



**The LEA Special Education
Point of Contact Monthly Webinar
will begin momentarily.**



LEA Special Education Point of Contact Monthly Webinar

Nov. 16, 2016

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



Agenda |

- 2016-17 School Year IDEA Monitoring
- Reports as Resources for Monitoring and Compliance
- Secondary Transition Compliance
- Statewide Assessments
- Announcements & Reminders



Poll Question

What is your current role relating to the LEA Special Education Point of Contact (LEA SE POC)?

- A. I have been the main POC for over 1 full year
- B. I have been main POC for less than a full year
- C. Not main POC, but serve as the POC for my campus
- D. Not main POC, but assist POC with many responsibilities
- E. Other

2016-17 School Year IDEA Monitoring



Overview of Risk-based Monitoring

Risk-based Monitoring Goals

Determining LEA Risk Level

The 2016-17 Monitoring Process



Overview of Risk-based Monitoring

In order to streamline state-level monitoring efforts and reduce burden on LEAs, last year the OSSE Division of Elementary, Secondary, and Specialized Education (ESSE) moved to a coordinated, risk-based monitoring approach.

ESSE conducts on-site and desktop compliance monitoring for a select group of LEAs based on a calculation of risk.

Grant programs included in risk-based monitoring:

- ESEA Title I, Title II, Title III, and Title V Part B
- Scholarships for Opportunity and Results (SOAR)
- McKinney-Vento Homeless Assistance
- School Improvement Grant (SIG)
- **Individuals with Disabilities Education Act (IDEA) Part B**



Risk-based Monitoring Goals

- **Focus on What Matters:** Ensure smart use of resources and time to help LEAs make progress and provide high quality instruction to all students;
- **Reduce Burden on LEAs:** Combine and streamline performance review protocols and prevent duplication of data requests;
- **Improve Communication with LEAs:** Strengthen the partnership between ESSE and LEAs through inviting input into, and requesting continuous feedback of, the ESSE performance review system;
- **Differentiate and Customize our Support for LEAs:** Use a risk-based review system that helps shift from a one size fits all approach to one that affords maximum flexibility for high performing LEAs and provides tailored support based on indicated need; and
- **Ensure Basic Requirements are Met:** Ensure regular review of fiscal performance to safeguard public funds from waste, fraud, and abuse.



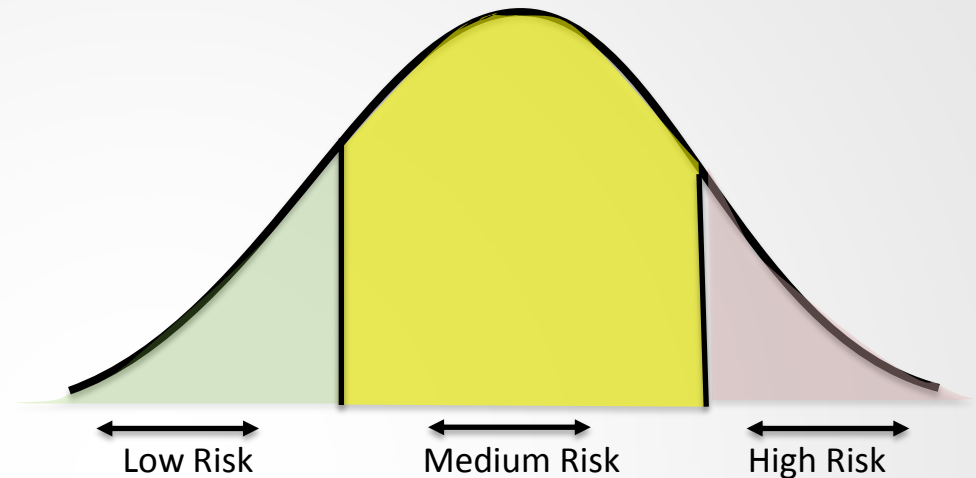
Process for Determining LEA Risk Level

2016-17 Risk Matrix Indicators and Weights

- A-133 audit (or charter school financial review) (up to 15 percent)
- High grant award totals (up to 16 percent)
- Failure to draw down funds (up to 16 percent)
- Results of any IDEA complaints filed against the LEA (up to 5 percent)
- ESEA Priority and Focus school status (up to 8 percent)
- IDEA Part B Determinations (up to 5 percent)
- Unresolved noncompliance (up to 5 percent)
- Length of time since last monitoring visit (up to 15 percent)
- Other concerns (e.g., late reporting, withdrawn funding)
(up to 15 percent)

Process for Determining LEA Risk Level

1. Total the points assigned across all nine risk categories to determine the risk score.
2. Identify the 25th percentile score and the 75th percentile score to determine risk-level cut levels.
3. Assign a risk level based on the established logic.

