

# Before we get started...

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

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

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



# LEA Special Education Point of Contact Monthly Support Webinar



October 15, 2014



# Agenda

- A. SEDS Updates and Improvements
- B. OSSE Support Tool
- C. Resources for Improvement in Data Quality
- D. Training Tips
- E. Reminders and Announcements



# SEDS Updates and Improvements

SEDS Fall Release Training Resources

Impact of SEDS Updates on  
the IEP Process & Eligibility Process

# 2014 SEDS Fall Release Training Resources

## Training Resources to prepare for October 20th:

- LEA SE POCs can prepare for and train relevant staff on SEDS updates by utilizing one or more of the following:
  - October 1st recorded webinar (link posted on the SEDS Resource Site)
  - Summary of Changes document
  - Preparing for the 2014 Release document
  - Training demonstration account (prior to October 20th)
    - Submit request for a demo account using the OSSE Support Tool
  - Regular SEDS training accounts, as featured during SEDS Train-the-Trainer courses (after October 20th)
    - Account names & passwords available on the SEDS Resource Site, under “SEDS School Based Training” <https://sites.google.com/a/dc.gov/seds-help-resources/test/trainer-resources>
    - Please note these training accounts will be automatically updated on October 20th to show the new SEDS updates

# 2014 SEDS Fall Release Training Resources

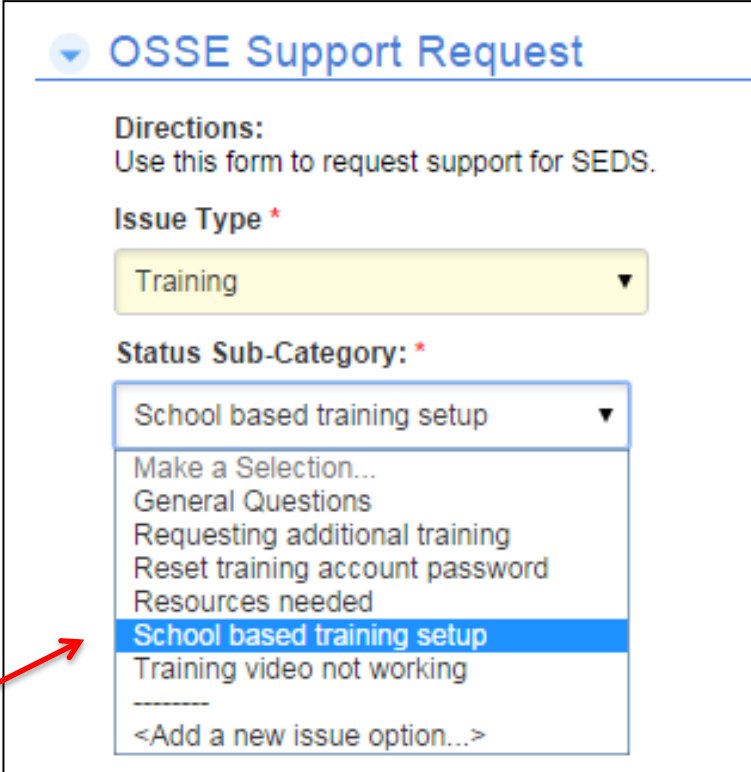
To train school-based users prior to October 20th, a special demonstration staging account is required.

POCs will be granted access to one training account.

POCs will receive a username, password and training website URL through the OSSE Support Tool.

Complete the following steps to request a demo account:

- 1) Submit a request for a training account in the OSSE Support Tool
- 2) Select 'Training' as the Issue Type
- 3) Select 'School-Based Training Setup' as the Sub-Category



OSSE Support Request

Directions:  
Use this form to request support for SEDS.

Issue Type \*

Training

Status Sub-Category: \*

School based training setup

Make a Selection...

General Questions

Requesting additional training

Reset training account password

Resources needed

School based training setup

Training video not working

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<Add a new issue option...>

A red arrow points from the text 'School-Based Training Setup' in the list to the 'School based training setup' option in the dropdown menu.

# Requesting Access to SEDS 2014 Fall Release Training Site

- **Independent Charter LEA SE POCs:** Submit a ticket in the [OSSE Support Tool](#) by selecting “Training” as the Issue Type, and “School based training setup” as the sub-category.
- **Dependent (DCPS) Charter LEA SE POCs:** Submit a ticket in the OSSE Support Tool by selecting “Enrollment” as the Issue Type, and “Special Training Account Request” as the sub-category. (No need to request this account via DCPS Central Office).
- **Nonpublic SEDS POCs:** Submit a ticket in the OSSE Support Tool by selecting “Nonpublic” as the Issue Type, and “Special Training Account Request” as the sub-category.

# Access to SEDS Training Accounts After October 20th



- After October 20<sup>th</sup>, LEA SE POC should resume training staff on SEDS with preexisting training accounts located at <https://sites.google.com/a/dc.gov/seds-help-resources/test/trainer-resources>

### Method III: Hands On Participation

Trainees will have an opportunity to explore the system. Each trainee will have an account to log into the training site. As the LEA SE POC, you are responsible for determining which features of the system should be trained. The training accounts are listed below. If you are denied access to any of the training accounts listed below, sign into the account listed below to reset the password.

To reset the password of a training account, log into the following account:

First Name	Password
Reset Password	Password@2014

Accounts to use for hands on training:

Username	Password
New Trainer1300	Password@2014



# 2014 SEDS Fall Release Training Resources

Link to the Fall 2014 SEDS Release Resources page can be found on the SEDS Resource Site homepage.

DC Office of the State Superintendent of Education  
Pin It

# SEDS

Special Education Data System

[SEDS Help Resource Homepage](#) | [SEDS Roles](#) | [SEDS Trainings](#) | [System Issues](#) | [Help Resources](#) | [FAQs](#) | [Archived Materials](#)

**13**  
days since  
Next LEA SE POC Monthly  
Webinar

**6**  
days since  
Next NP POC Quarterly  
Webinar

### [Enrollment Feed Update](#)

The most recent DCPS enrollment feed (DCSTARS) **was processed** and updated as of today.

The enrollment feed (ProActive), sent by Public Charter School Board (PCSB) processed in SEDS for today. Please note that not all charter LEAs that use ProActive are submitting school year 2014-2015 enrollment information to date. For questions or concerns, please submit a request for assistance in the OSSE Support Tool.

If you require additional support to ensure your students are properly enrolled in SEDS, please reference the [Beginning of School Year Enrollment Procedures Webinar](#) from August 2013.

*Please note:* This message only indicates the status of key technical steps involved in the OSSE enrollment process, there may be other issues impacting the availability of student records in SEDS. For support regarding data from your LEA, please submit a request for enrollment issues [here](#).

### [Special Education Data System \(SEDS\) Fall 2014 Release Announcement and Training](#)

[Click Here](#) for a complete list of updates and resources

OSSE's Division of Elementary, Secondary, and Specialized Education is pleased to announce the fall 2014 release of SEDS with new and improved functionality. Starting Monday, October 20, 2014, several new features and enhancements to the Special Education Data System (SEDS) will be available.

