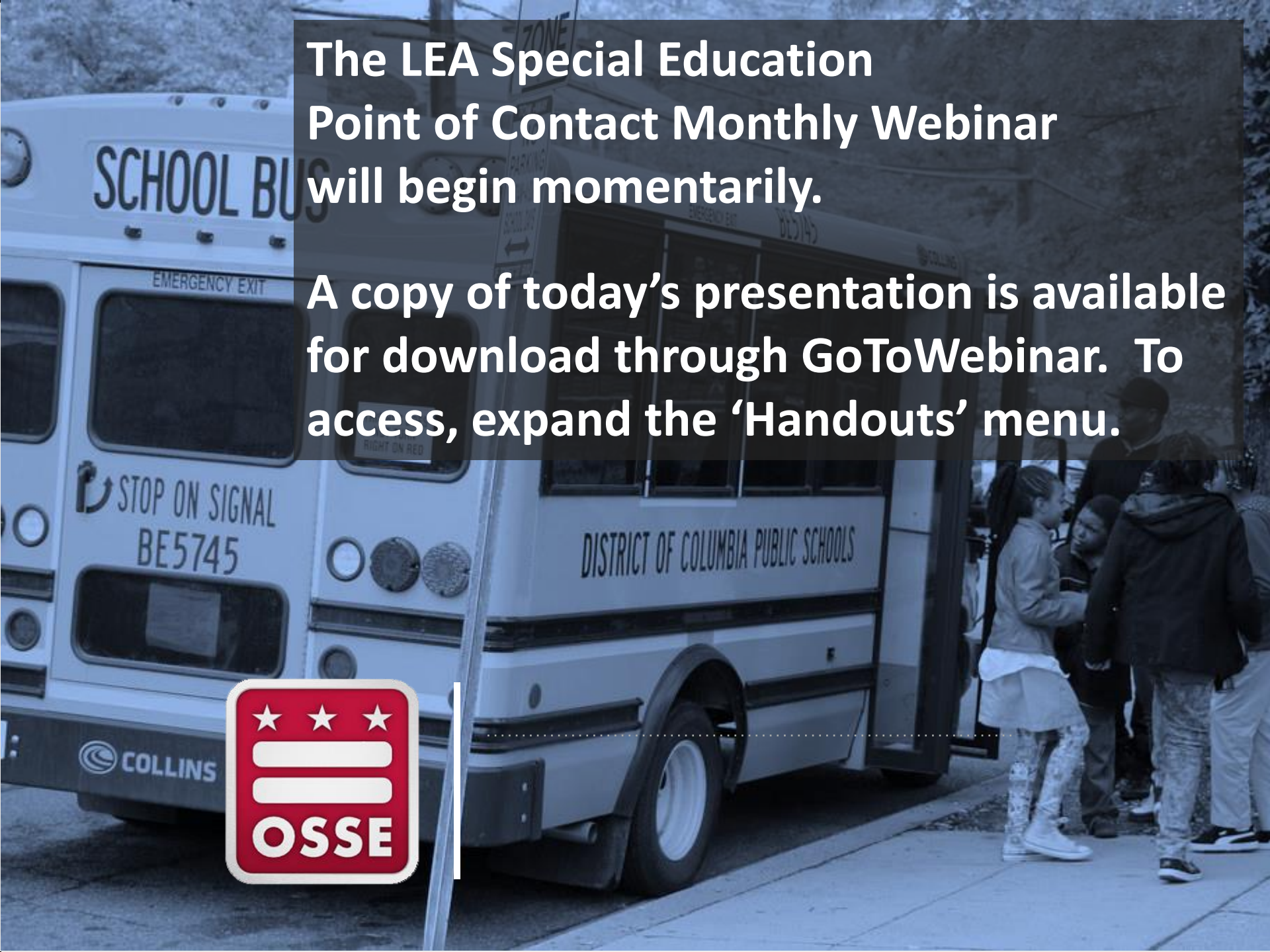


**The LEA Special Education  
Point of Contact Monthly Webinar  
will begin momentarily.**

**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

Oct. 18, 2017

OSSE Division of Data, Assessment, and Research

OSSE Division of Teaching and Learning



- Child Count Updates & Reminders
- 2017-18 Alternate Assessment Eligibility Process
- Alternate Assessment Eligibility Form in SEDS
- Upcoming Professional Development Opportunities