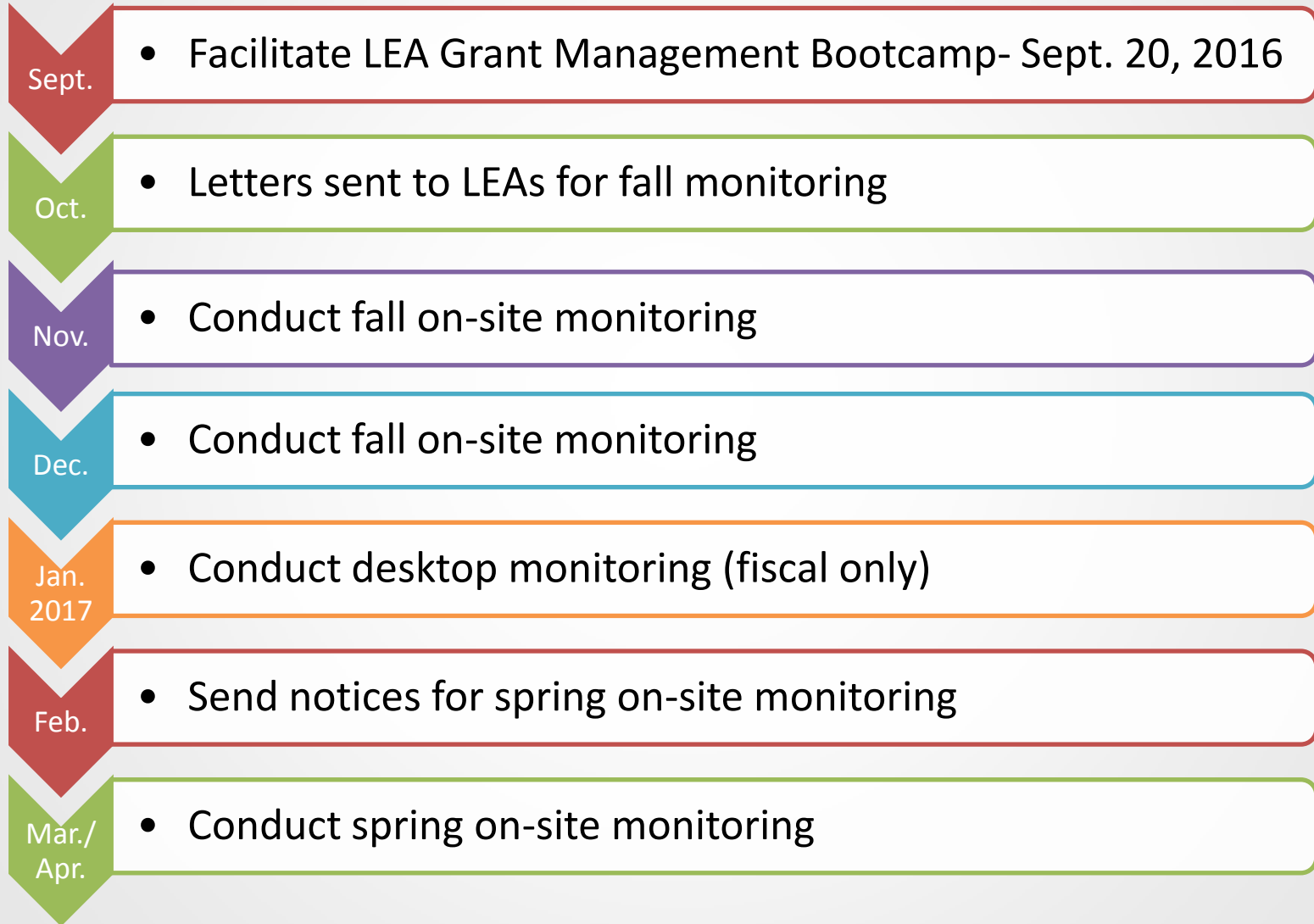


*Bell curve represents sample distribution of LEAs across risk levels

Risk Level	Low Risk
	The LEA's risk score is below the 25th percentile
	Medium Risk
	The LEA's risk score is between the 25th and 75th percentile
	High Risk
	The LEA's risk score is above the 75th percentile



The 2016-17 Monitoring Process





The 2016-17 Monitoring Process

LEAs will receive either **no monitoring**, **desktop monitoring**, or an **on-site visit** based on their designation of low, medium or high risk respectively.

The OSSE monitoring team will provide at least 30 days notice prior to a monitoring visit of a high risk LEA.

All relevant OSSE grant programs will conduct the on-site visit as a single team.

For LEAs that have **students attending nonpublic schools**, OSSE will continue to conduct IDEA Part B desktop reviews of students' educational files:

- **Charter LEAs:** January 2017 or April 2017
- **DCPS:** October 2016, January 2017, or April 2017
- Notification provided four weeks in advance



The 2016-17 Monitoring Process

The 2016-17 risk-based monitoring process is in accordance with OSSE's Monitoring Policy: <http://osse.dc.gov/publication/sub-recipient-grant-monitoring-policy>.

For questions about risk-based monitoring, please contact Sharon Gaskins, Deputy Assistant Superintendent, at Sharon.Gaskins@dc.gov.