# 2014 SEDS Fall Release Training Resources

## Summary of Items for Release Fall 2014

*This chart is a summary of the items scheduled to be released with the next major release of the Special Education Data System on October 20th. The information provided below is a summary of anticipated development and is subject to change. Development items will be confirmed in the updated SEDS manual upon new system release.*

### Process Changes

Process	Summary of Changes
Eligibility Process	<ul style="list-style-type: none"> <li>• <b>Analyze Existing Data:</b> Users are now required to make attempts to obtain consent for re-evaluation, whether or not they are ordering additional assessments.</li> <li>• <b>Additional Assessments:</b> The system now denotes any assessments that may have been associated with a cancelled eligibility. New assessment types have also been added. Users are now required to enter the duration for each completed assessment.</li> <li>• <b>Eligibility Determination:</b> The reasons for reducing the options for an LEA's reason for initial eligibility. Instructional text has been added for documentation for an extended timeline.</li> </ul>
IEP Process	<ul style="list-style-type: none"> <li>• <b>Speech-Only IEP:</b> Allows users to create Speech/Language Pathology Services as a student.</li> <li>• <b>Special Education Goals:</b> Users are now required to align with the <u>Common Core State Standards for Special Education</u> taking the Alternate Statewide Assessment.</li> <li>• <b>ESY Goals:</b> The Common Core State Standards for Special Education are now <u>carry</u> over to the ESY page if the user selects an ESY Goal.</li> <li>• <b>ESY Transportation:</b> Users are now able to add Transportation on the ESY page.</li> <li>• <b>Post-Secondary Transition:</b> In addition to...</li> </ul>

Two resource documents are available to assist SEDS users in navigating the changes to SEDS.

1

DC Office of the State Superintendent of Education



## Preparing for the 2014 Release

**This is an important notice for users who are in the middle of completing processes in SEDS or who will be amending an IEP after the release.**

*Please note that this document only highlights impact on processes that are in progress. For a full list of SEDS changes coming out with the October 20<sup>th</sup> 2014 release, please refer to the Summary of Development Document found on the SEDS Resource Site.*

### **Recommended actions by Monday, October 20<sup>th</sup>, 2014:**

If possible, schedule any pending meetings and finalize all IEPs, IEP Amendments, and Eligibilities.

### **What to expect after the October 20<sup>th</sup>, 2014 release:**

For any processes there were *partially completed but not finalized* at the time of the upgrade, information in the following fields may need to be updated before the process can be completed:

# 2014 SEDS Fall Release Training Resources

A new resource page has been created on the SEDS Resource Site which contains training resources to use for school-based SEDS Fall Release Trainings.

Documents discussed in the previous slide are found here.

SEDS Fall Release webinar recordings and slides are posted here.

The screenshot shows the SEDS Resource Site homepage. At the top, it says "DC Office of the State Superintendent of Education" and features the SEDS logo (three stars above the letters "SEDS"). Below the logo is the text "Special Education Data System". A search bar is located in the top right corner. A navigation menu includes links for "SEDS Help Resource Homepage", "SEDS Roles", "SEDS Trainings", "System Issues", "Help Resources", "FAQs", and "Archived Materials".

On the left side, there are two countdown timers: "13 days since Next LEA SE POC Monthly Webinar" and "6 days since Next NP POC Quarterly Webinar".

The main content area is titled "SEDS Trainings > Fall 2014 SEDS Release Resources". It contains the following text:

LEA and Nonpublic Representatives,

OSSE's Division of Elementary, Secondary, and Specialized Education is pleased to announce the fall 2014 release of SEDS with new and improved functionality. Starting Monday, October 20, 2014, several new features and enhancements to the Special Education Data System (SEDS) will be available. Please visit the [SEDS Resource Site](#) for a complete list of all system changes.

Training for these system changes will take place via webinar on **Wednesday October 1, 2014, from 9:00am – 11:00am**. The first hour 9:00am-10:00am, will be a webinar and the second hour 10:00am-11:00am will be hands-on at the OSSE. Additionally, a pre-recorded SEDS fall release [webinar](#) is available on the SEDS Resource Site (SRS). This training is for LEA Special Education Points of Contact (LEA SE POC) and nonpublic school Points of Contact (POCs) only. Upon completion of this training, LEA Special Education Points of Contact (LEA SE POC) and nonpublic school POCs are expected to train their respective SEDS users on the updates to the system as per the Train the Trainer model.

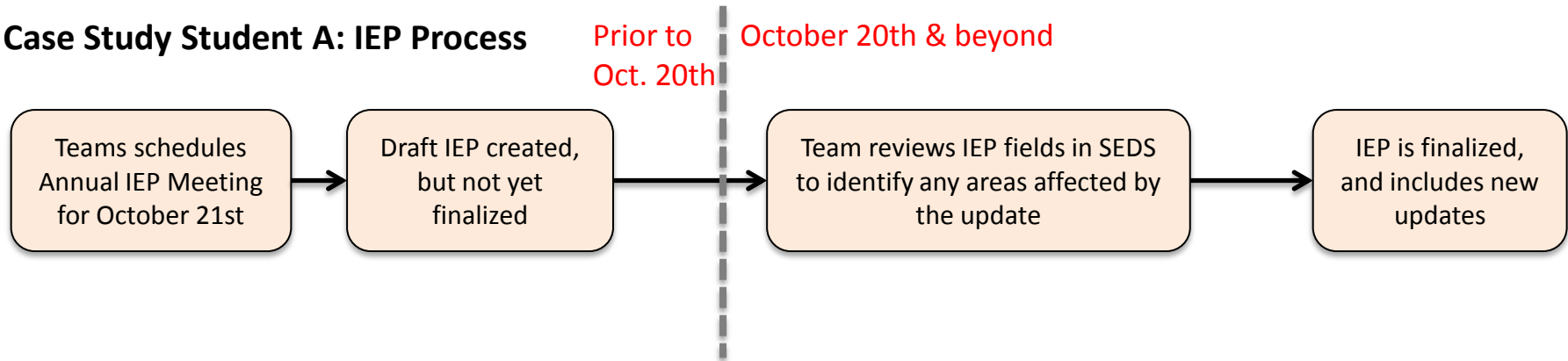
Please [click here](#) to register for this webinar. This webinar will be recorded and posted to the [SEDS Resource Site](#) upon conclusion of the webinar. For any questions regarding the fall 2014 release, please contact Karmen Rouland ([karmen.rouland@dc.gov](mailto:karmen.rouland@dc.gov)).

At the bottom, there is a list of documents. Two documents are circled in red:

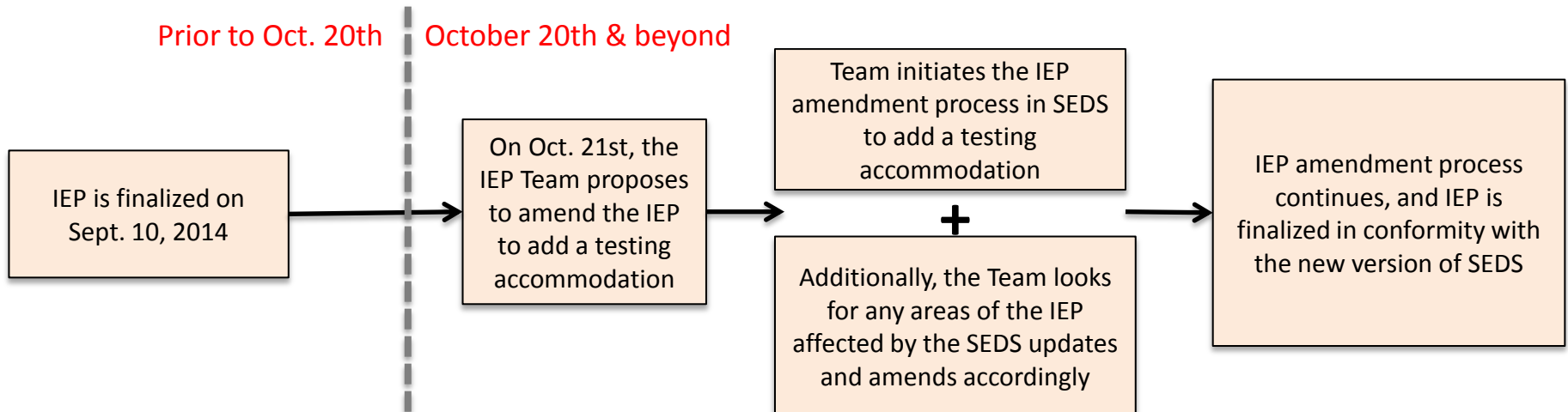
- W Preparing for the 2014 Release -FINAL KR e... Dina Scott, Sep 30, 2014, 10:51 AM v.1
- W Summary of Items for Release Fall 2014\_Fin... Dina Scott, Sep 30, 2014, 10:14 AM v.1

