

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

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





LEA Special Education Point of Contact Monthly Webinar

Nov. 14, 2018

OSSE Division of Data, Assessment, and Research
OSSE Division of Systems and Supports, K-12
OSSE Division of Teaching and Learning



- Initial Evaluation Deep Dive
 - Reflecting on Past Performance Data
 - Strategies to Improve Timeliness
- SEDS Initial Evaluation Compliance Symbols
- LEA Performance & Planning Report
- Reminders and Announcements

Initial Evaluation Deep Dive

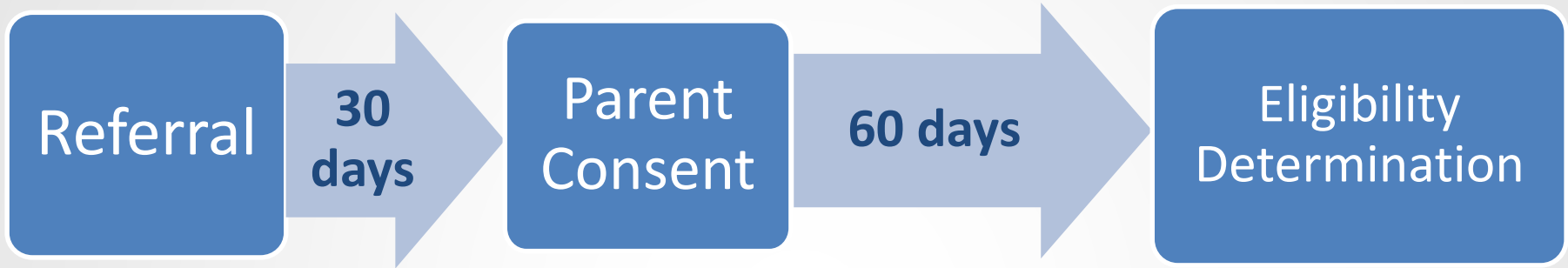


- Overview of Timeline
- Reasonable Efforts & Parent Consent
- Reflecting on 2017-18 School Year Data
- Results of Initial Evaluation LEA Survey
- Initial Evaluation and Reevaluation Monitoring
 - Determining Parent Delay
 - Exiting Students from SEDS Roster



Initial Evaluation Timeline Overview

New Timeline as of July 1, 2018



Old Timeline





Initial Evaluation: Timeline Requirements

- LEAs must make reasonable efforts to obtain parent consent within 30 days of referral.
 - Reasonable efforts must begin within **10 business days** of receipt of referral.
- LEAs must complete the initial eligibility determination within 60 days after obtaining parent consent.
 - OSSE monitors this metric for federal reporting purposes.
- Applies to referrals received on or after July 1, 2018
 - Referrals received on or prior to June 30, 2018: 120-day timeline.



Initial Evaluation: Reasonable Efforts

- LEAs must make and document reasonable efforts to obtain parental consent within **30 calendar days** of referral.
 - **NEW**: Reasonable efforts must begin within **10 business days** of referral.
- Reasonable efforts consist of at least three documented attempts using at least two of the following modalities on at least three different dates:
 - Telephone calls made or attempted and the results of those calls;
 - Correspondence sent to the parents and any responses received; or
 - Visits made to the parents' home or place of employment and the results of those visits.



Initial Evaluation: Parent Consent

- Clearly document the purpose of the contact in the communications log, e.g., “Phone call to parent for the purpose of obtaining parental consent for initial evaluation.”
- Attempts that are clearly ineffective, such as repeat calls to a disconnected telephone number, are not considered reasonable efforts to contact the parent.
- If a parent fails to respond to the request for parental consent, an LEA may issue prior written notice (PWN) notifying the parent that the LEA will not proceed with the evaluation process, and advising that the parent may submit another referral to reinitiate the evaluation process.
 - Completing a PWN and closing the referral in SEDS will result in the deletion of any information or data entered in the Analysis of Existing Data section.
 - LEAs are encouraged to leave the referral open for up to an additional 30 days to allow for subsequent parent response.



LEA Survey Results on Initial Evaluation Timeline



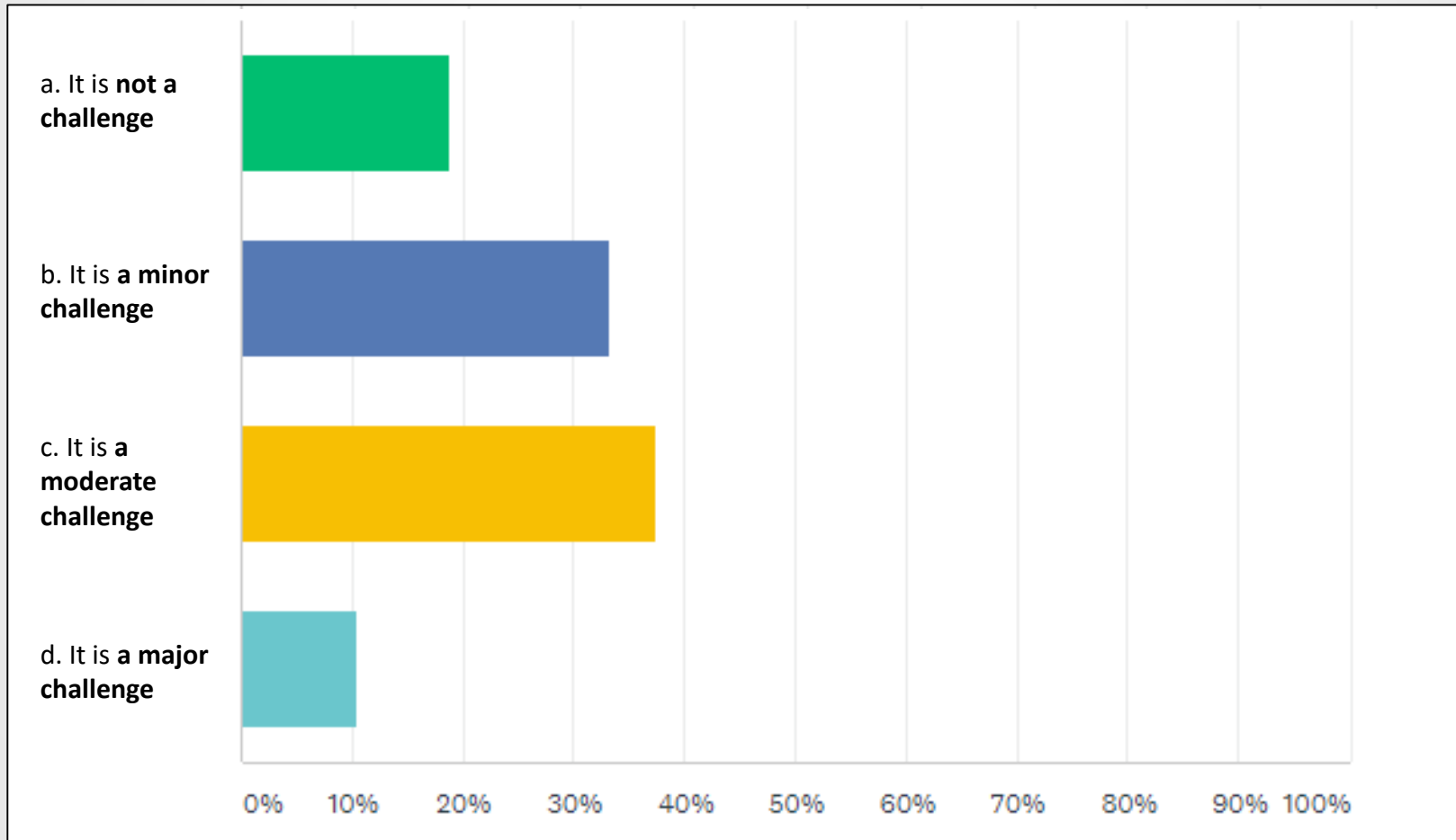
LEA Letter on Initial Evaluation Rates

- Sent **Nov. 6, 2018** from Sharon Gaskins, Interim Assistant Superintendent, Division of K-12 Systems and Supports (via Jonathan Elkin).
- **Recipients:** LEA Special Education Points of Contact (LEA SE POCs) and Special Education Enhancement Fund (SEEF) formula grant managers (if applicable).
- Contains reminder of new initial evaluation timeline requirements for SY2018-19.
- Includes your LEA's **initial evaluation timeliness data for SY2017-18**, compared against the new timeline, as if the new law were in effect.
- Use this data for **reflection and planning**, to improve your LEA's timeliness in the current school year.
- LEAs are required to complete the [initial evaluation timeline survey](#). SEEF formula grantees must complete this as a condition of their grant.
 - 48 LEAs have responded to this survey as of Nov. 13 2018



Section One: Gaining Parental Consent to Evaluate Within 30 Days of Referral

Q: To what extent does parental failure to return paperwork and/or respond to requests for consent represent a challenge for your LEA?