For questions about nonpublic school monitoring, please contact Dr. Edgar Stewart, Supervisory Monitoring Specialist, at Edgar.Stewart@dc.gov.

Reports as Resources for Monitoring and Compliance

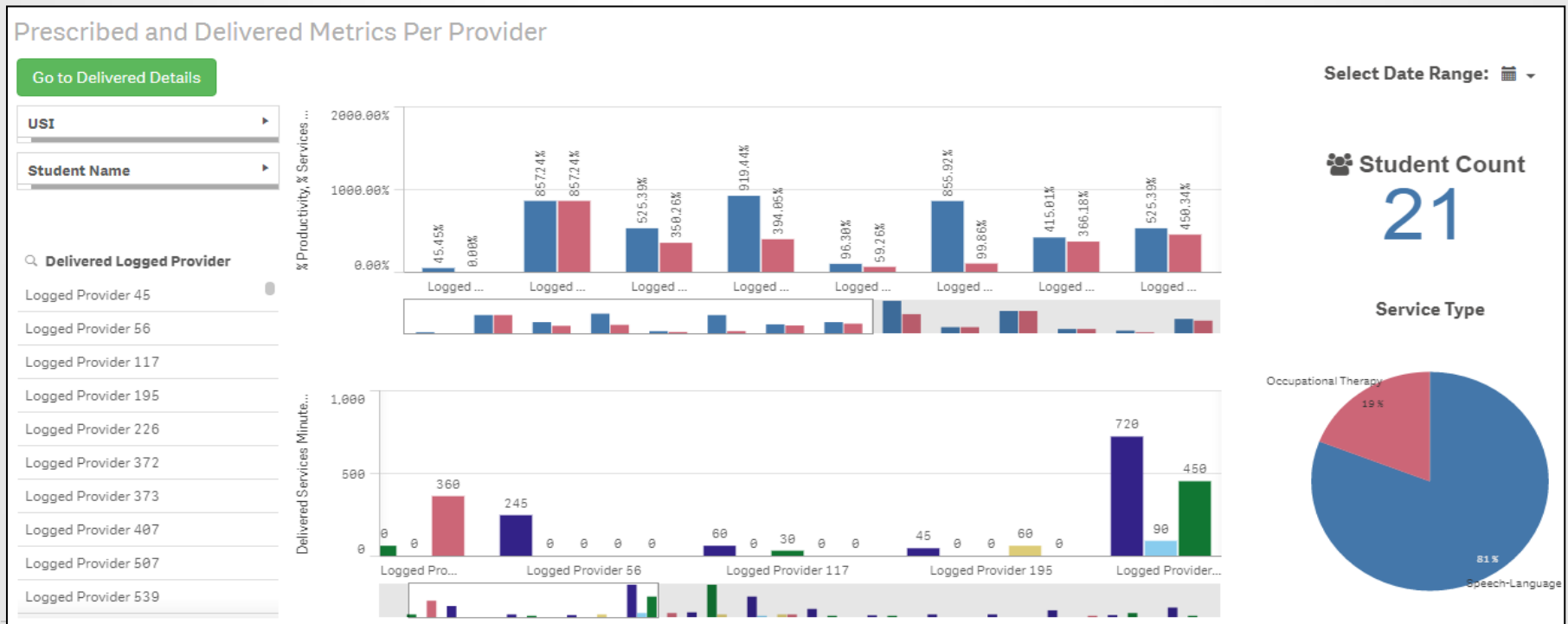


New Related Services Management Report
SEDS Reports Available in SLED



New Related Services Management Report

- New and improved Related Services Management Report (RSMR) Tool **available to LEA SE POCs in Qlik Sense** includes many easy-to-use visual features that allow the LEA SE POC to monitor service provision for all students, providers, and campuses.
- Access a webinar training video on this new tool by clicking [here](#).





Access to Qlik and the New RSMR

In order to access Qlik and the new RSMR app, the LEA SE POC **must** complete two steps:

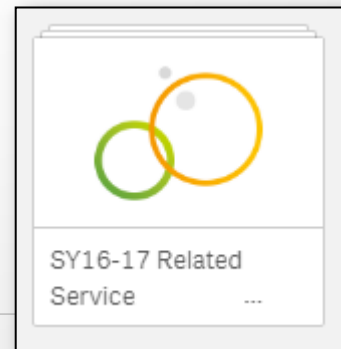
1. Obtain SLED credentials

- To receive SLED credentials and training, send an email to SLED.info@dc.gov.

2. Receive a Qlik token from OSSE

- LEA SE POCs listed on the official **LEA Contact List** in **eSchoolPlus** have been granted a token, and should have received an email from OSSE.DARtraining@dc.gov. (LEA Data Managers are responsible for updating the contact list.)

Not sure if you have access? Go to <https://analysis.osse.dc.gov/>, attempt to login, and look for this app:





Poll Question

How often do you use the new RSMR Tool in Qlik Sense?