# Child Count Updates & Reminders



# 2017 Child Count Timeline

Oct. 17-Nov. 17, 2017

- LEA Access, Review, and Resolve all Child Count Data Anomalies

Nov. 20, 2017

- LEA Signs Data Certification Form

Dec. 15, 2017

- LEA Signs Final Enrollment Audit and Child Count Acknowledgment Form



# Overview of Child Count Process

- Child Count is a federally mandated activity as per, see 34 CFR 300.641(a), that is reported annually and serves as the official special education enrollment number for the District of Columbia.
- In accordance with the Individuals with Disabilities Education Act (IDEA) and all applicable District of Columbia laws and regulations, each Local Education Agency (LEA) is required to certify the accuracy and reliability of its data to the State Education Agency (SEA), the Office of the State Superintendent of Education (OSSE).



# Overview of Child Count Process

- Accuracy of special education data impacts funding for Special Education.
- All of the data to be reviewed for Child Count comes through the Special Education Data System (SEDS).
- If any of the student special education information is inaccurate, the data must be corrected in the source system, SEDS.

## **Student Population:**

- Students enrolled as of Oct. 5, 2017
- Must have Current IEP and Current Eligibility
- IEP Amendments must be completed by 5 p.m. Nov. 17, 2017



# Student Populations Included in Child Count

Only students that have a current IEP and eligibility status will be included in Child Count:

IEP	Eligibility	Receiving Services under IDEA	Included in Child Count?
Current	Current	Yes	Yes
Expired	Current	Yes	Yes
Current	Expired	Yes	Yes
Current	No Eligibility	Yes	Yes
Expired	Expired	No	<b>No</b>
No IEP (IEP not finalized)	Current	No	<b>No</b>





# What's New for the 2017 Child Count

- Streamlined process for Child Count
  - LEAs must review and update data in the respective source system.
- No appeal process
  - For the 2017 Child Count, all data will be certified through the Enrollment Audit and Child Count application, therefore OSSE will not hold an appeals process as we have previously.
- Additional certification timelines

**In all cases, where there is an identified data discrepancy, LEAs must resolve the errors in a manner that complies with all IDEA procedural requirements.**



# Common Issues and Errors

**Sped Error:** Student has an Expired IEP, Active Eligibility

**Suggested Resolution:** Please hold an IEP meeting and update and finalize the IEP in SEDS.



# Common Issues and Errors

**Sped Error:** Active in SEDS, but withdrawn in SIS.

**Suggested Resolution:** The LEA should ensure that the appropriate exit code was used. If the appropriate code was used, the LEA should follow the process in SEDS to have the student administratively exited from the LEA roster.



# Common Issues and Errors

## **Sped Error:** Educational Environment – Age

**Suggested Resolution:** The LEA should review the student's DOB to ensure that the age is accurate. If the age is not accurate, then the LEA should enter the student's DOB in the LEA SIS. If the age displayed in the EA/CC data is accurate, then the LEA will need to select an age appropriate Educational Environment in SEDS by completing an IEP amendment.



# Common Issues and Errors

**Sped Error:** Student turned age 6.

**Resolution:** OSSE logic takes account for those student turning age 6 five days prior to the Nov. 17 certification those student are excluded from the error pulls based on date of birth.



# Common Issues and Errors

**Sped Error:** Specialized Instruction and/or Missing Services

**Suggested Resolution:** Please review the current finalized IEP, and confirm the hours are accurately reflected. If any correction needs to be made, please complete and finalize an IEP Amendment or hold an Annual IEP meeting to review and update the student's eligibility or service hours.



# Common Issues and Errors

## **Sped Error:** Developmental Delay

**Resolution:** If the student has reached age 8, the LEA should conduct a re-evaluation to determine the appropriate category and finalize the IEP. If the student's date of birth is inaccurate, the LEA should correct it in the LEA SIS.



# Common Issues and Errors

- When searching for students in SEDS, searching for students with disabilities by filtering by “Special Ed” will not include students who:
  - **Have Expired IEP's**
  - **Record are not fully transferred**
- If the Special Education level is incorrect:
  - Confirm the service start and end dates are correct, and
  - Confirm in the **Least Restrictive Environment percentage** and checkboxes are appropriately marked.
- The educational environment will be pulled from the most recent IEP in SEDS and displayed in SLED. If the educational environment is not accurate, it may be appropriate to complete an IEP amendment to make this correction.





