtaining a SEDS aggregate account for themselves and all relevant nonpublic staff (even if a staff member only needs access to one LEA's SEDS site)
 - A new student from a different LEA could potentially be placed at the nonpublic and added to the staff's caseload.
 - LEAs are NOT responsible for managing nonpublic SEDS account. They only manage nonpublic access to specific students.
- NP SEDS POCs should **never ask the LEA** to create a SEDS account for a nonpublic staff member.
 - The NP SEDS POC should always use the OSSE Support Tool for this request. Make a separate request for each staff member.
 - The NP SEDS POC should reach out to the LEA for access to specific students **AFTER** the NP staff member has an account set up by OSSE.



Nonpublic Access to Students in SEDS

- OSSE cannot grant access to specific students within an LEA's SEDS site for nonpublics.
- Upon request by the NP SEDS POC, the LEA SE POC is responsible for providing student access to nonpublic staff members (who already have aggregate accounts set up by OSSE, including access to ALL of the LEAs that have students placed in your nonpublic program).



OSSE Support Tool: Student Level Issues

REMINDER: For issues that affect **specific students**, do NOT use the OSSE Support Tool.

NP SEDS POCs should contact the LEA Special Education POC directly to request assistance.

If issue remains unresolved, it is the **LEA SE POC's responsibility** to submit a ticket to OSSE Support Tool.



OSSE Support Tool: Ticket Submissions

OSSE Support Request

Directions:

Use this form to request support for SEDS.

Issue Type *

Nonpublic

Access to SEDS
Administrative Actions
Administrative Actions - Close Out
Assessments - Affidavits
Assessments - Incident Report
Assessments - Med Exemptions
Assessments - MSAA, DC Science Alt
Assessments - Other
Assessments-DC Science
Assessments-PARCC
Assessments-Test Security Plan
Child Count
Enrollment
Enrollment/Enrollment Audit
Extended School Year
Fax/Upload Document Issues
Nonpublic
OSSE Support Tool Access
Other
Policy
Reports-SEDS, SLED, and Distributed
Student Record Transfers
System Issues
System Maintenance
TOTE
Training
Unified Data Errors
<Add New Choice...>

- NP SEDS POC should always select '**Nonpublic**' as the **Issue Type**.
- Use the **Sub-Category** menu to select the type of request you need assistance with.

Issue Type *

Nonpublic

Status Sub-Category: *

Make a Selection...

Make a Selection...

Reset aggregate password
Request an aggregate account
Technical issues with online basic user training
New LEA added to aggregate account
System Outage
System issue with multiple LEAs
Request access to OSSE support tool for other personnel
Issue with a student at a specific LEA
Remove or delete aggregate account



OSSE Data System Trainings

OSSE uses the Data System Training Team's site to archive recordings and materials from past trainings for NP SEDS POCs.

<http://osse.dc.gov/service/technical-assistance-support-and-training-education>

The [SEDS Resource Site](#) will also continue to archive training and technical assistance resources for NP SEDS POCs.

Technical Assistance, Support, and Training Education

The Technical Assistance, Support, and Training Education team within DAR equips educational stakeholders in the District of Columbia with tools and resources for system and data use to increase educational outcomes and effectiveness for students and educators. Our work ensures that LEAs are able to meaningfully use data to evaluate performance and improve outcomes for students.

Monthly LEA Data Discussion Meeting Resources

2016-17 School Year Trainings

- [eSchoolPLUS LEA Calendars and LEA Points of Contact](#)
- [LEA Data Mapping Application](#)
- [LEA Special Education Point of Contact \(LEA SE POC\) Monthly Training Series](#)
 - [January 2017](#)
 - [December 2016](#)
 - [November 2016](#)
 - [October 2016](#)
 - [September 2016](#)
 - [August 2016](#)
- [Next Generation Assessments SI ED Navigation Guidance](#)
- [Nonpublic SEDS Point of Contact Webinar](#)
 - [November 2016](#)
 - [September 2016](#)

SEDS
Special Education Data System

SEDS Help Resource Homepage | SEDS Roles | SEDS Trainings | Help Reso

SEDS Roles >

- LEA Special Education Point of Contact
- Nonpublic Point of Contact



Survey Evaluation (Live Poll Questions)

1. I had a positive experience in this training.
2. Overall this was an effective training.
3. Please rate the overall course content and training materials.
4. Please rate the presentation of materials by the trainer.
5. What were the strengths of this session? How could this session be improved? (e.g., time, location, materials, resources provided, training format, etc.) **(Type your answer in the chat box)**
6. What additional training or professional development do you need to strengthen your practice? **(Type your answer in the chat box)**



Q&A



Thank you!

TOTE questions: DOT.data@dc.gov or (202) 576-5520

Policy questions: OSSE.DSEpolicy@dc.gov

All other questions: OSSE Support Tool or
OSSE.DARtraining@dc.gov

Next Bimonthly Webinar:

August 2017 (Date TBD)