- A. I do not have access to the new RSMR in Qlik
- B. RSMR is available to me in Qlik, but I have not used it
- C. I have explored this tool a little bit
- D. I have used this tool a few times to monitor services
- E. I use this tool on a regular basis



SEDS Reports Available in SLED

The comprehensive set of reports available to LEAs in SLED is called **“Enterprise Reports”**

- Includes over 30 reports across three categories
- Each report is linked to a guide on how to utilize the report

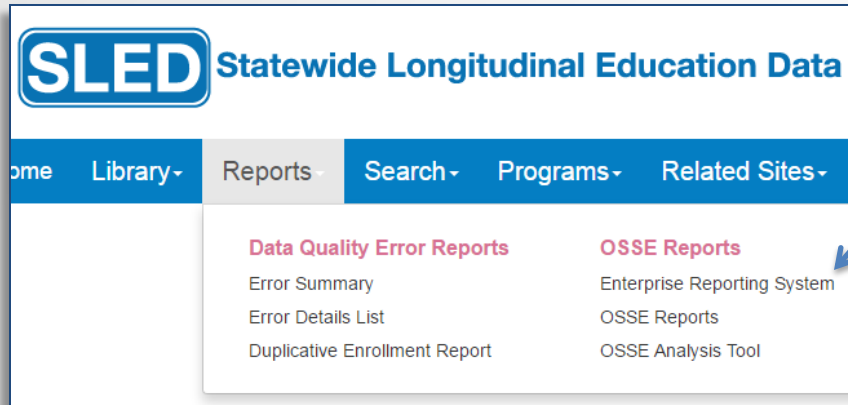
These reports allow LEAs to:

- Access data without having to submit a request for a report to OSSE
- Track their own improvement over time through customized data
- View a variety of reports, beyond just special education data
 - Reports on statewide assessments, college readiness, etc.





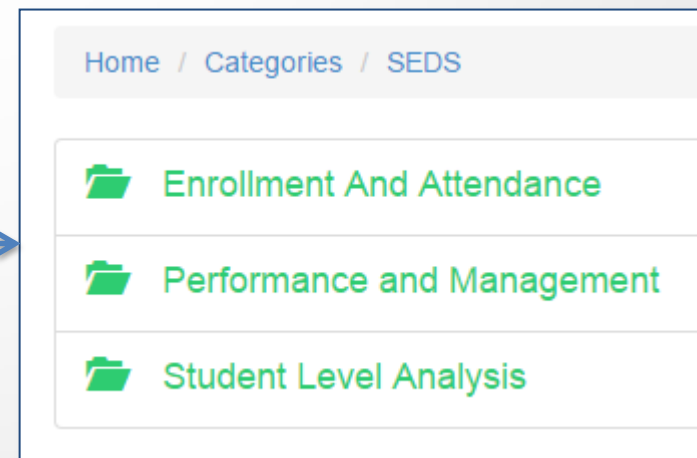
Reports Available in SLED



Upon logging into SLED, select **Enterprise Reporting System** from the Reports menu.



The **SEDS** category provides helpful reports which compile special education data pulled from SEDS.





Reports Available in SLED

The LEA Performance & Planning Report is a valuable tool that LEA SE POCs should view on a weekly basis.

- Real-time reports show current status of all evaluation and IEP timeliness.
- LEA SE POCs are encouraged to create PDF copies of this report on a weekly basis to track timeliness compliance over time.
- Click the info icon to access a guide on this report.

LEA Performance and Planning Report



Held Late	0	0
Not Held	0	0
Total	0	

SEDS LEA Performance & Planning Report

This data includes all students with a referral source of Part C Infant-Toddler program entered in SEDS event. Students with a referral source of Part C Infant-Toddler program will be included in this data once a subsequent event is entered.

See the student-level performance results on the Performance Results sheet

Eligibility

INITIAL ELIGIBILITY

Referral + 120 days

Timeliness	# Students	Percentage
On Time	24	89
Held Late	2	7
Not Held	1	4
Total	27	

RE-EVALUATION

Current begins before previous ends

Timeliness	# Students	Percentage
On Time	15	79
Held Late	4	21
Not Held	0	0
Total	19	

IEP

INITIAL IEP

Eligibility + 30 days

Timeliness	# Students	Percentage
On Time	6	86
Held Late	1	14
Not Held	0	0
Total	7	

ANNUAL IEP

Current begins before previous ends

Initial IEP	# Students	Percentage
On Time	36	95
Held Late	2	5
Not Held	0	0
Total	38	



Poll Question

How often do you use SEDS reports found in SLED, such as the LEA Performance & Planning Report?