Section One: Gaining Parental Consent to Evaluate Within 30 Days of Referral

Q: To what extent does **parental failure to return paperwork and/or respond to requests for consent** represent a challenge for your LEA?

Additional Comments:

“In our school community, it can be difficult to get in touch with parents. **Phone numbers are often out of service or change frequently. Relatively few parents use email.** Kids are often picked up by family members and paperwork that goes home often doesn't get returned.”

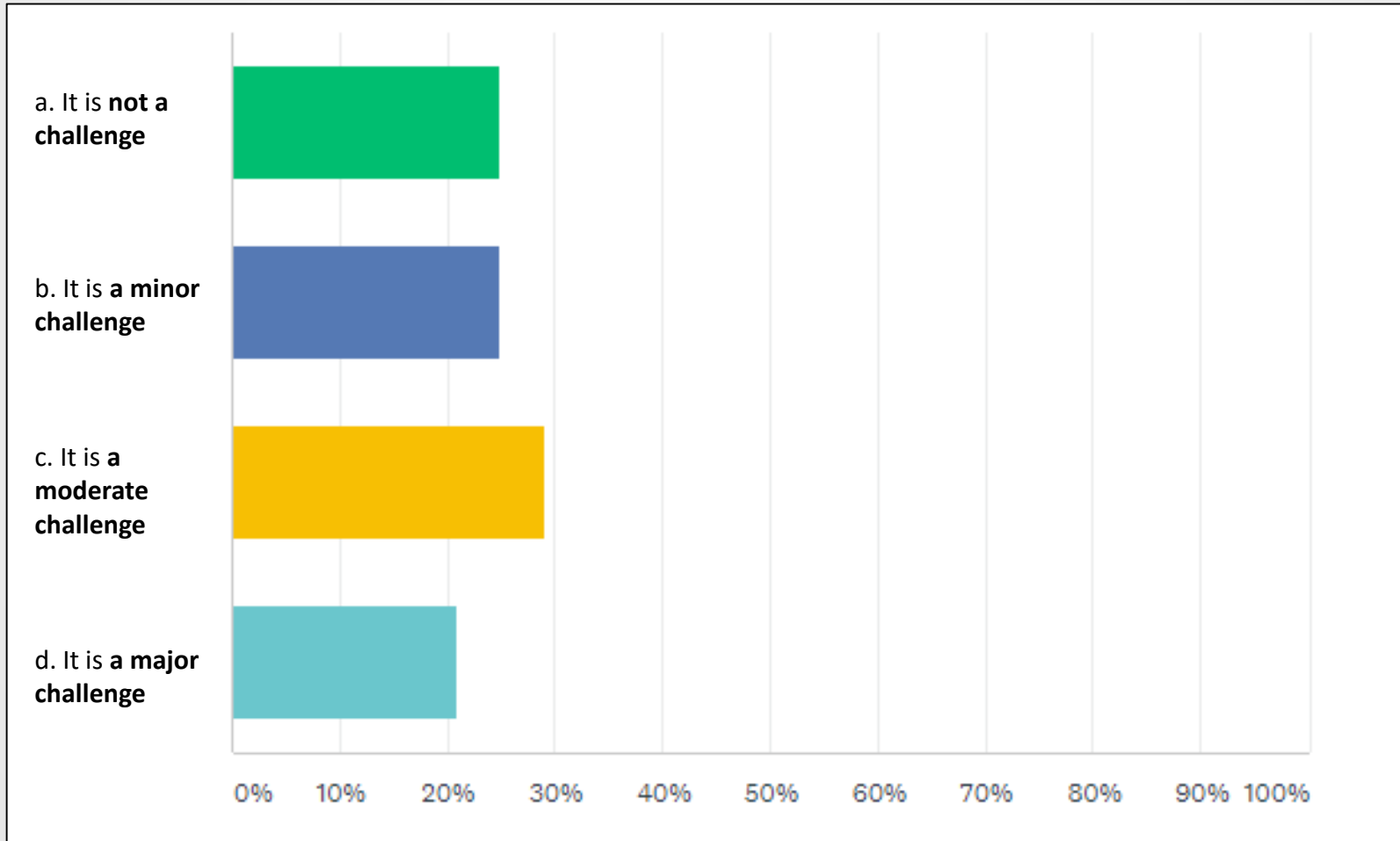
“...parents schedule meetings and do not attend.”

“During the enrollment period [when interacting with parents] **we discuss the responsibilities of the parent concerning returning paperwork and responding to requests.** Our case managers complete home visits and stay engaged with the parents throughout the school year.”



Section One: Gaining Parental Consent to Evaluate Within 30 Days of Referral

Q: To what extent does the **high number of referrals received** represent a challenge for your LEA?





Section One: Gaining Parental Consent to Evaluate Within 30 Days of Referral

Q: To what extent does the **high number of referrals received** represent a challenge for your LEA?

Additional Comments:

“Often there has been the misconception that if a child is having a behavior or academic issue they should be immediately referred to Special Education to be tested. So **parents/general educators never take the time to consider other factors.**”

“Parents and advocates seek additional academic supports through the referral process **before fully availing themselves to pre-referral supports.**” The school is focused on more clearly articulating these supports for families (especially at the 9th grade level).