# Child Count Summary of Actions

Data Type	Examples	Action required
Demographic	<ul style="list-style-type: none"><li>• Name</li><li>• DOB</li><li>• Race</li><li>• Ethnicity</li></ul>	<ul style="list-style-type: none"><li>• Review</li><li>• If accurate, no action required</li><li>• If inaccurate, make update in source system (eSchoolPLUS, PowerSchool, ASPEN, SchoolForce , ProActive, etc.)</li></ul>
Special Education*	<ul style="list-style-type: none"><li>• Disability*</li><li>• IEP date</li><li>• Educational Environment</li><li>• Dedicated Aide</li></ul>	<ul style="list-style-type: none"><li>• Review Disability: If accurate, no action required; If inaccurate, make update in source system (SEDS)</li><li>• Review IEP Date: If accurate, no action required; If inaccurate, make update in source system (SEDS)</li><li>• Review Environment: If accurate, no action required; If missing or inaccurate, update in source system (SEDS)</li><li>• Review/update dedicated aide information to ensure accuracy.</li><li>• If inaccurate, make update in SEDS</li></ul>



# Child Count Preparation for Certification

- Be sure all students listed were enrolled as of **Oct. 5, 2017**.
- Ensure all demographic and special education information is accurate for all students.
- Be sure the educational environment indicated is accurate.
- Review and resolve all data anomalies, no later than **Nov. 17, 2017**, to be considered timely.



# Reviewing Anomalies

- In the **Unified Data Errors Qlik App**, the Special Education errors and the suggested resolution path are provided.
- All LEA Special Education POCs have access to the Unified Data Errors Qlik App.
- If you need access, submit an OSSE Support Tool ticket.



# Data Systems that Impact Child Count

## **LEA Membership Tracker**

- If the student has a demographic conflict, the demographic conflict must be corrected in order to be included on the roster.

## **Qlik Unified Data Errors**

- If the student has Special Education related errors, the errors must be corrected in order for the student to be included in Child Count.

## **SEDS**

- If the student has errors related to Eligibility, IEP, Services or Education Environment, these errors must be corrected in SEDS. All IEP Amendments must be completed and finalized in SEDS prior to Nov. 17, 2017.



# OSSE Resources for Child Count

- Each LEA has an assigned OSSE LEA Liaison.
- DAR LEA liaisons can assist with matters related to Start of School, Enrollment Audit, Child Count and other OSSE Data Collections activities throughout the year.



# 2017-18 Timeline for Alternate Assessment Eligibility



# Alt Assessments Tested Grade Levels

Grade	1	2	3	4	5	6	7	8	HS
MCAA ELA and Math	No	No	Yes	Yes	Yes	Yes	Yes	Yes	11 <sup>th</sup>
Alt. ACCESS for ELLs	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
DC Science Alt	No	No	No	No	Yes	No	No	Yes	Bio



## Alternate Assessment Eligibility Criteria

- The DC Alternate Assessment is administered each year to students in grades 3-8 and 11 who meet the criteria
- Students must meet the follow criteria to participate in the Multi-State Alternative Assessment
  - The student has a significant cognitive disability
  - The student is learning content linked (derived from) the Common Core State Standards (CCSS)
  - The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age -appropriate curriculum





# Criterion #1

## The student has a significant cognitive disability

Participation Criteria	Participation Criteria Descriptors	Sources of Evidence [check if used]
<p>1. The student has a significant cognitive disability</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>	<p>Review of student records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.</p> <p><i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i></p>	<ul style="list-style-type: none"><li><input type="checkbox"/> Results of Individual Cognitive Ability Test</li><li><input type="checkbox"/> Results of Adaptive Behavior Skills Assessment</li><li><input type="checkbox"/> Results of individual and group administered achievement tests</li><li><input type="checkbox"/> Results of informal assessments</li><li><input type="checkbox"/> Results of individual reading assessments</li><li><input type="checkbox"/> Results of district-wide alternate assessments</li><li><input type="checkbox"/> Results of language assessments including English learner (EL) language assessments if applicable</li></ul>



# Significant Cognitive Disability

## Most Significant Cognitive Disability Criteria

- Significant limitations in two or more adaptive skills areas, such as daily living skills, communication, self-care, social skills, academic skills, and work skills
- A condition which is present from early childhood
- **Can** include but are **not limited** to the following disability categories:
  - Intellectual disabilities
  - Multiple disabilities
  - Autism

## Disabilities that do not meet the criteria

- Learning disabilities
- Speech-language impairments
- Emotional-behavioral disabilities