# Impact of SEDS Updates on the IEP Process

## Case Study Student A: IEP Process



## Case Study Student B: IEP Amendment



**NOTE: IEP Teams will NOT need to do an IEP amendment for the sole purpose of updating the IEP to match the SEDS Fall Release**

# Impact of SEDS Updates on the IEP Process

Five areas of the IEP process (including the IEP amendment process) that could potentially be affected by SEDS updates:

- 1) **Speech-Only IEP:** New checkbox to denote this is a speech-only IEP.
- 2) **Special Education Goals:** Academic goals based on Alternate Achievement Standards must also include a corresponding Common Core State Standard (CCSS).
- 3) **ESY Transportation:** Yes/No question to indicate if ESY Transportation is identical to regular school year transportation.
- 4) **Post-Secondary Transition:** Yes/No question for goals indicates if an outside agency (such as RSA) is likely to be involved in providing this service.
- 5) **Consent to Invite Outside Agency:** Log communication attempts to obtain consent from a parent to invite an outside agency to the IEP meeting.

One additional area that affects the IEP amendment process: Related Service Provider Input Form is required when amending a service type or amount.

# Impact of SEDS Updates on the IEP Process

This is the Standard IEP Amendment Form for Case Study Student B. This is an example of how the IEP amendment process will be affected by SEDS updates, but only if the original IEP was **finalized prior to October 20th**.

**Create Standard IEP Amendment Form**

**Identify Proposed Amendment**

Change to Special Considerations

Change to Present Levels of Performance and Annual Goals (in a single area of concern)

Edit the present levels of performance, needs, impact on student, annual goals, baseline, anticipated date of achievement, or evaluation procedures and schedule for an existing area of concern.

Other change in this section

Added grade-level Common Core State Standards to all the goals, even though there were already Alternate Achievement standards chosen.

Change to Related Services

Change to Specialized Instruction

Change to Consultation Services

Change to Assistive Technology

Change to Dedicated Aide

Change Accommodation

Add new accommodation

Remove existing accommodation

Other change in this section

This change was necessary due to SEDS updates on Oct. 20th.

Users should use this form to explain the changes to the IEP that came as a result of the SEDS Oct. 20th update. The changes may include:

1. Speech-only IEP checkbox
2. Addition of CCSS to Alternate Achievement Goals
3. Additional information on ESY transportation page

The reason the IEP team initiated the amendment process in the first place.

# Impact of SEDS Updates on the Eligibility Process

Two areas of initial evaluation /reevaluation that may be impacted if the eligibility process is started prior to October 20th, but is not finished until after October 20th:

- 1) **Analyze Existing Data page:** Users are required to seek consent for reevaluation, even if no additional assessments are required. User must document reasonable efforts to obtain this consent.
- 2) **Additional Assessments page:** The assessment duration field is required when completing the assessment details page.

**Training Tip:** Plan ahead now and begin gathering this information for any eligibility processes that are open in SEDS at this time.



# OSSE Support Tool (OST)

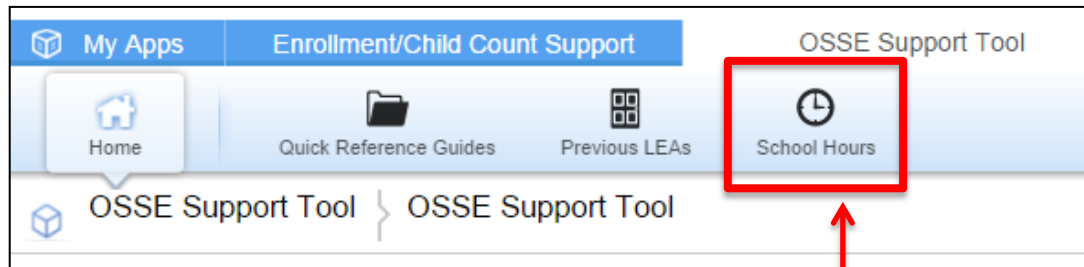
Update on Verification of  
School Hours in the OST

Responsiveness to OST Tickets

Status of Tickets



# Update on Verification of School Hours in the OST



## **Important Reminder about Verification of School Hours for LEAs**

The School Hours verification process in the OSSE Support Tool is now closed and the School Hours tab no longer appears.

If any additional changes are needed, a special form must be used. This form is called the Entity Management Identification Form (EMI).

Please note: Charter schools must work directly with the PCSB to complete this form, regardless of independent/dependent charter status.

For questions, please submit a ticket in the [OSSE Support Tool](#).

# Responsiveness to OST Tickets

## LEA SE POC Responsiveness Rating: July 1st – September 30th

	LDA Responsiveness Goal	Actual Responsiveness %
Percentage of tickets <u>resolved</u> and <u>confirmed</u> by the user	<b>100%</b>	<b>58%</b>
*Percentage of tickets <u>closed</u> due to <u>no response</u>	<b>0%</b>	<b>42%</b>

\* Includes tickets that were resolved by OSSE but not confirmed or resolved by the LEA SE POC

## OSSE Responsiveness Rating: July 1st – September 30th

	OSSE Responsiveness Goal	Actual Responsiveness %
Percentage of tickets resolved within 2 business days	<b>**95%</b>	<b>78%</b>

\*\* 5% of tickets are vendor related and have a 5 day resolution goal

# OSSE Support Tool (OST)

## Status of Tickets

New/Requires Review												
Full Report	Email	More	4 Issues									
Status Category	Status	Issue Type	Issue Option Name	If Other, Please Specify:	USI	First Name	Last Name	Attending School	Issue Description			
<b>New (2 Issues)</b>												
		New	New	Administrative Actions	Student age-out/close-out request	xxxxxxxx11	Kesi	Unreal		[JUL-24-13 11:10 PM Titilola Williams-Davies] This student is inactive in SEDS but she turned 22 after the start of the Spring Semester.		
		New	New	Administrative Actions	Access to inactive student records	xxxxxxxx15	Michael	Jackson		[JUL-25-13 12:03 AM Ted Rela] I need this student reactivated in SEDS so that I can fax in additional documents that were completed prior to the student being exited from Special Education.		
<b>Open (1 Issue)</b>												
		Open	Investigating	Enrollment	Student Erroneously Appearing in SEDS - Student NOT Currently Attending LEA	xxxxxxxx09	Tiera	Tester	Test Academy	[JUL-11-13 10:37 AM Ted Rela] Tiera Tester left Test Academy in May 2013 and was exited in our Student Data System, but she is still showing up in SEDS.		
<b>Requires Review (1 Issue)</b>												
		Requires Review	Additional Information Required	Faxing Issues	Fax not appearing in SEDS		Tom	Smith		[JUL-11-13 12:47 PM Ted Rela] Its TOM Smith [JUL-11-13 12:14 PM Titilola Williams-Davies] Please provide the student's details in the fields above. Also indicate which document you were attempting to fax in. [JUL-11-13 12:13 PM Ted Rela] I cannot see the document I faxed in for one of my students.		