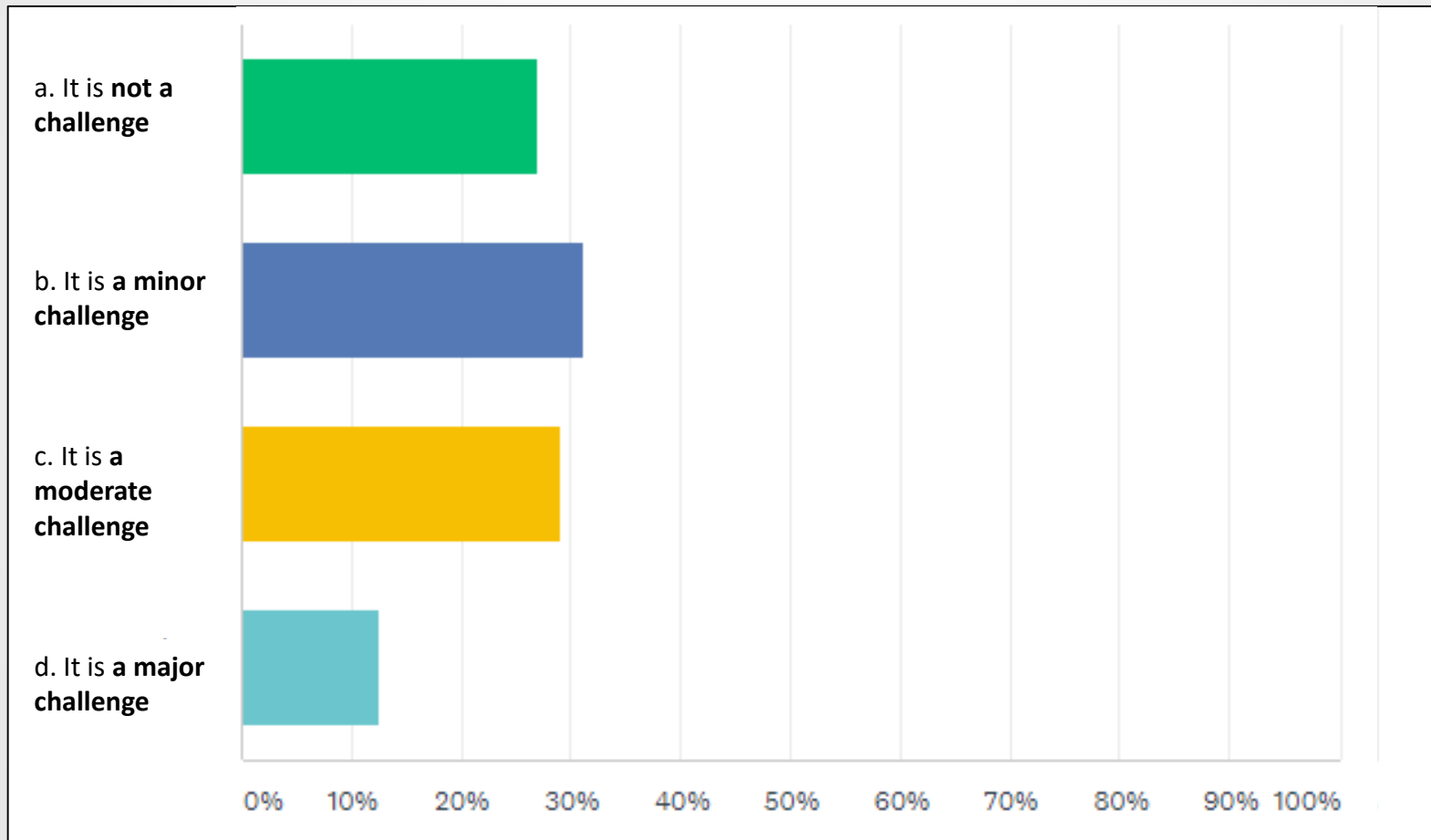
“We often get an influx of referrals around **certain times of year** (report card time or parent-teacher conferences).”

“This has been a moderate challenge because the high number of referrals received have necessitated a **review and revision of systems, policies, and procedures** to ensure all required actions associated with a referral are completed in a timely manner. This has resulted in **the creation of spreadsheets to track actions and corresponding timelines...**”



Section One: Gaining Parental Consent to Evaluate Within 30 Days of Referral

Q: To what extent does the **lack of existing student-level behavioral and/or academic data** represent a challenge for your LEA?





Section One: Gaining Parental Consent to Evaluate Within 30 Days of Referral

Q: To what extent does the **lack of existing student-level behavioral and/or academic data** represent a challenge for your LEA?

Additional Comments:

“We have had a large number of parents request for students who have been **enrolled with us for less than 3 months**, which makes it difficult to get a full idea of the student's strengths and weaknesses...we also have less of an opportunity to put intervention supports in place, parallel to testing, to gather additional data.”

“**Behavioral data** collected in data systems sometimes does not match anecdotal data collected in meetings (e.g. data system has less referrals than presented in meeting comments from teachers). The school adopted a new online referral program to **increase fidelity of reporting student incidents.**”

“We have **more academic data collection than behavioral.**”

“This is a minor challenge to which we have responded by implementing **school wide data dives/data analysis** based on a recently created data summary document for capturing a **variety of academic and social/emotional data** and the creation of **student portfolios** containing work samples and test results.”



Section One: Gaining Parental Consent to Evaluate Within 30 Days of Referral

Please describe any other factors that may impact your LEA's ability to gain parental consent within 30 days of referral.

“Language barrier can sometimes be a factor.”

“When looking at school breaks and holidays, the time of year also makes this difficult.”

“Parents often require a lot of time to process the information and digest what is being processed...and many times the LEA may need to schedule additional meetings with parents to explain the information and allow them to make an informed decision which impacts the ability to meet the 30 day consent deadline.”

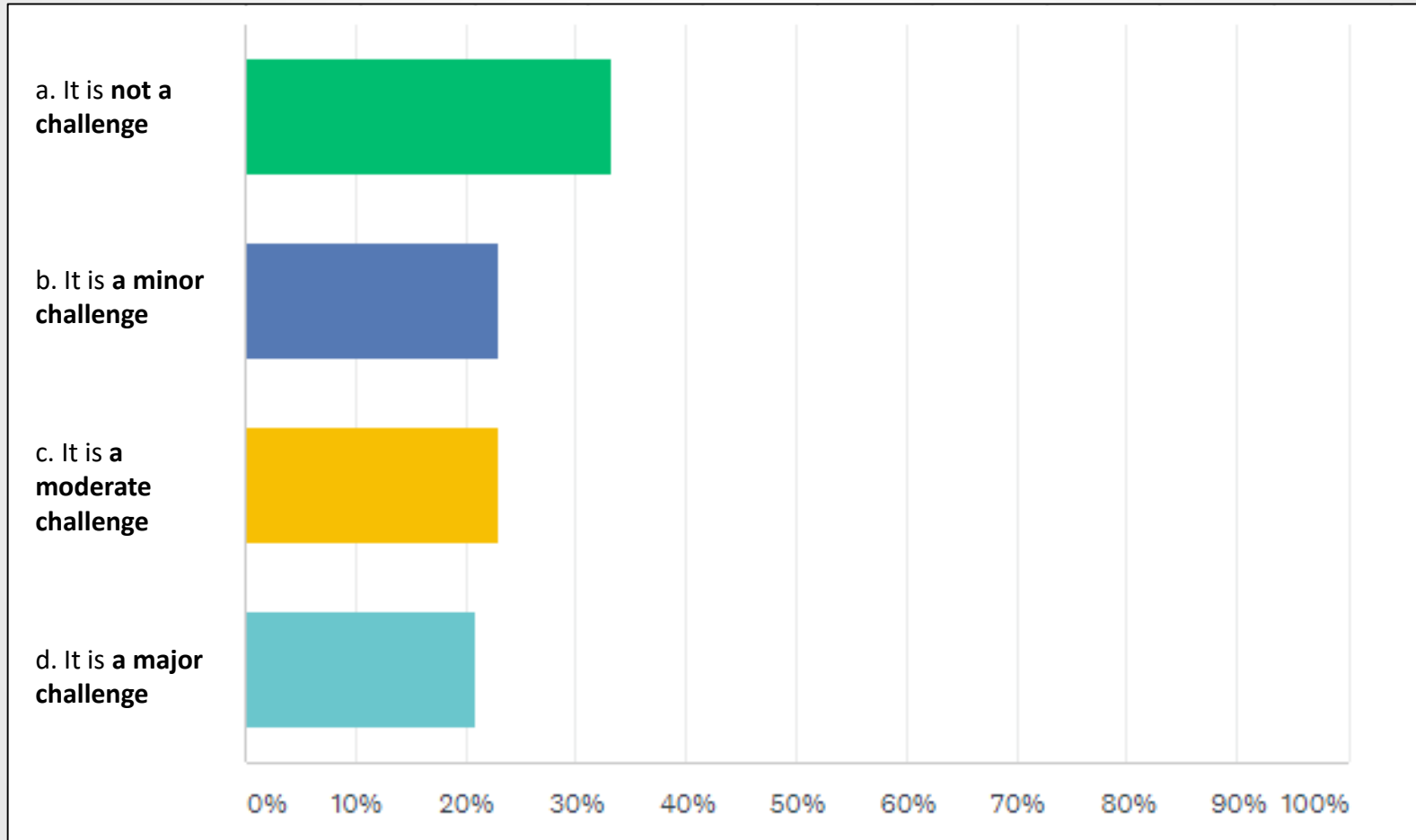
“At times it is not clear when a concern is presented if it is a referral or a parent/teacher is asking for intervention or support; so there maybe a delay in initiating the process. This causes days to be lost.”

“Just time and capacity- our team is completely strapped, so we are often just scrambling to find the time to get everything out to parents. We always pull it off, but it can be tough.”