- A. I do not have access to SLED
- B. I have access, but have not viewed these reports
- C. I have looked at the reports a few times
- D. I have used some of these reports several times
- E. I use these reports on a regular basis

Secondary Transition Compliance



Current & New Transition Requirements

Student Invitation and Involvement

Transition Assessments, Goals, and Services

Transition Services and Goals

Inviting Participating Agencies

Summary of Performance

Trainings and Resources



Current Transition Requirements

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include –

- 1) Appropriate measurable postsecondary goals based upon **age appropriate transition assessments** related to training, education, employment, and where appropriate, independent living skills; and
- 2) The **transition services** (including course of study) needed to assist the child in reaching those goals.

—34 C.F.R. § 300.320(b)



New Transition Requirements

Starting in the 2017-18 school year, a new law will go into effect District-wide requiring transition services to begin at age 14.

- The age by which transition planning must be initiated will remain at 16 for the 2016-17 school year.
- During the 2016-17 school year, OSSE will engage with stakeholders in an analysis of the additional resources needed to support schools, students, and families in order to effectively implement these new requirements of the law beginning in the 2017-18 school year.



Student Invitation and Involvement

- If the purpose of the IEP meeting is to consider postsecondary goals and services, the student must be invited to participate in the meeting.
- If the student does not attend, the LEA must take other steps to ensure that the student's interests and preferences are considered.



-34 CFR §300.321(b)




Student Invitation and Involvement

- Generate a **finalized letter of invitation** to the student (draft does not count).
- Provide this letter to the student in advance of the meeting date.
 - A finalized letter generated on the **same day as the meeting (or later)** does not meet compliance.


Create Letter of Invitation for Student ?

Address Letter of Invitation to Student Chad Changes11

 The student must be invited to any IEP meeting where transition goals are being discussed. A Student Input form will be created along with the Letter of Invitation. When faxed in, the Student Input form will appear in the Student Input section of the Transition page.

Create Draft Student Letter of Invitation

Create Final Student Letter of Invitation

Date Generated	Document Type	Type	EasyFax	Date Received	Date Sent	Method	Upload
11/08/2016	Student Letter of Invitation - IEP Meeting	(Draft)			11/08/2016 	In Person ▼	<div>Upload Files</div>



Transition Assessments

The “ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments.”

—Division on Career Development and Transition (DCDT) of
the Council for Exceptional Children (CEC)



Transition Assessments

The IEP must include results from a transition assessment for each area of transition.

A screenshot of a web form titled 'Transition Assessments'. The form has a green header bar with the title. Below the header, there is a dropdown menu with a blue highlight on the first option. The dropdown menu lists three options: 'Education Assessment', 'Independent Living Assessment', and 'Employment Assessment'. To the right of the dropdown menu is a green button with the text 'Add Transition Assessments'. The form has a light blue border and a light green background.




Types of transition assessments can include:

- Behavioral assessment information
- Aptitude tests
- Interest and work values inventories
- Personality or preference tests
- Career maturity or readiness tests
- Self-determination assessments
- Work-related temperament scales
- Vocational assessment
- Transition planning inventories



Transition Assessments

It is possible for one transition assessment to provide information about more than one transition area.

Education Assessment Results	
Provider Assigned*	<div><div></div><div></div></div>
Date Completed*	08/25/2016
Assessment Tool	Interest and work values inventory
Areas addressed by this assessment*	
<input checked="" type="checkbox"/>	Post-secondary education and training
<input checked="" type="checkbox"/>	Employment
<input type="checkbox"/>	Independent living
Interpretation of Results*	
Summary for Post-secondary education and training	<div>Type a summary here of what this assessment told you about the student with regards to his/her postsecondary education and training. The information in this text box should assist the team in writing a meaningful transition goal and prescribing accompanying transition services.</div>  
Summary for Employment	<div>Type a summary here of what this assessment told you about the student with regards to his/her future employment. The information in this text box should assist the team in writing a meaningful transition goal and prescribing accompanying transition services to prepare the student for postsecondary employment.</div> 



Annual Transition Goals

Describe what a student will learn *within an academic year* to progress toward postsecondary long range goals

- What *skills* and *knowledge* must the student attain this academic year that are necessary for achieving the student's postsecondary goals?
- What *skills* and *knowledge* does the student already have that support his or her postsecondary goals?





Postsecondary Goals

- Describe what student wants to achieve after high school in three areas:
 - Education or training
 - Employment
 - Independent living (when appropriate)
- Must be measurable
- Occur *after* student graduates from secondary school
- Based on transition assessment data
- Reasonably based on what is known about student

34 CFR §300.320(b)(1)



Transition Services

- The IEP Team must consider in the development of the IEP, **a coordinated set of activities to assist the student in reaching his/her post-school goals.**
- Specifically, the activities must be based on the individual student's needs, taking into account the student's preferences and interests.
- Set of activities can include:
 - Instruction
 - Related services
 - Community experiences
 - Developing employment and post-school Objectives
 - Acquiring daily living skills (if appropriate)
 - Functional vocational evaluation (if appropriate)

Guiding Question: What will the staff do to help the student reach his/her goals?