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

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


# OSSE Support Tool (OST)

## Status of Tickets

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

### Requires Review (1 Issue)

<b>NEW</b>  	Additional Information Required	Faxing Issues	Fax not appearing in SEDS	Tom Smith	[JUL-11-13 12:47 PM Ted Rela] Its TOM Smith
[JUL-11-13 12:14 PM Titilola Williams-Davies] Please provide the student's details in the fields above. Also indicate which document you were attempting to fax in.					
[JUL-11-13 12:13 PM Ted Rela] I cannot see the document I faxed in for one of my students.					

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


▼ Issue Description

**Issue Description \***

[JUL-11-13 10:37 AM Ted Rela] Tiera Tester left Test Academy in May 2013 and was exited in our Student Data System, but she is still showing up in SEDS.

You can type here.

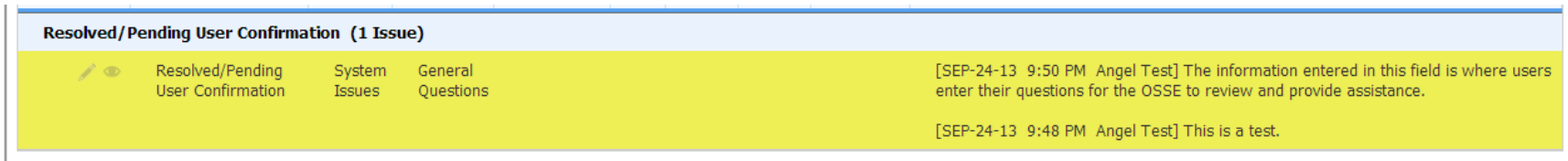
In the “Issue Description” field, the original description submitted will appear in grey. Any additional questions entered by OSSE Personnel will also appear in grey.

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


# OSSE Support Tool (OST)

## Status of Tickets

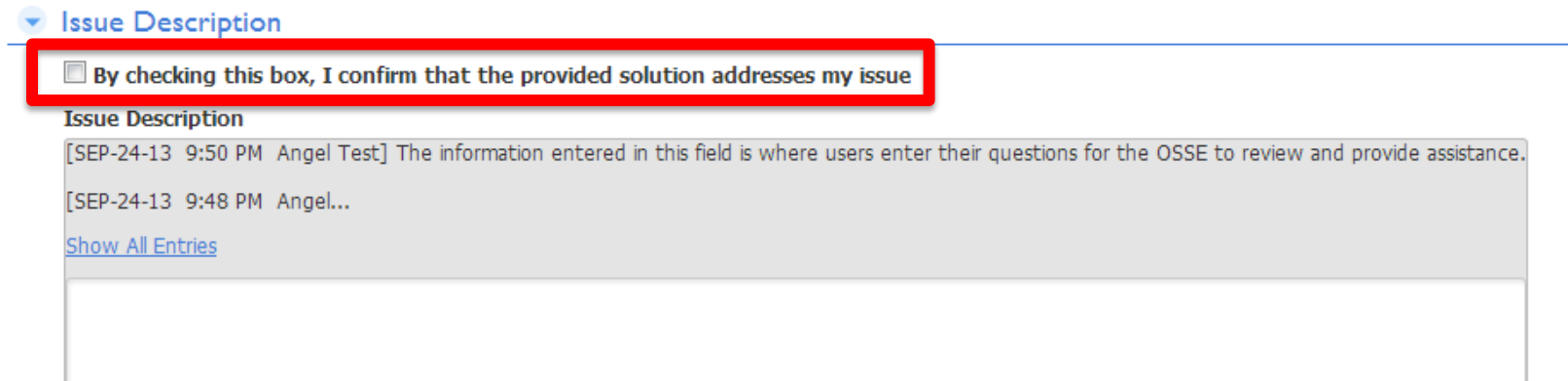
Once a user has implemented the suggested solution offered by the State, the user should inform the State by checking the box below that the issue has been resolved.



**Resolved/Pending User Confirmation (1 Issue)**

	Resolved/Pending User Confirmation	System Issues	General Questions	[SEP-24-13 9:50 PM Angel Test] The information entered in this field is where users enter their questions for the OSSE to review and provide assistance.
				[SEP-24-13 9:48 PM Angel Test] This is a test.

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



**Issue Description**

By checking this box, I confirm that the provided solution addresses my issue

**Issue Description**

[SEP-24-13 9:50 PM Angel Test] The information entered in this field is where users enter their questions for the OSSE to review and provide assistance.

[SEP-24-13 9:48 PM Angel...]

[Show All Entries](#)

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

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

# Pause to Reflect

## Question & Answer

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

Please share in the webinar question box.

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





# Resources for Improvement in Data Quality

New Exit & Enrollment Reports

LEA Responsibility to Request  
Transfer of Records

LEA Responsibilities for  
Nonpublic Students

# New Enrollment & Exit Reports

The **Pre-enrollment Exception Report** provides a list of the students currently pre-enrolled in your LEA with entry code 1800 that need to be updated with a Stage 5 enrollment code or exited from the LEA after school has started. Pre-enrolled students do not show up on the enrollment audit or child count roster.

The **Rejected Exits Report** provides a list of students with an invalid/outdated exit code entered into the SIS. LEA's must update the information with an updated exit code in order to properly exit the student. More information on exit codes can be found in the Entry/Exits Guidance:

<http://osse.dc.gov/publication/entry-and-exit-codes-guidance>

Both new reports are located in the SEDS Reports Tab in SLED



# Resources for Improvement in Data Quality

## SEDS Reports in SLED

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

- A. I do not have access to SLED because I am new
- B. I do not have access to SLED because I did not attend a SLED training last school year
- C. I have access to SLED, but have relied on the weekly emails to receive SEDS reports
- D. I have logged into SLED and viewed at least one report
- E. I regularly view SEDS reports in SLED



# LEA Responsibility to Request Transfer of Records

LEAs are responsible for requesting the transfer of any student records on the Events Not Transferred (ENT) Report.