Section Two: Completing Eligibility Determinations Within 60 Days of Parental Consent

Q: To what extent does **lack of qualified evaluators** represent a challenge for your LEA?





Section Two: Completing Eligibility Determinations Within 60 Days of Parental Consent

Q: To what extent does **lack of qualified evaluators** represent a challenge for your LEA?

Additional Comments:

“Typically, contractors want to be able to schedule out testing sessions well in advance and are **inflexible regarding schedule changes** when a student is unavailable for testing.”

“This is a substantial challenge because of the difficulty recruiting and retaining qualified evaluators, **particularly qualified bilingual evaluators**... It is important to note that **bilingual evaluations cost more.**”

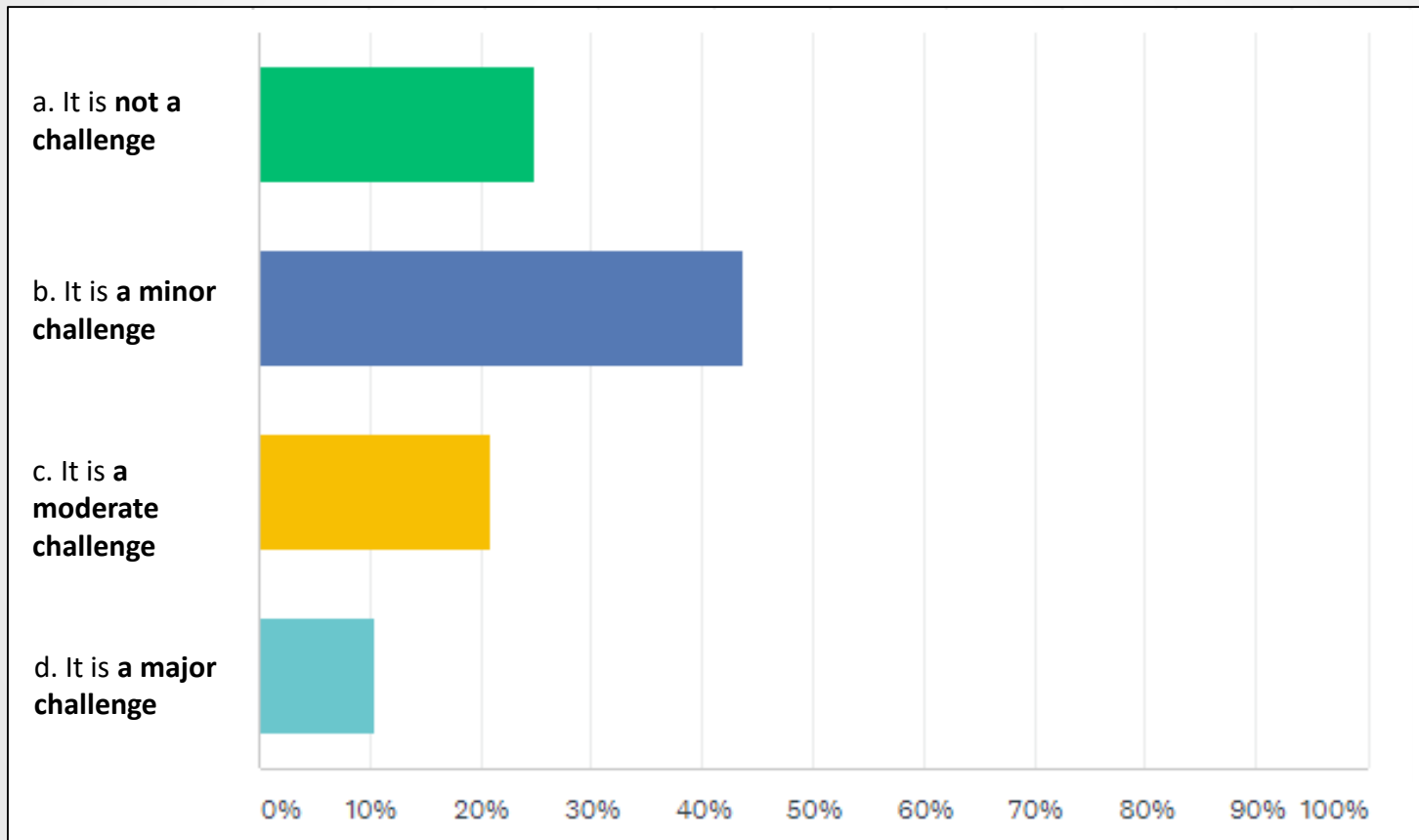
“This year we have **hired our own psychologist**, and continued to have contracts with vendors to support when our psychologist gets backlogged with too many evaluations.”

“As a small LEA we are in the position where we have to hire consultants to complete evaluations. **The logistics of assigning a student and the time of their availability is challenging.** Many struggled with the 120 timelines.”



Section Two: Completing Eligibility Determinations Within 60 Days of Parental Consent

Q: To what extent do student attendance issues and/or parental failure to produce the child for evaluation represent a challenge for your LEA?





Section Two: Completing Eligibility Determinations Within 60 Days of Parental Consent

Q: To what extent do **student attendance issues and/or parental failure to produce the child for evaluation** represent a challenge for your LEA?

Additional Comments:

“We have attendance managers that support home visits to determine the reasons for being late. We offer incentives and do our best to stay connected so that a student's attendance does not affect the evaluations process. We also will schedule for testing between the hours of 9am-8pm.”

“Student attendance is an issue for **students who are not school age (3/4).**”

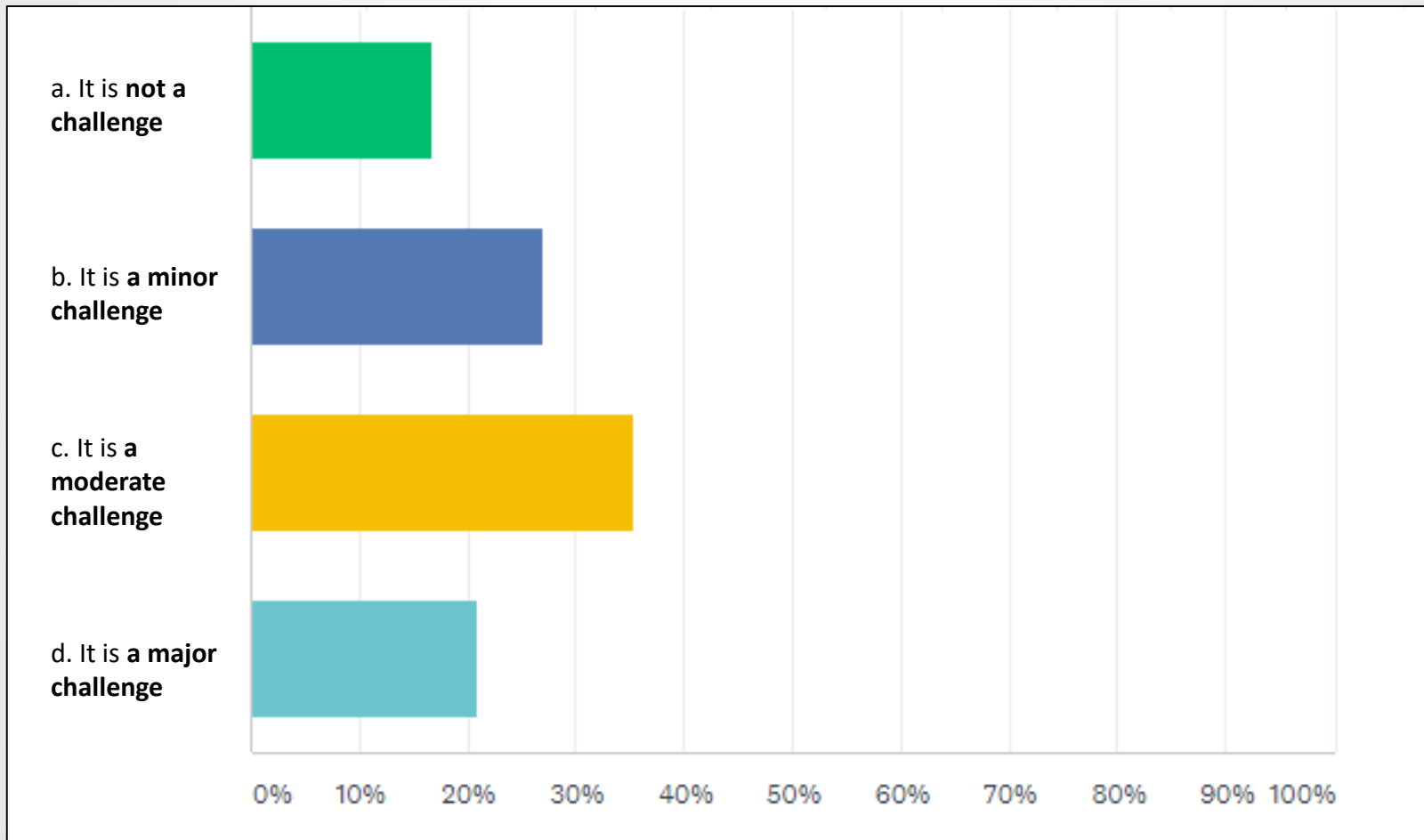
“When taking into account **school closings, field trips, holidays** and students' absences, it is often difficult to complete the evaluation in the 60 days from consent.”