[OSSE Secondary Transition Policy](#) (Jan. 5, 2010)



Transition Services

- At least one transition service must be established for each transition area:
 - Postsecondary education and training
 - Employment
 - Independent living (if applicable)

Transition Services		
Is RSA or any other outside agency expected to be responsible for providing any of the transition services listed below?		
Del	Service*	Setting*
	Assistance with college research and applications.	Homeroom class
	Meet with counselor to discuss postsecondary goals.	Counselor's office
<button>Add Transition Services</button>		

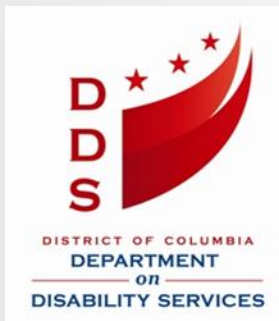
The begin/end dates should mirror the dates of other related services on the IEP (typically for the one-year duration of the IEP).

Projected Begin Date*	Projected End Date*	Amount of Time*
09/01/2016	08/31/2017	30 min ▼ per wk ▼
09/01/2016	08/31/2017	30 min ▼ per mon ▼



Inviting Participating Agencies

If a purpose of the IEP Team meeting is to consider postsecondary goals for the student and the transition services needed to assist the student in reaching those goals, the LEA shall, with the consent of the parents or a student who has reached the age of majority, invite the representative of the Rehabilitation Services Administration (RSA) and any other participating agency that is likely to be responsible for providing or paying for postsecondary transition services.



DCMR 3003.4(a)(2)



34 C.F.R §300.324(c)






Inviting Participating Agencies

Additional Participants ?


Rehabilitation Services Administration (RSA) or other adult service agency representative.

 If an agency is likely to be responsible for providing or paying for transition services, a representative of the agency will be invited if parent provides consent.

Del	Name	Reason For Attending
<div>Add Additional IEP Team Participant</div>		

Gain consent of the parent to invite RSA or other agencies before sending the invitation.

Create Additional Participant Consent Form ?

 A consent form must be generated when representatives from Part C, RSA or other agencies are invited.

Consent Result*

☒ The parent and LEA have agreed to invite the additional participant(s) to the meeting.

☐ The parent has declined to invite the additional participants to the meeting.

☐ After multiple attempts to contact the parent the LEA was unable to obtain consent.



Summary of Performance (SOP)

Comprehensive student summary that provides individualized information to postsecondary service providers, which includes:

- Academic achievement
- Cognitive and functional performance
- Recommendations to assist student in meeting postsecondary goals



Timeline

- Complete at least **60 days** before student's pending graduation or when student ages out of special education (end of semester of 22nd birthday).
- SOP does **not** need to be completed annually.

34 C.F.R. §300.305(e)(3)



Trainings and Resources

Introduction to Secondary Transition for Middle Schools

- Friday, Dec. 9, 2016, 8:30 a.m. -12 p.m. or 1-1:30 p.m. at OSSE
- Details and registration found here:
<http://osse.dc.gov/event/introduction-secondary-transition-middle-schools-3>

OSSE Contacts:

- Angela Spinella: Angela.Spinella@dc.gov
- Damion Frost: Damion.Frost@dc.gov

LEA On-Site Technical Assistance

Angela and Damion are planning visits to each middle and high school campus. If you are not aware of your scheduled visit, or would like to request additional training or assistance, please contact them.



Statewide Assessments

Alternate Assessment

NAEP Assessment



Alternate Assessment Eligibility Timeline

Task	Deadline
OSSE sends LEAs rosters of Confirmed Alternate Assessment Eligible Students (Alt-Confirmed) in: <ul style="list-style-type: none">The Multi-State Alternate Assessment (MSAA) in English Language Arts/Literacy and Mathematics in grades 3-8 and 11 and/orDC Science Alternate Assessment Portfolio in grades 5, 8, and High School Biology	Oct. 21, 2016
LEAs complete Alternate Assessment Eligibility Application(s) For New Alternate Assessment Applicants: <ol style="list-style-type: none">Select "Alternate Assessment" as the student's Statewide Assessment Participation category in SEDS and ensure appropriate accommodations are documented on the IEP.Complete the "DC Alternate Assessment Participation Decision Documentation Form" in SEDS.Ensure the IEP Team, including parent/guardian acknowledgement, signs the Participation Criteria Form.Upload the Participation Criteria Form in SEDS by Nov. 14, 2016. For Alt-Confirmed Applicants: <ol style="list-style-type: none">Review the Alt-Confirmed roster and indicate if applying for alternate assessment participation in School Year 2016-17.Ensure IEP is current in SEDS.Ensure appropriate accommodations are documented on the IEP.Ensure alternate assessment is selected on IEP and if not, amend the IEP.	Nov. 14, 2016
OSSE reviews eligibility applicant(s) and applicant documentation in SEDS	Nov. 15, 2016 – Dec. 1, 2016
OSSE sends preliminary eligibility determinations to LEAs	Dec. 2, 2016
LEAs may appeal eligibility determinations by submitting additional evidence to OSSE	Jan. 6, 2017
LEAs receive final eligibility determinations from OSSE	Jan. 23, 2017
LEAs ensure completion of DC Science Alternate Assessment Portfolio Learner Characteristics Inventory (LCI)	Jan. 31, 2017
MSAA Test Window	March 27 – May 12, 2017