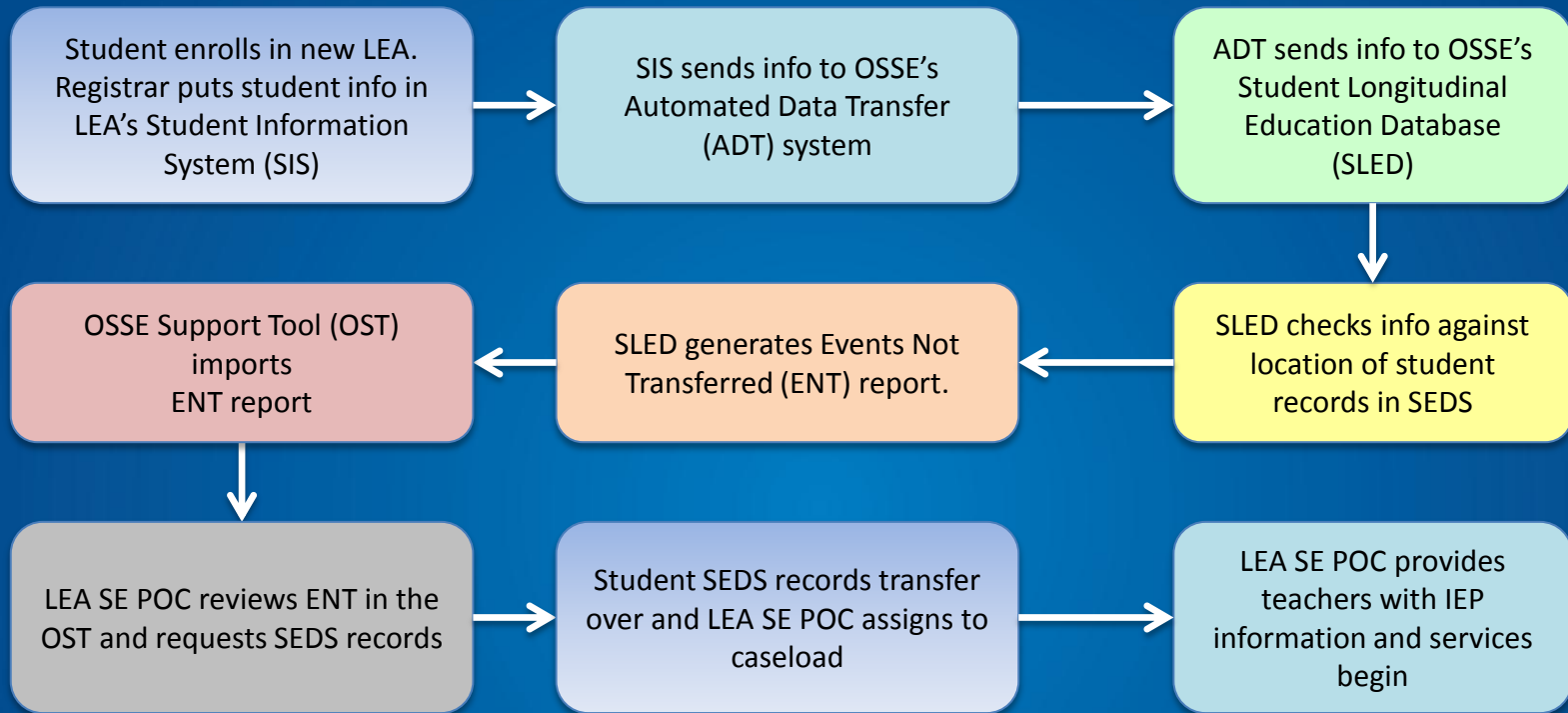
All students remaining on the ENT for more than 10 days are manually transferred by OSSE to the new LEA. OSSE is continually monitoring the ENT report to ensure LEAs are fulfilling their responsibilities to request the transfer of records in a timely manner.

LEAs with students on the ENT Report are responsible for reviewing the transferred information in SEDS and taking the necessary actions to bring the student's record into compliance:

- Reference the October 6, 2014 email from [SEDSsupport@dc.gov](mailto:SEDSsupport@dc.gov) , listing the students who OSSE manually transferred on October 3, 2014.
- View each student's SEDS record, including historical events (click the compliance symbol (e.g. red stop sign) to review the student's events).
- Bring the record into compliance within a reasonable timeframe, including expired events, such as the IEP or eligibility process.
- If you believe that a student's records have been transferred in error, please submit a ticket to the [OSSE Support Tool \(OST\)](#).

# Special Education Records Transfer Process

## Steps Needed to Ensure IEP Services are Provided for New Students



### Tips for LEA SE POCs:

- Upon enrollment, ask the parent if the child has existing special education records, or has been referred for evaluation. If so, immediately request these records from the previous LEA.
- Provide comparable services in the interim, until the official IEP is received.
- Check the OSSE Support Tool and the Events Not Transferred report frequently to check for new students with special education records at another LEA.

# LEA Responsibilities for Nonpublic Students

**Re-enrollment Requirements:** Nonpublic students are exempt from annual charter re-enrollment requirements:

- **DC Municipal Code § 3019.9** If a child's placement is changed to a nonpublic school, a child enrolled in an LEA Charter shall remain enrolled in and is the responsibility of the LEA Charter, unless and until his or her parent re-enrolls the child into another LEA (whether another LEA Charter, a District Charter, or DCPS).
- Charters may not inactivate student files in SEDS citing they have not re-enrolled for the new school year.
- However, nonpublic students still need to submit annual residency and medical records to the LEA as required for all students.
- This re-enrollment exemption is not applicable for aged out or closing charter students.

# LEA Responsibilities for Nonpublic Students

**Case Study:** Tiana has been attending Nonpublic XYZ for the past three years. During that time she was enrolled at LEA 1. This school year Tiana's mom took her out of LEA 1 and enrolled her in LEA 2. Tiana continues to attend Nonpublic XYZ, but the nonpublic staff are complaining that they cannot see Tiana's records in SEDS anymore and that her IEP is overdue. What should the LEA 2 do to resolve this issue?

**STEP ONE:** Ensure Tiana's enrollment information is correct and that all records are transferred into SEDS for LEA 2 by doing the following:

- a) Registrar **enrolls** Tiana in Student Information System (SIS) for the LEA but denotes that she is **attending** the campus for Nonpublic XYZ.
- b) LEA SE POC checks the **Events Not Transferred Report** in the OSSE Support Tool on a regular basis and submits the request to OSSE to transfer Tiana's records.
- c) When the transfer in SEDS is complete, the LEA SE POC gives access to nonpublic staff to Tiana's records.

# LEA Responsibilities for Nonpublic Students

**STEP TWO:** Ensure Tiana’s records in SEDS are up to date and in compliance:

- a) View Tiana’s current events by clicking on the ‘Student History’ tab.
- b) If any events are past due, rectify the situation as soon as possible. In this example, Tiana’s IEP is overdue by 2 months, so the LEA should hold an IEP meeting as soon as possible.

Event ID	Event Date*	Event Type	Begin Date	End Date	User	Document	Date Created	
1380442	01/24/2014	Notification - IEP			Vicki Snyder	P'WN - Determination of Eligibility or Non-Eligibility (ID# 2243460)	01/24/2014 12:23 (256 days)	Details
1380277	11/07/2013	Notification - IEP			Sam Ferguson	P'WN - Proceed with Evaluation (ID# 2243066)	11/07/2013 09:45 (334 days)	Details
1380274	11/07/2013	Notification - IEP			Sam Ferguson	Parent Letter of Invitation - IEP Meeting (ID# 2243046)	11/07/2013 09:14 (334 days)	Details
1299647	08/03/2013	IEP	08/03/2013	09/02/2013	Jane Kaplan	Manual IEP (ID# 2162069)	08/03/2013 14:23 (430 days)	Details
1299646	08/03/2013	Eligibility Determination	08/03/2013	08/03/2016	Jane Kaplan	Manual Eligibility (ID# 2162067)	08/03/2013 14:23 (430 days)	Details

Student history page shows last IEP was held 8/3/2013.



# LEA Responsibilities for Nonpublic Students

**STEP THREE:** Review Tiana's progress and consider if the LEA can provide FAPE for Tiana in a less restrictive environment, such as the LEA campus.

OSSE has several available resources to assist LEAs in determining appropriate placement.

<http://osse.dc.gov/service/placement-oversight-unit>

## Placement Oversight Unit

The Placement Oversight Unit coordinating with internal District government agencies and community partners to ensure that all District students receive FAPE; and developing and administering procedures to ensure that students are educated in the least restrictive environment appropriate to meet their needs.

[Least Restrictive Environment - Toolkit](#)

[Least Restrict Environment Policy](#)

[Policies and Procedures for Placement Review](#)

- [Guidance](#)
- [Parent Brochure](#)

# Pause to Reflect

## Question & Answer

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

Please share in the webinar question box.

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







# Training Tips

Participation of Outside Agencies  
in Postsecondary Transition Planning

Adding or Removing an  
Area of Concern on the IEP

PARCC Accommodations in SEDS

# Participation of Outside Agencies in Postsecondary Transition Planning

**IDEA law states:** “To the extent appropriate, with the consent of the parent or a child who has reached the age of majority...the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.” (34 CFR § 300.322 (b)(3))

**SEDS Update:** A mandatory Yes/No question box will be added to the postsecondary goals page prompting the IEP team to consider whether there is any potential outside agency involvement (such as RSA, DDA, DBH, etc.) with the provision of this transition service.