“Some students in the initial eligibility process have poor attendance, which makes it difficult for our **contract clinicians (who work at several LEAs and are only available sporadically)** to conduct assessments.”



Section Two: Completing Eligibility Determinations Within 60 Days of Parental Consent

Q: To what extent does **parental scheduling delays and/or parental delay in providing information** represent a challenge for your LEA?





Section Two: Completing Eligibility Determinations Within 60 Days of Parental Consent

Q: To what extent does **parental scheduling delays and/or parental delay in providing information** represent a challenge for your LEA?

Additional Comments:

“The major challenge that we have is receiving rating scales back from parents in a timely manner (which then impacts the ability of the assessor to complete assessments) as well as ensuring that parents are able to access interviews or rating scales due to **literacy levels or language needs.**”

“Having to offer multiple meeting dates/times to schedule meetings at a mutually agreed upon time has resulted in moderate challenge.”

“Parents often have **transportation issues** and often do not attend meetings on time.”

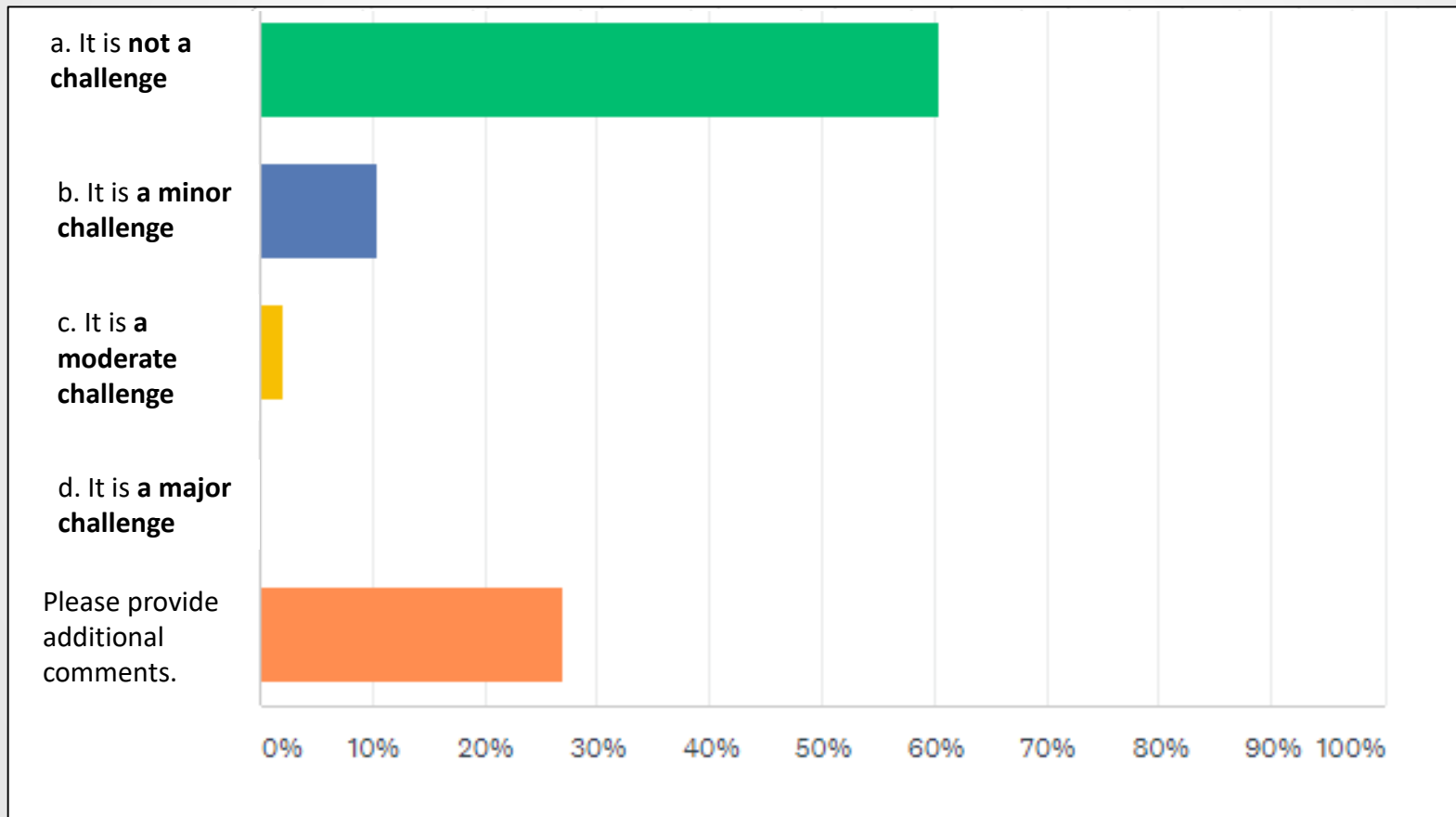
“...parents who **don't have a steady work schedule** and only find out schedules a week before.”

“We schedule follow-ups weeks before the actual dates to prevent delays.”



Section Two: Completing Eligibility Determinations Within 60 Days of Parental Consent

Q: To what extent does **utilizing SEDS to document the initial evaluation process** represent a challenge for your LEA?





Section Two: Completing Eligibility Determinations Within 60 Days of Parental Consent

Q: To what extent does **utilizing SEDS to document the initial evaluation process** represent a challenge for your LEA?

Additional Comments:

“We need to have the deadline for when parental consent is needed calculated and on the main search page for students. It would help us to not have to calculate that ourselves (and then worry that we miscalculate and are then out of compliance).”

“The issue with SEDS is having the appropriate access for all staff members.”

“Entering information into SEDS is very time consuming with a large caseload.”



Section Two: Completing Eligibility Determinations Within 60 Days of Parental Consent

Please describe any other factors that may impact your LEA's ability to complete eligibility determinations within 60 days of parental consent.

“Student refusal to participate in assessment.”

“Since parents need the evaluation 5 business days before a meeting, that further reduces the time available for our psychologist to complete testing and write the report.”

“The major factor to completing evaluations is the fact that **most contractors require 45-60 days to do observations, collect information, assess students and write a report.** Then, those reports must reviewed for errors. After that, then a time slot needs to be arranged...”

“When initial consent occurs prior to **holiday seasons or long breaks** we can have several calendar days with school closures and therefore students/clinicians are unavailable for testing.



Section Two: Completing Eligibility Determinations Within 60 Days of Parental Consent

What additional supports would be most helpful to meeting the requirement that initial evaluations and eligibility determinations must be completed within 60 days of parental consent?