See full schedule and access resource documents:
<http://osse.dc.gov/node/1242>



NAEP 2017 Assessment Window

- National Assessment of Educational Progress (NAEP)
- Assessment window: Jan. 30 – March 10, 2017
- Over 90 percent of the DC public schools with 4th and 8th grade students will be selected to participate
 - Students will be sampled from the enrollment population in each grade
- Student results will be reported at the national, state, and TUDA (DCPS) level in aggregate and by subgroups
- Student participation rates for all subgroups including Students with Disabilities (SD) and English Language Learners (ELL) will be reported
 - National Assessment Governing Board Policy (85% participation for SD and ELL students)



Importance of Inclusion on NAEP

- Responses of students with disabilities and English learners on NAEP help to inform best ways to meet the educational needs of all students.
- NAEP's inclusive policies and practices extend to:
 - Selection of students,
 - Participation in the assessment administration, and
 - Valid and effective accommodations.
- Accommodations and Universal Design features are employed to ensure an inclusive assessment.



What's New for NAEP 2017

- Mathematics and reading spiraled together
- Pull-out model: students will be sent to testing rooms
- Digitally based assessments (DBA) and paper-based assessments in the same school in all jurisdictions
 - DBA testing will occur across two sessions for schools with student sample sizes > 25 students
 - 80 percent of DBAs are on Surface Pro Tablets provided by NAEP
 - Effects of modality will continue to be studied at the jurisdiction level



NAEP 2017 Engagement for LEA SE POCs

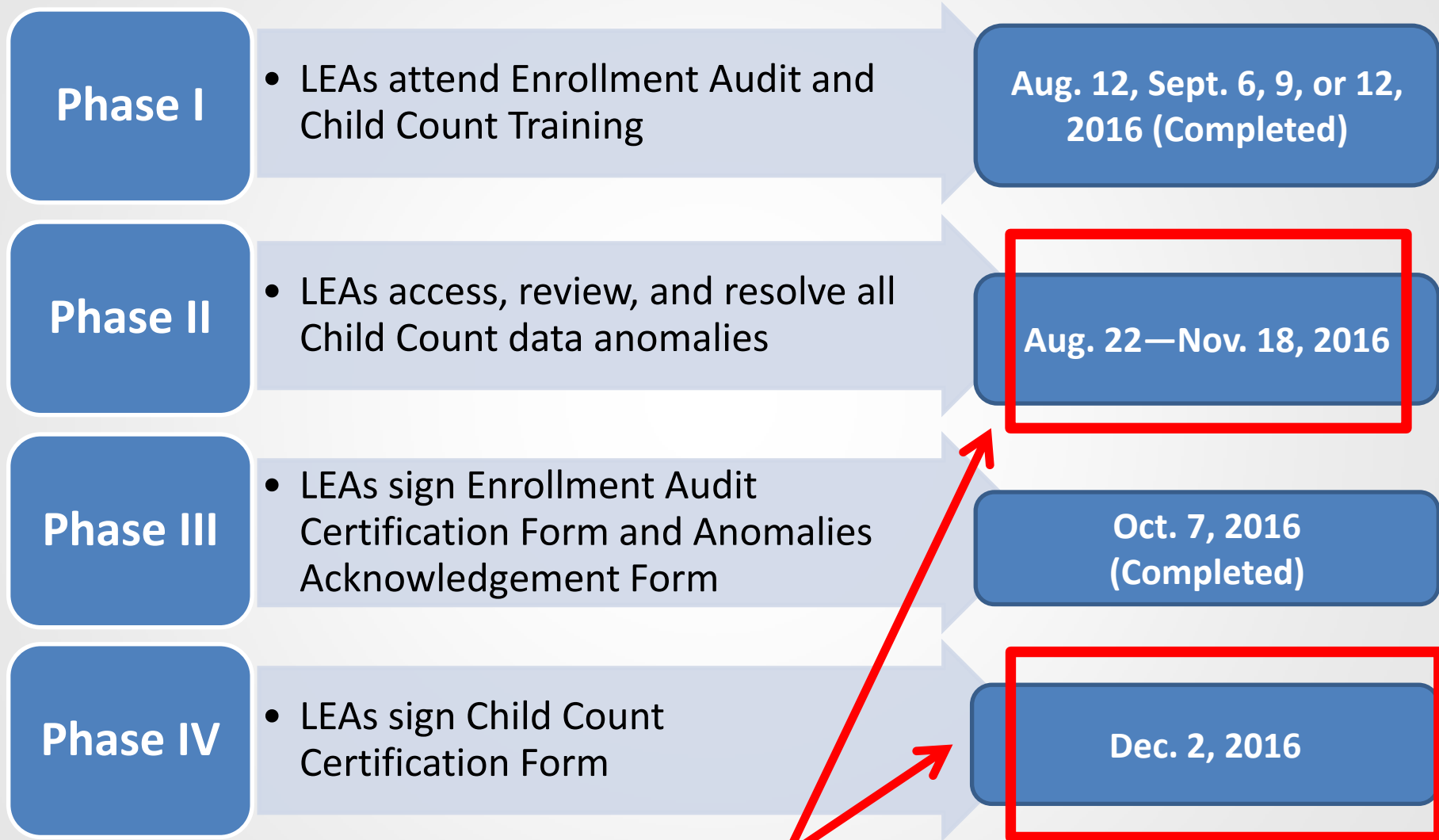
- Learn more about NAEP in the District of Columbia:
<http://osse.dc.gov/service/national-assessment-educational-progress-naep>
- Review the State NAEP Inclusion Policy:
<http://osse.dc.gov/page/naep-inclusion-policy>
- Work together with NAEP School Coordinators to make inclusion and accommodations decisions (Dec. 2016- Jan.2017)
- Provide input on accommodated sessions (Jan. 2017)
- If requested, support administration on the day of assessment (Jan. – March 2017)