Transition Areas ?		
Transition Area with Post-Secondary Goal	Status	Add/Edit Annual Transition Goal Goals and Coordinated Set of Activities
<b>Post-Secondary Education and Training:</b> <i>Post-Secondary Goal: *</i>  <input type="button" value="Add Post-Secondary Goal"/>	Not Started	<input type="button" value="Manage Goals and Activities"/>
<b>Employment:</b> <i>Post-Secondary Goal: *</i>  <input type="button" value="Add Post-Secondary Goal"/>	Not Started	<input type="button" value="Manage Goals and Activities"/>
<b>Include Independent Living as a Transition Area? *</b>	<input type="text"/>	

Checkbox is located on this page.

This new feature will assist in tracking the involvement of outside agencies, such as RSA, in secondary transition planning.

# Adding or Removing an Area of Concern on the IEP

**Case Study:** Johnny had an initial evaluation done in 2013, with reading as the only area of concern on the original IEP. Now it is 2014 and the IEP team wants to add math as an area of concern.

**Obstacle:** Because math was not checked as an area of concern during the initial evaluation, the IEP team is not able to add math goals or services for the annual IEP update.

**Warning:** Returning to the eligibility process page to add math as an area of concern could potentially initiate the reevaluation process, which is not the intention of Johnny's team.

**Solution:** Use the 'Manual Event' tab (instructions included on the next slide).

# Adding or Removing an Area of Concern on the IEP

Go to the Manual Events Tab

The screenshot displays the EasyIEP web application interface. At the top, the logo "EasyIEP by PCG Education" is visible on the left, and "Welcome, Annette | My" is on the right. Below the logo is a navigation bar with links: "Log Out | Main Menu | Students | My Docs | Wizards | Schools | School System | Users | Smart Logbook | M". A secondary navigation bar contains tabs: "Student/Parent Information", "Personal", "Student History", "Eligibility", "Communications Log", and "Discipline Pr". The "Manual Events" tab is circled in red. Below the navigation is a section titled "Manual Events Process" containing a list of four items: "Transfer Student Intake Checklist", "Transfer Eligibility", "Transfer IEP", and "Fix Data Problems". The "Transfer Eligibility" item is circled in red. A red arrow points from the text "Go to the Manual Events Tab" to the "Manual Events" tab. Another red arrow points from the text "Select 'Transfer Eligibility'" to the "Transfer Eligibility" item.

Select  
'Transfer  
Eligibility'

# Adding or Removing an Area of Concern on the IEP

Select the desired Area of Concern

Transfer Eligibility

Enter the Eligibility Date from the Out-of-State Evaluation: 04/15/2010

Select Areas of Concern

- Academic-Mathematics
- Academic-Reading
- Academic-Written Expression
- Adaptive-Daily Living Skills
- Cognitive
- Hearing
- Vision
- Communication/ Speech and Language
- Emotional, Social, and Behavioral Development
- Health/ Physical
- Motor Skills/ Physical Development

Then click 'Save'

<< Back Save Save & Continue >>

After completion of the above steps, the new area of concern should now appear on the IEP Process page.

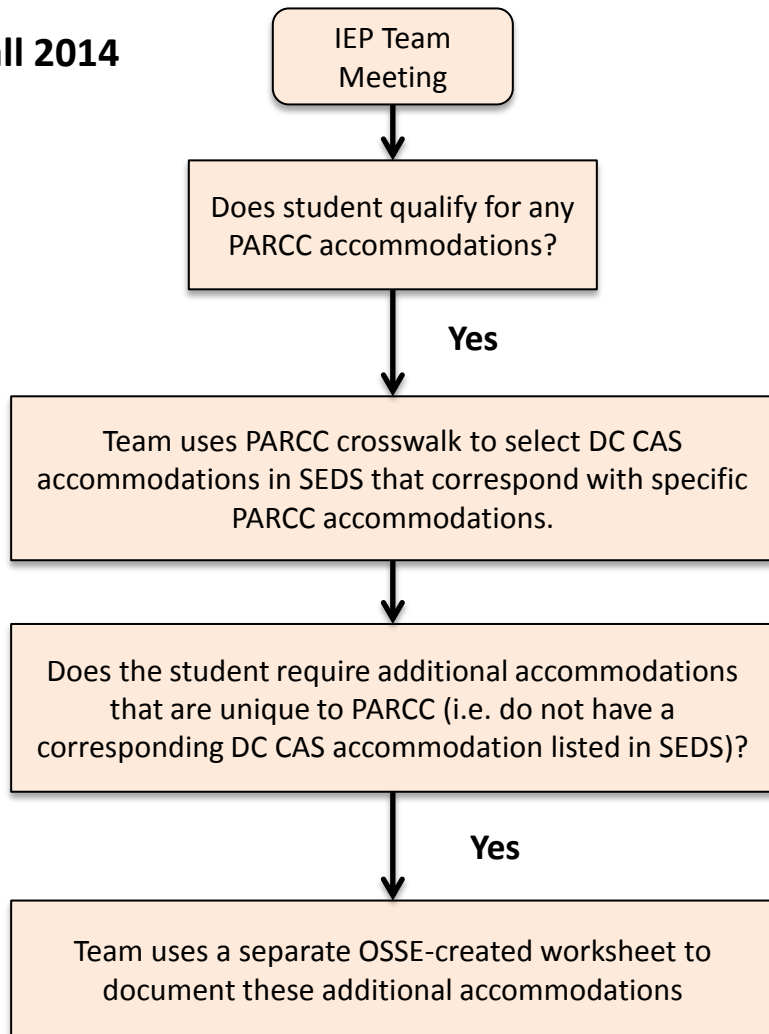
**Removing an Area of Concern:** Follow a similar process, by accessing the Manual Events tab, but this time deselect or 'uncheck' the area to be removed.

# PARCC Accommodations in SEDS

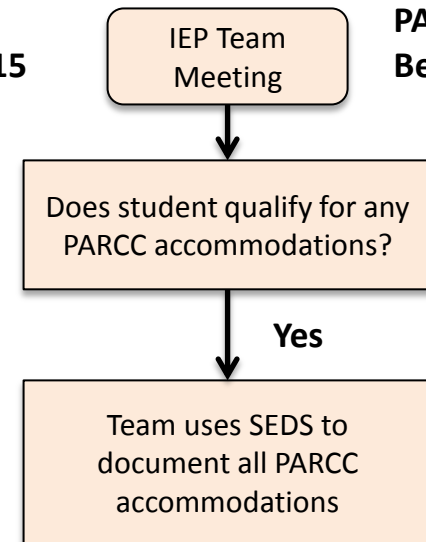
- PARCC accommodations will be built into the SEDS system as part of the mid-year release (January 2015)
- Until then, IEP teams will use crosswalks that map PARCC accommodations to preexisting DC CAS accommodations in SEDS
  - Some PARCC accommodations do not have a corresponding DC CAS equivalent and will be documented separately on an OSSE-provided worksheet
    - Example: closed-captioning of multimedia passages
    - Example: paper-and-pencil edition of the assessment

# PARCC Accommodations in SEDS

Fall 2014



SEDs Mid-Year Release Winter 2015



PARCC Testing Begins

**NOTE: IEP Teams will NOT need to do an IEP amendment after the mid-year release if they have followed these steps during the annual IEP review.**

# PARCC Accommodations in SEDS

Three important documents will guide IEP Teams in selecting appropriate PARCC accommodations for each student:

- **PARCC Accessibility Features versus DC CAS Accommodations:** Crosswalk of PARCC accessibility features to existing DC CAS accommodations. This crosswalk is a reference guide.
- **PARCC Accommodations for Students with Disabilities:** Crosswalk of PARCC accommodations to existing DC CAS accommodations. This cross walk is a reference guide.
- **PARCC Accommodations Worksheet:** This form will be used by IEP teams to document specific accommodations unique to the PARCC assessment.
  - This form must be uploaded into a student's record in SEDS, as either part of an annual IEP review or as an IEP amendment.