“What should we do if the parent hasn't returned consent within 30 days, but we don't want to close out the process. We will have documented the 3+ attempts, but the subsequent red stop sign causes stress and leads us to believe we should just close down the process, even if we think evals are needed. Right now, we are leaving that open, but are worried that it will come back as a noncompliant file when it is truly about what is best for the kid.”

“Identification of qualified evaluators, particularly **qualified bilingual evaluators** in this city.”

“It takes a lot of time to scan and upload every document separately to be uploaded into the system. It would also be **helpful to have the funds** to be able to have an in house SLP, psychologist, OT, and PT.”



Section Two: Completing Eligibility Determinations Within 60 Days of Parental Consent

What additional supports would be most helpful to meeting the requirement that initial evaluations and eligibility determinations must be completed within 60 days of parental consent?

“An OSSE approved electronic signature process would ease the paperwork burden around securing consent.”

“Providing resources for training on administering the Woodcock Johnson achievement testing.”

“Continued **additional funding** for the hiring of more qualified evaluators.”

“A way to share student data from previous LEA to new LEA.”

“More clarification around completion of evaluations from one LEA to another during the **summer time**”

“I recommend decreasing Related Service Providers timeline to complete assessment to 30 days to allow time for parents to receive report and schedule the eligibility meeting.”



Initial Evaluation and Reevaluation Monitoring



Initial Evaluation and Reevaluation Monitoring

- As the State Education Agency (SEA), OSSE is responsible for reporting to the Office of Special Education Programs (OSEP) on timeliness of initial evaluation and reevaluation for the District of Columbia.
 - Initial evaluation – Annual Performance Report (*Indicator 11*)
 - Reevaluation – Specific Conditions Report (*formerly Special Conditions Report*)
- When reporting timeliness data to OSEP, states are required to classify the reason for delay as one of the following:
 - LEA delay
 - Parental delay
- District of Columbia is penalized as a state for every evaluation that goes untimely due to LEA delay.
- In order to address this, LEAs are encouraged to do the following:
 - Accurately and thoroughly document when parental delay occurs in SEDS.
 - Complete due diligence to exit students from SEDS.



Documenting Parental Delay

- Parental delay is determined when a parent is continually unresponsive to LEA attempts to make contact concerning initial evaluation or re-evaluation.
- Parental delay may concern the failure to provide consent or may entail repeated missing or rescheduling of meetings and evaluations.
- In order to determine parental delay, the following conditions must be met:
 - The LEA must have attempted to contact the parent at least **three (3) times on three (3) different dates**.
 - The LEA must have attempted to contact the parent using **two (2) or more modalities** (text, email, phone call, letter, in-person conversation).
 - All attempts must have been made a minimum of **five (5) days prior** to the end of the eligibility determination timeline.
- The communication attempts should explicitly state that contact with the parent was made concerning an upcoming evaluation. Each attempt should communicate one of the following scenarios:
 - The LEA is unable to reach the parent at all.
 - The parent has missed scheduled meetings.
 - The parent failed to schedule a meeting.
 - The parent asked for a delay in the process.



Determining Parental Delay

- Examples of **acceptable** language
 - “Called the parent at [phone number] again to schedule an initial evaluation for their child and was unable to reach the parent.”
 - “Sent a letter to the parent at [address] indicating that the previously scheduled evaluation meeting had been missed and that a new meeting needs to be scheduled.”
 - “Texted the parent to reschedule missed evaluation session but received no response.”
 - “Parent said they will be out of the county for three months and would like to wait until they return to continue the evaluation process.”
 - “Parent indicated that they will be consulting with their own doctor and would like to wait to schedule the speech evaluation”
- Examples of **unacceptable** language
 - “Texted the parent because I had not heard from her.”
 - “Called to remind parent about the upcoming evaluation meeting.”
 - “Emailed parent about evaluation process.”



Exiting Students from SEDS

- When an unenrolled student remains on an LEA's SEDS roster and that student's reevaluation becomes untimely, it contributes to LEA delay and therefore to noncompliance for the District.
- In this instance, LEAs are issued an ***initial finding*** of noncompliance.
- LEAs can avoid receiving a finding of noncompliance by uploading evidence into DCCATS during the 10 day correction window, demonstrating that the student is no longer enrolled.
- **By proactively exiting students from SEDS, LEAs can avoid this extra step.**
- Steps to take to exit a student from SEDS:
 1. Choose the correct withdrawal code from [OSSE Entry and Exit Guidance](#).
 2. Complete due diligence action items required for that withdrawal code.
 3. Issue a Prior Written Notice (PWN) in SEDS.
 4. Submit OSSE Support Tool ticket requesting removal from roster



Removing students from SEDS Roster

An LEA may need to take action to remove a student who has remained on an LEA's SEDS roster, even after the student has left that LEA.

Issue	Resolution
Failure to properly exit the student from the Student Information System (SIS).	Work with school registrar . See OSSE Entry and Exit Guidance , for proper exit of students with disabilities.
Student has graduated from the LEA, with Regular High School Diploma	Complete the Summary of Performance document in SEDS Compete Graduation Document in SEDS Complete PWN – other Notice Related to FAPE
Student has aged out of special education, but the age out process has not been completed by the LEA.	Complete the Age Out document in SEDS
Student has transferred to a new LEA but the records transfer process has not been completed.	Use the OSSE Support Tool to request a records transfer for this student in SEDS.



SEDS Initial Evaluation Compliance Symbols



SEDS Compliance Symbols

REMINDER:

The compliance symbols within SEDS serve as visual reminders to assist users in timely completion of IDEA responsibilities.

OSSE does not rely on SEDS compliance symbols when determining findings of noncompliance.



SEDS Compliance Symbols Reviewed



Student has been referred for initial evaluation and the LEA is required to conduct reasonable efforts to obtain Parental Consent to Evaluate within 30 calendar days. Reasonable efforts must begin within 10 business days of the initial referral date. If the referral for initial evaluation was made prior to July 1, 2018, please complete the eligibility determination based on the previous 120 calendar day timeline and disregard this compliance symbol.



Student has been referred for initial evaluation and the LEA was required to conduct reasonable efforts to obtain Parental Consent to Evaluate within 30 calendar days. If the referral for initial evaluation was made prior to July 1, 2018, please complete the eligibility determination based on the previous 120 calendar day timeline and disregard this compliance symbol.



SEDS Compliance Symbols Reviewed



Student has been referred to special education under IDEA Part B and an eligibility determination is due within 60 calendar days of the date of Parental Consent to Evaluate. If the referral for initial evaluation was made prior to July 1, 2018, the eligibility determination is due based on the previous 120 calendar day timeline.



Student has been referred to special education under IDEA Part B and an eligibility determination was not completed within 60 calendar days of the date of Parental Consent to Evaluate. If the referral for initial evaluation was made prior to July 1, 2018, please complete the eligibility determination based on the previous 120 calendar day timeline and disregard the compliance symbol stop sign.



Using the LEA

Performance & Planning

Report to Manage Data

Quality and Compliance



LEA Performance & Planning Report

Purpose: The LEA Performance & Planning Report (LEA P&P) is a valuable tool available to LEAs to assist with managing special education timeliness data quality and compliance.

- Access to data without having to submit a data request to OSSE
- Track own improvement over time

Data Elements: Reflects on past timeliness data and identifies students who have overdue or upcoming events for:

- *Part C to B transition:* Initial IEP finalization before 3rd birthday
- *Part B Eligibility:* Initial Eligibility **and** Reevaluation
- *Part B IEP:* Initial IEP **and** Annual IEP



Location of the LEA P&P

LEA P&P is part of the Enterprise Reporting System, accessible via SLED, or directly at <https://reports.osse.dc.gov>.

The screenshot shows the top navigation bar of the Enterprise Reporting System. On the left is the SLED logo (DC STATEWIDE LONGITUDINAL EDUCATION DATA SYSTEM). In the center is a green button labeled 'Click Here For Reports'. To the right is a search bar with the text 'Search for a Report' and a magnifying glass icon, followed by a 'Log in' link. Below the navigation bar is the main header area with a circular graphic of blue dots on the left and the text 'ENTERPRISE Reporting System' in large blue and grey fonts. Below the header is a welcome message and a section titled 'What is the Enterprise Reporting System?' with a paragraph of text describing the system's purpose and data sources.