Announcements & Reminders



Child Count Timeline



Deadlines approaching soon!



Child Count Data Certification

- **Due Dates:** The Child Count Data Certification Form must be signed and submitted by Dec. 2, 2016 at 5 p.m.
- **Signature:** The form must be e-signed by the **Head of LEA**
- **Method of Submission:** The Certification Form will be e-signed in SLED in the Enrollment Audit section.



Child Count Data Certification

Submission

- DCPS will certify the data for students with IEPs attending dependent charter schools, as these LEAs elected DCPS as their LEA for special education.
- Failure to submit timely documentation could result in:
 - **Impact on local determinations**
 - **Impact on funding**
- Follow directions for submitting the Child Count Certification as outlined in the [OSSE Enrollment Audit and Child Count Handbook](#).



OSSE Data System Trainings

OSSE provides a variety of trainings and resources to support LEA SE POCs and other LEA staff.

For a list of trainings, including recordings of past training webinars, visit:

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

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
 - October 2016
 - September 2016
 - August 2016
- Nonpublic SEDS Point of Contact Webinar
- Orientation for LEA Data Managers
- Qlik Related Services Management Report Webinar
- Teacher Shortage Areas and Teacher and Principal Evaluation Data Collections



Register Now! November 2016 LEA Institute



Addie Lowenstein, 7th Grade, DC International School

District of Columbia Office of the State Superintendent of Education presents

LEA INSTITUTE

IT TAKES A CITY: BRIDGING LEAS TO RESOURCES FOR ENHANCED STUDENT OUTCOMES

Tuesday, Nov. 29, 2016 | 8:30 a.m. – 4 p.m.

Gallaudet University Kellogg Center
800 Florida Ave, NE
Washington, DC 20002

Register now: <http://bit.ly/DCITAC>

For questions: OSSE.TTA@dc.gov

   #DCITAC





Professional Development Opportunities

Teaching and Learning Professional Development Calendar

<http://osse.dc.gov/service/specialized-education-trainings>

EDUCATION						
November 2016						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3 RSP SEDS Train-the-Trainer ELs in the Math Classroom Book Study	4	5
6	7 DC STEM Summit "STEM in the City"	8	9	10	11 <i>Holiday</i>	12
13	14 ACCESS Test Prep	15 ACCESS Test Prep SY 2016-17 School Based Medicaid Re- imbursement Training	16 LEA Sped POC Monthly Webinar	17 ELs in the Math Classroom Book Study	18	19
20	21	22	23	24 <i>Holiday</i>	25	26
27	28	29 LEA Institute: It Takes a City	30 Nonpublic SEDS POC Webinar			



Child Outcomes Summary (COS)

First OSSE Checkpoint: Friday, Jan. 6, 2017

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

Second OSSE Checkpoint: Friday, June 30, 2017

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

Resources

- Learn more about the COS data collection process, and DC CATS:
<http://osse.dc.gov/service/child-outcomes-summary-cos-data-collection>.
- COS training session coming in January 2017.
- For additional training, technical assistance, or system access to fulfill these responsibilities, email OSSE.COSfaq@dc.gov.



Nonpublic Access to SEDS

- 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 will reach out to the LEA for access to specific students once the staff has an account set up.



Nonpublic Access to Students

- OSSE cannot grant access to specific students within an LEA's SEDS site for nonpublics
- The LEA SE POC is responsible for providing student access to nonpublic staff members, who have aggregate accounts, when the request is made by the NP SEDS POC to the LEA SE POC.



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

Please submit any additional questions to
OSSE via the OSSE Support Tool or to
OSSE.DARtraining@dc.gov



| Thank you!

Next Monthly Webinar:

Wednesday, Dec. 14, 2016

(2nd Wednesday in December due to holidays)