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



# Example of Using the PARCC Accommodations Crosswalk

Response Accommodations for Students with Disabilities		
PARCC Accommodation	DC CAS Accommodation (If Applicable)	Policy for use on the PARCC Computer-based Assessment
Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for the Mathematics assessments; and for selected response (not constructed response) items on the English Language Arts/Literacy assessments	Oral Response to test Pointing Response	The student dictates responses either verbally, using a speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. Student's responses must be transcribed exactly as dictated/signed.
Scribing or Speech-to-Text (i.e., Dictation/Transcription) for constructed responses on the English Language Arts/Literacy Assessments	Oral Response to test	The student dictates responses either verbally, using a speech-to-text device, augmentative/ assistive communication device (e.g., picture/word board), or by signing, gesturing, pointing, or eye-gazing. Grammar checker, Internet, and stored files functionalities must be turned off. Word prediction must also be turned off for students who

STEP ONE: IEP Team decides the student qualifies for the PARCC accommodation of Scribing or Speech-to-Text.

STEP TWO: IEP Team selects the corresponding DC CAS accommodation found in SEDS.

Participation Area: General

Area:

	Accommodation
<input checked="" type="checkbox"/>	Oral responses to tests
<input type="checkbox"/>	Copy from paper/book instead of board**
<input type="checkbox"/>	Signed and/or taped responses
<input type="checkbox"/>	Write in test books
<input type="checkbox"/>	Pointing response
<input type="checkbox"/>	Pencil grip
<input type="checkbox"/>	Dictated response to examiner
<input type="checkbox"/>	Calculators
<input type="checkbox"/>	Other

# New OSSE PARCC Accommodations Worksheet



## 2014-2015 PARCC Accommodations Worksheet

Directions: This form will be used by IEP teams to document specific accommodations unique to the PARCC assessments. This form must be uploaded into a student's record in SEDS as a record of the IEP team's decision on the accommodations. Please note that all accommodations must be documented in the student's Individualized Education Program (IEP) or 504 plan prior to use on the PARCC assessments.

### Student Background Information

Student Name: \_\_\_\_\_ Student USI Number: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Student Grade on IEP: \_\_\_\_\_

School Name: \_\_\_\_\_

LEA Name: \_\_\_\_\_

Important Note: Please refer to the *PARCC Accessibility Features and Accommodations Manual* for detailed information on the full spectrum of accessibility features and accommodations.

### Accommodations Identified for PARCC Assessments for Students with Disabilities

Presentation Accommodations for Students with Disabilities		
PARCC Accommodation	Policy for use on PARCC Computer-based Assessment	Select Yes or No
Closed-Captioning of Multimedia Passages on the ELA/Literacy Assessments	Students who are deaf or hard-of-hearing view captioned text on multimedia (i.e., video) on ELA/Literacy assessments.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Descriptive Video <i>*This accommodation will not be available for the 2015 Operational year.</i>	Students who are blind or visually impaired listen to narrated audio description of key visual elements in multimedia (i.e., video) passages on ELA/Literacy assessments.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Large Print	A large print edition of the test is provided to students with visual impairments. The font size for the PARCC large print edition will be 18 point on paper sized 11x17. Responses must be transcribed verbatim by a test administrator in a standard student answer booklet. Responses that have not been transcribed will not be scored.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Paper-and-Pencil Edition of the ELA/Literacy and Mathematics Assessments	A paper-and-pencil form of each assessment is available for students who are unable to take a computer-delivered assessment due to a disability. The list of accommodations available for students who take the paper-pencil form is included in Appendix A.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tactile Graphics	Students who are blind or visually impaired and read braille use tactile graphics.	<input type="checkbox"/> Yes <input type="checkbox"/> No

This worksheet contains 9 new accommodations unique to PARCC.

These accommodations do not have an equivalent DC CAS accommodation in SEDS, therefore, the IEP team must use this worksheet if the student qualifies for one (or more) of these.

If used during the annual IEP meeting, this form should be uploaded behind the newly created IEP in SEDS.

If these accommodations were added to the IEP later, then this document should be uploaded behind the Standard IEP Amendment Request Form in SEDS.

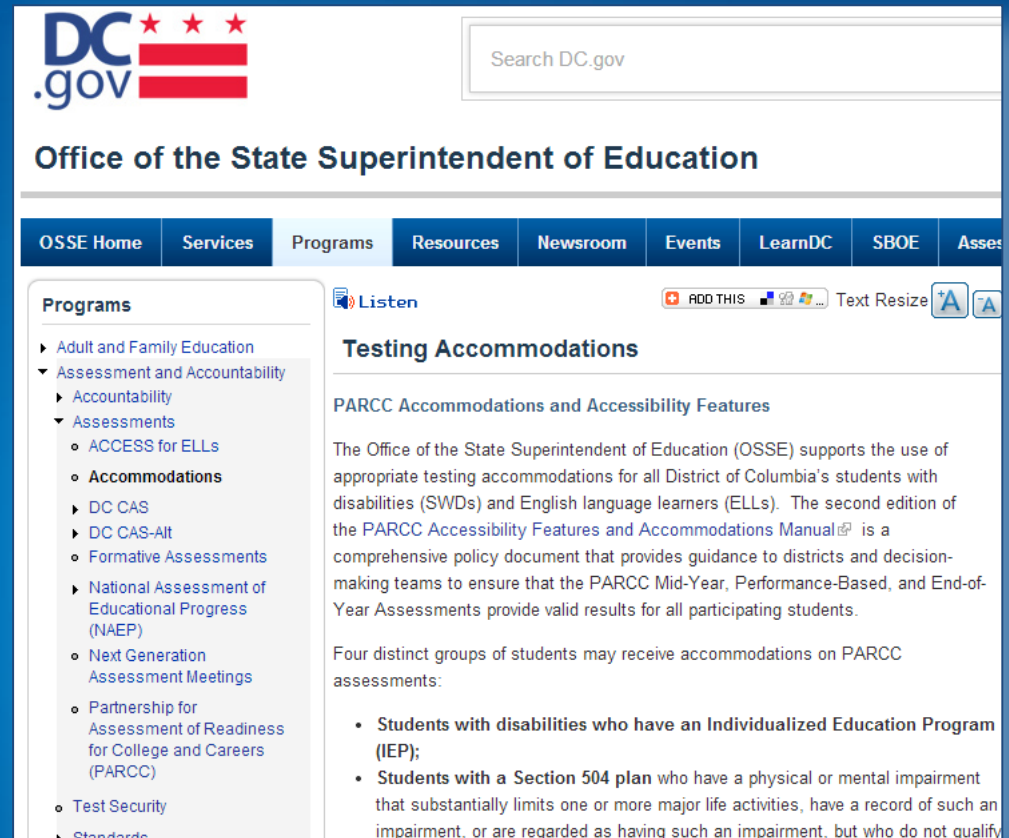
# Additional Resources for PARCC Testing Accommodations

The PARCC worksheet featuring the 9 unique PARCC accommodations is located on the Main Menu page of SEDS.