SLED DC STATEWIDE LONGITUDINAL EDUCATION DATA SYSTEM

Click Here For Reports

Search for a Report

Log in

ENTERPRISE Reporting System

Welcome to the Enterprise Reporting System

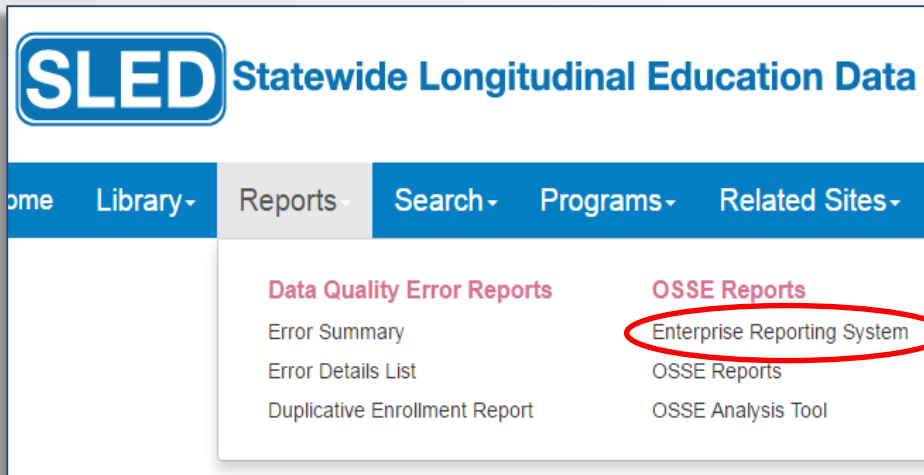
What is the Enterprise Reporting System?

The Enterprise Reporting System (ERS) is an online reporting application component of the Student Longitudinal Educational Data warehouse (SLED). This multifaceted application has been designed to provide user-friendly reporting for special education and general education stakeholders in the District of Columbia.

Special Education (SPED) Reports maintained in this application are fed by data extracted from the Students Education Data System (SEDS). General education (GE) reports maintained in this application are fed through various data systems and data feeds, which allows for seamless delivery of user-friendly reports to stakeholders in the District of Columbia. The reports provided in the ERS collection are comprehensive, including both detailed and aggregated student data. ERS delivers enhanced assistance to stakeholders for better management and planning.



Accessing the LEA P&P

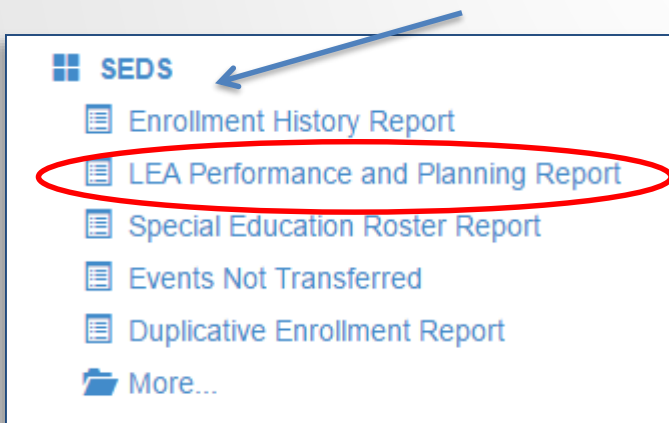


Upon logging into SLED, select **Enterprise Reporting System** from the Reports menu.



SHORTCUT: To go directly to Enterprise Reports, visit: <https://reports.osse.dc.gov>

The LEA P&P report is located within the **SEDS** category, as it pulls data directly from SEDS.



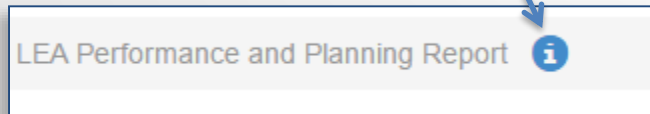
LEA SE POCs must have **SLED login credentials** in order to access this report. Contact SLED.info@dc.gov to request SLED training and access.


Once SLED access is confirmed, **use the OSSE Support Tool to request access to SEDS Enterprise Reports.**



LEA Performance & Planning Report

- Report is updated nightly.
- Includes all students who are actively enrolled in SEDS for the LEA.
- Real-time reports show current status of all evaluation and IEP timeliness.
- LEA SE POCs are encouraged to view this report on a weekly basis to track timeliness compliance over time.
- Click the info icon to access a guide on this report.



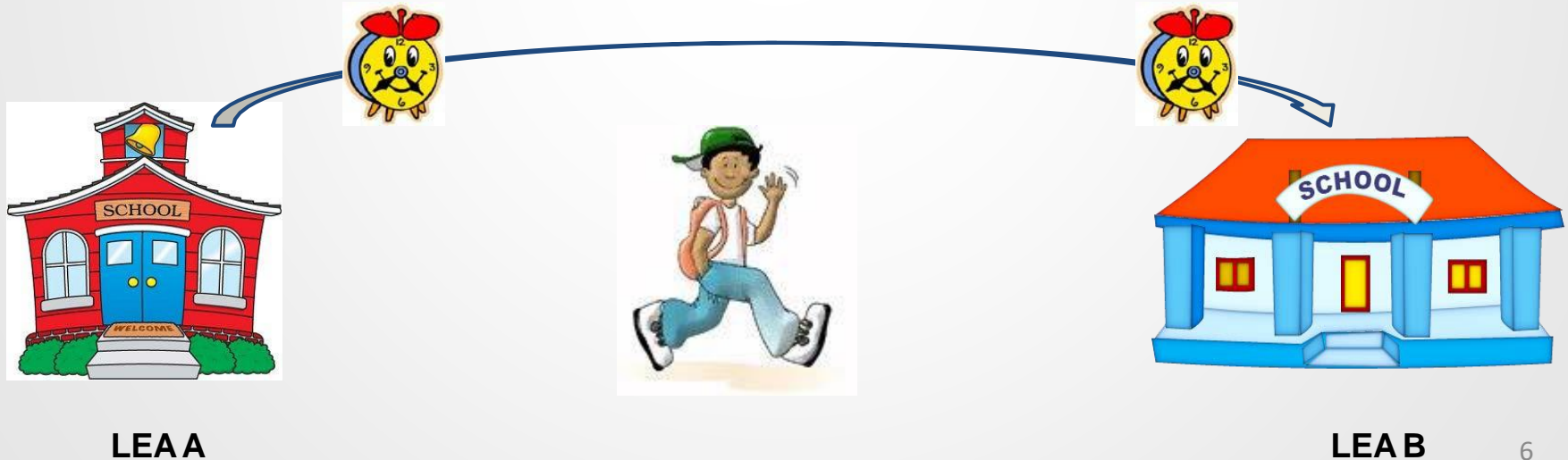
 SEDS LEA Performance & Planning Report						
Performance Results (Part B - Students ages 3-22) This data INCLUDES all students. Students with a referral source of Part C Infant-Toddler program entered in SEDS event. Students with a referral source of Part C Infant-Toddler program will be included in this data once a subsequent event is entered. See the student-level performance results on the Performance Results sheet						
Eligibility	INITIAL ELIGIBILITY			RE-EVALUATION		
	<i>Referral + 120 days</i>			<i>Current begins before previous ends</i>		
	Timeliness	# Students	Percentage	Timeliness	# Students	Percentage
	On Time	24	89	On Time	15	79
	Held Late	2	7	Held Late	4	21
Not Held	1	4	Not Held	0	0	
	Total	27		Total	19	
IEP	INITIAL IEP			ANNUAL IEP		
	<i>Eligibility + 30 days</i>			<i>Current begins before previous ends</i>		
	Timeliness	# Students	Percentage	Initial IEP	# Students	Percentage
	On Time	6	86	On Time	36	95
	Held Late	1	14	Held Late	2	5
Not Held	0	0	Not Held	0	0	
	Total	7		Total	38	



LEA P & P Logic/Rules (cont'd)

Because the report is designed to help LEAs and schools ensure that their students receive services and supports in a timely manner, ***the timeline follows the student when he/she transfers.***

- For example, if **LEA A** allows a student's timeline to lapse and that student transfers to **LEA B**, **LEA B** now has a student with a non-compliant timeline and this student will appear on the LEA P&P for **LEA B**.





Current View: Initial Evaluation Under 120-Day Timeline

Performance Results (Part B - Students ages 3-22)

This data INCLUDES all students. Students with a referral source of Part C Infant-Toddler program entered in SEDS are included in the initial IEP and Eligibility event. Students with a referral source of Part C Infant-Toddler program will be included in this data once a subsequent IEP and Eligibility is held.

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

Eligibility	INITIAL ELIGIBILITY			RE-EVALUATION		
	Timeliness	# Students	Percentage	Timeliness	# Students	Percentage
	<i>Referral + 120 days</i>			<i>Current begins before previous ends</i>		
On Time	0	0	On Time	3	38	
Held Late	0	0	Held Late	1	13	
Not Held	0	0	Not Held	4	50	
Total	0		Total	8		

Click the hyperlinked category to view the list of individual student files

INITIAL ELIGIBILITY

On Time: Eligibility Determination occurred within 120 days of referral

Held Late: Eligibility Determination occurred after 120 days from referral

Not Held: Eligibility Determination never finalized after 120 days from referral

RE-EVALUATION

On Time: There is no gap between previous eligibility end date and current eligibility begin date

Held Late: There is a gap between previous eligibility end date and current eligibility begin date

Not Held: The most current eligibility end date is in the past and no revocation event has occurred



Current View: Upcoming Events

NOTE:

Initial Eligibility refers to Part B Initial Eligibility

Click the hyperlinked category to view the list of individual student files

Planning: Upcoming Events (All Students)

See the student-level upcoming events on the Planning: Upcoming Events sheet

Events Timeliness Measure	Overdue	30 days	31-60 days	61-90 days
Initial Eligibility	0	0	0	0
Part C to Part B IEP	0	0	0	0
Initial IEP	0	0	0	0
Annual IEP	6	0	1	0
Re-eval Eligibility	4	0	0	0
Total	10	0	1	0

DATA

(shows the number of students in each category)

Overdue: Event's deadline is in the past

30 days: Event deadline is within the next 30 days

31-60 days: Event deadline is 31 to 60 days away

61-90 days: Event deadline is 61 to 90 days away



New View for New Initial Evaluation Timeline

- Referrals received **prior to July 1, 2018** will still appear in the 120-day table.
- Referrals created **on or after July 1, 2018** will appear in a separate table, reflecting the **30-day timeline** for referral to parent consent.
- Another table will reflect timeliness with regards to **60-day timeline** for parent consent to eligibility determination complete.
- One additional metric will show data **anomalies** for initial eligibilities where parent consent was documented *after* eligibility.

INITIAL ELIGIBILITY		
<i>Referral + 120 Days (prior to July 1, 2018)</i>		
Timeliness	# Students	Percentage
On Time	1	50
Held Late	0	0
Not Held	1	50
Total	2	

INITIAL ELIGIBILITY		
<i>Referral + 30 Days to Parent Consent</i>		
Timeliness	# Students	Percentage
On Time	1	50
Held Late	0	0
Not Held	1	50
Total	2	

INITIAL ELIGIBILITY		
<i>Parent Consent + 60 Days to Elig. Det.</i>		
Timeliness	# Students	Percentage
On Time	1	50
Held Late	0	0
Not Held	1	50
Total	2	



New View for New Initial Evaluation Timeline

- For the planning section of the report, the table will reflect the **60-day timeline from parent consent to eligibility determination** (i.e. the 61-90 day column will be eliminated).

Planning: Upcoming Events (All Students)

See the student-level upcoming events on the Planning: Upcoming Events sheet

Events Timeliness Measure	Overdue	30 days	31-60 days	61-90 days
Initial Eligibility	0	0	0	0
Part C to Part B IEP	0	0	0	0
Initial IEP	0	0	0	0
Annual IEP	6	0	1	0
Re-eval Eligibility	4	0	0	0
Total	10	0	1	0





Reminders and Announcements



Child Count Updates

- Reminders for the 2018 Child Count process
- Unified Data Errors (UDE) application updates



SEDS User Survey

OSSE seeks input from all SEDS users about your SEDS experiences, challenges, and desired improvements!

Results will help align future systems development plans with user needs.

Please complete the brief survey by
Friday, Nov. 16, 2018

<https://www.surveymonkey.com/r/KVQ9NV2>



The IEP Quality Capacity-building Series

What's the Focus?

When?

What's the Follow-up?

Using Data to Describe Students' Present Level of Performance

Sept. 18 and 25, 2018
Oct. 16 and 30, 2018

PLAAFP Assessment Protocol Development Workshop
[Oct. 2, 2018](#)
[Nov. 6, 2018](#)

Using Data to Set IEP Goals

[Nov. 13 and 20, 2018](#)
[Dec. 11 and 18, 2018](#)

Best Practice Deep Dive: Developing "Appropriately Ambitious" Goals
[Nov. 27, 2018 and Jan. 8, 2019](#)

Using Data to Design Appropriate Accommodations, Modifications, and Supports

Feb. 12 and 26, 2019
Mar. 19 and 26, 2019

Evaluating the Impact of Supports: Data Collection Protocol Development Workshop
March 12 and Apr. 9, 2019

Using Data to Propose Appropriate Service Hours and Setting

Apr. 16 and 23, 2019
May 7 and 21, 2019

Putting It All Together: Creating LEA- or school-wide protocols for IEP draft development, review, and revision
June 4, 2019



Thank you!

Data systems access, training, and troubleshooting, including SEDS issues: OSSE Support Tool or DAR Liaison

Policy questions: OSSE.DSEpolicy@dc.gov

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

Special education monitoring: Karen.Morgan-Donaldson@dc.gov
or your LEA state rep

Statewide assessment questions: OSSE.Assessment@dc.gov

NEXT WEBINAR:

Wednesday, Dec. 12, 2018 10—11 a.m.



Appendix



Trainings & Resources

Archived SEDS Resources:

- Getting Started with SEDS: Related Service Provision 101 (webinar recording) <https://osse.dc.gov/node/1288166>
- Navigating the Initial Eligibility Process in SEDS (webinar recording) <https://osse.dc.gov/node/1317041>
- [SEDS Basic User Guide](#) (200-page manual with step-by-step instructions & screenshots)
- Previous LEA SE POC Monthly Webinar Recordings <https://osse.dc.gov/service/office-data-management-and-applications>



LEA Look Forward Newsletter

Weekly newsletter containing important information and announcements:

- Start of school updates
- Updates to relevant laws and policies
- Grant opportunities
- Reminders of key dates & deadlines
- Professional development opportunities

LEA leaders and POCs are expected to review each week's publication and pass along relevant content with LEA staff.

Subscribe to receive the weekly newsletter via email each Wednesday by sending a request to OSSE.Communications@dc.gov.

View recent versions on OSSE home page under "Newsletters" www.osse.dc.gov or www.osse.dc.gov/newsroom/newsletters

The screenshot shows a navigation bar with four links: "Press Releases", "Newsletters", "Testimonies", and "Advisories". Below the navigation bar is a list of newsletter entries, each with a date badge and a title:

Date	Newsletter Title
10 JAN	LEA Look Forward for Jan. 10-16, 2018 2018 PARCC Registration and Personal Needs Profiles
3 JAN	LEA Look Forward for Jan. 3-9, 2018 [Required Training] Implementing Effective Child Find Your LEA
27 DEC	LEA Look Forward for Dec. 27, 2017 - Jan. 2, 2018 View the LEA Look Forward for Dec. 27, 2017 - Jan. 2,
20 DEC	LEA Look Forward for Dec. 20-26, 2017 Important Update: Enhanced Documentation Required Payments