All crosswalks and manuals are located at:  
<http://osse.dc.gov/service/testing-accommodations>

For detailed instructions on how to select and document PARCC accommodations, please view the September 17, 2014 LEA SE POC Monthly Webinar (available for viewing on the SEDS Resource Site)

For questions, contact:  
[Michelle.Blakey-Tuggle@dc.gov](mailto:Michelle.Blakey-Tuggle@dc.gov)



The screenshot shows the DC.gov website for the Office of the State Superintendent of Education (OSSE). The navigation menu includes OSSE Home, Services, Programs, Resources, Newsroom, Events, LearnDC, SBOE, and Asses. The 'Programs' sidebar lists categories like Adult and Family Education, Assessment and Accountability, and Test Security. The main content area is titled 'Testing Accommodations' and includes a section for 'PARCC Accommodations and Accessibility Features'. This section explains that OSSE supports testing accommodations for students with disabilities (SWDs) and English language learners (ELLs), and mentions the 'PARCC Accessibility Features and Accommodations Manual'. It also lists four distinct groups of students who may receive accommodations on PARCC assessments:

- Students with disabilities who have an Individualized Education Program (IEP);
- Students with a Section 504 plan who have a physical or mental impairment that substantially limits one or more major life activities, have a record of such an impairment, or are regarded as having such an impairment, but who do not qualify

## Additional PARCC Resources

- 
- [PARCC Accessibility Features versus DC CAS Accommodations](#)
- [PARCC Accommodations for Students with Disabilities](#)
- [PARCC English Language Learner Accommodations](#)
- [Understanding the PARCC Personal Needs Profile](#)

# Pause to Reflect

## Question & Answer

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

Please share in the webinar question box.

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





# Reminders and Announcements

Child Count Reminders

SEDS Trainings & Resources

Upcoming OSSE Events & Trainings

# Child Count Reminders

Phase I

- LEAs Attend Training

September 2014

Phase II

- LEAs Access, Review, and Correct

Sept. 15 – Oct. 6

Phase III

- LEAs Submit Certification

Oct. 7 – Oct. 8

Phase IV

- OSSE Analysis

Oct. 8 – Oct. 20

Phase V

- LEAs Review and Resubmit

Oct. 20 – Dec. 3

# SEDS Trainings and Technical Assistance for the 2014-15 School Year


Course Name	Description	Time Frame	Audience
SEDS Train-the-Trainer	Guides trainers through available training resources.	November 14	SEDS Trainers at each LEA who have not previously attended
LEA SE POC Monthly Support Webinars	Reviews responsibilities of LEA SE POCs, including the OSSE Support Tool, SEDS, and data quality. Provides training tips and announcements.	3rd Wednesday of every month, 10:00AM (next is November 19th)	All LEA SE POCs
Related Service Providers Training	Provides training for service providers in specific areas of SEDS that relate to their daily routine	October 22	Designated RSPs from each LEA and NP
Nonpublic Point of Contact Quarterly Webinar	Reviews NP POC responsibilities, including the OSSE Support Tool, SEDS, and data quality. Provides training tips and announcements.	Next date: December 10	All NP POCs

All registration information can be found in the LEA Look Forward and on the OSSE homepage main calendar of event.

# New K-12 Program Calendar

2014-15 School Year Program Calendar is now available

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



Division of  
Elementary,  
Secondary, and  
Specialized  
Education

## September 2014

SUN	MON	TUE	WED	THU	FRI	SAT
	1 HOLIDAY Labor Day	2	3 SEDS Fall Release Training	4 DCMR Parent Focus Group	5	6
7	8	9 PARCC 101 Webinar	10 Blackman Jones Inde- pendent Charters Training SLO Intensive Follow-Up Training Annual School-Based Medicaid Reimbursement	11 Blackman Jones Inde- pendent Charters Training New LEA SE POC Orientation 21st CCLC Program PD	12 SEDS Train the Trainer	13
14 Dissemination Grants Competition Info Ses- sion	15 Neglected & Delin- quent Student Post- Award Conference	16	17 LEA SE POC Monthly Support Webinar	18 Early Intervention Program Monitoring Training	19 Secondary Trans CoP SEDS RSP Training Instructional CoP	20
21	22 Child Outcomes Sum- mary (COS) Training	23 Child Outcomes Sum- mary (COS) Training New Leader and LEA Foundations for Suc- cess LEA Part B Compliance Monitoring Training	24 Nonviolent Crisis Inter- vention (CPI) PARCC Practice Tests Instructional Impli- cations Webinar RSA Secondary Transi- tion Forum	25 STEM in 21st CCLC STEM Out of School Time	26 STEM 21st CCLC STEM Out of School PARCC Online Accessi- bility Features	27
28	29	30 Academic Interventions Webinar CCSS Access for Spe- cial Populations S.E.N.S.E. Mentor Application due				

**Notes**

**SEDS RSP Training**– Special Education Data Systems Related Service Providers

**DCMR Parent Focus Group**– Specialized Instruction and Case-load/Class Size

**STEM**– Science, Technology, Engineering, and Math

**RSA**– Rehabilitation Services Administration

**SLO**– Student Learning Objectives

**CCLC**– Century and Community Learning

**Legend**

Teaching and Learning Opportunities for All Audiences

Teaching and Learning Opportunities for Specialized Instruction

Teaching and Learning Opportunities for English Language Learners

Teaching and Learning Opportunities for Positive Behavior Supports

LEA Compliance Monitoring Training

For information regarding specific events, please contact us at [osse.tta@dc.gov](mailto:osse.tta@dc.gov)

This calendar will be refreshed the last week of each month with any updated content. Please check [osse.dc.gov](http://osse.dc.gov) for updates and new information.



# Upcoming Mentorship Program

## Supporting Emerging & New Special Educators Mentorship Program (SENSE)

**The purpose of the program is to:**

- Provide immediate, quality feedback and support for teacher professional development
- Assist in the retention efforts of special education teachers throughout the District
- Build relationships between theory and practice for the utilization of evidence-based practices and teacher-created best practices
- Create a strong teacher support network

More information will be forthcoming in the LEA Look Forward and on the OSSE website: [osse.dc.gov](https://osse.dc.gov)

# DCMR Title 5, Chapter 30 Updates LEA Focus Groups & Survey

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

- LRE & Discipline Procedural Safeguards, Oct. 22nd, 2:30—4:30pm
- Graduation Pathways, Secondary Transition, IEP Certificate of Completion, Dec. 8th

For more information, contact [Jamille.Peters@dc.gov](mailto:Jamille.Peters@dc.gov).

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



Save the Date ★ **November 7, 2014**

# It Takes a City

Bridging LEAs to Resources for Enhanced Student Outcomes

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202.727.6436

## It Takes a City

Bridging LEAs to Resources for Enhanced Student Outcomes

Walter E. Washington Convention Center  
801 Mt. Vernon Pl, NW, Washington, DC 20001

Friday, November 7, 2014, 8:30 a.m. – 4:30 p.m.

For more information, please email: [osse.tta@dc.gov](mailto:osse.tta@dc.gov)

The District of Columbia Office of the State Superintendent of Education (OSSE) is hosting an institute focused on connecting LEAs and school leaders to District government agencies that provide wraparound services and social support to students and their families. OSSE has invited key District child-serving agencies, LEA leaders, national education experts, and other key stakeholders to participate in solution-oriented sessions aimed at helping schools address issues that impact student outcomes.

“It Takes a City” is a series of institutes that will convene key education stakeholders three times annually around the pressing issues impacting student outcomes in the District of Columbia. Additional information about the upcoming institutes can be found online at [osse.dc.gov](http://osse.dc.gov).

Register at: <http://1.usa.gov/1o2eARm>



#DCITAC

# Thank you for your participation!

For questions, please access the OSSE Support Tool.

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

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

Save the Date: The next LEA SE POC Monthly Webinar is November 19th (3rd Wednesday of each month, 10:00AM).