# Criterion #2

## The student is learning content linked to (derived from) the CCSS

<p><b>2.</b> The student is learning content linked to (derived from) the Common Core State Standards (CCSS).</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>	<p>Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level CCSS and address knowledge and skills that are appropriate and challenging for this student. The student is learning content that is linked to (derived from) the standards that are appropriately broken into smaller steps, called Core Content Connectors.</p>	<ul style="list-style-type: none"><li><input type="checkbox"/> Examples of curriculum, instructional objectives and materials including work samples</li><li><input type="checkbox"/> Present levels of academic and functional performance, goals and objectives from the IEP</li><li><input type="checkbox"/> Data from scientific research-based interventions</li><li><input type="checkbox"/> Progress monitoring data</li></ul>
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# Criterion #3

## The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum

<p>3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum.</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>	<p>The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across academic content.</p>	<ul style="list-style-type: none"><li><input type="checkbox"/> Examples of curriculum, instructional objectives, and materials including work samples from both school and community based instruction</li><li><input type="checkbox"/> Teacher-collected data and checklists</li><li><input type="checkbox"/> Present levels of academic and functional performance, goals, and objectives, and post-school outcomes from the IEP and the Transition Plan for students age 12 and older</li></ul>
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Test Administration  
Student Profiles



# Alternate Assessment Denial Codes

- **N1:** Student records do not indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior
- **N2:** Individualized Education Program goals and instruction are not linked to enrolled grade-level CCSS and/or do not address knowledge and skills that are appropriate and challenging for student
- **N3:** Student does not require extensive, repeated, individualized instruction and support, nor use substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across academic content
- **N4:** Alternate Assessment not assigned in Special Education Data System
- **N5:** IEP not current in SEDS



# Grade 8 Case Profile

Jason is 13 years old and uses an assistive technology device with voice and print output to take part in classroom discussions and activities, as well as to participate in assessments. Jason's instruction takes place outside of the general education classroom in a full-time specialized instruction setting with five peers. Goals and objectives listed in the IEP are linked to CCSS and instruction is derived from Common Core Connectors. For Jason to access the curriculum, content is scaffolded at the intense level of support based on the Universal Design for Learning framework. Jason's primary disability classification is Multiple Disabilities.



# Grade 11 Case Profile

Randy is 17 years old and receives instruction in an inclusion setting for all of his classes with assistance from a paraprofessional. Randy demonstrates difficulty with retention, however, he is able to access the general education curriculum with the proper accommodations and modifications to assignments. Results from recent psychological testing indicate an overall IQ score of 69. Randy receives specialized instruction services under the disability classification of Intellectual Disability.





Test Administration  
Alternate Assessments  
Application Process



# Alternate Assessments Application Process

For the 2017-18 school year, schools will complete the DC Alternate Assessment Participation Decisions Documentation Form in SEDS for ALL students that IEP teams have determined a need to participate in ANY alternate assessment.

- Students that were Alt-Confirmed for the 2016-17 school year will need a current PDF eligibility worksheet upload or electronic form in SEDS

DC Alternate Assessment Application for Participation	
Applicant Information	
Student Name:	Student USI:
Date of Birth:	Student Grade:
Disability Category:	
Did the student participate in the DC Alternate Assessment last year?	
<input type="checkbox"/> Yes	
<input type="checkbox"/> No	
Please indicate <u>ALL</u> assessments in which the student participated in the last year assessed?	
<input type="checkbox"/> PARCC	
<input type="checkbox"/> DC Science	
<input type="checkbox"/> Multi-State Alternate Assessment (MSAA)	
<input type="checkbox"/> DC Science Alternate Assessment Portfolio (DC Science Alt)	
<input type="checkbox"/> Other State's Assessment ( <i>indicate state and name of assessment</i> ):	
<input type="checkbox"/> N/A: Student is in Grade 3	
<input type="checkbox"/> Other ( <i>please specify</i> ):	



# Alternate Assessments Application Process

- For Renewed Alternate Assessment Applicants:
  - ✓ Complete the PDF “DC Alternate Assessment Participation Decision Documentation Form” SEDS
    - *PDF forms will no longer be accepted for IEPs finalized after Oct. 23, 2017*
  - ✓ Current IEP indicates “Alternate Assessment” selected by IEP team
    - *If the IEP does not indicate “alternate assessment,” an IEP amendment is needed*
  - ✓ Upload all supporting documentation in SEDS
  - ✓ IEP current in SEDS
- New Applicants
  - ✓ Complete the electronic “DC Alternate Assessment Participation Decision Documentation Form” in SEDS
  - ✓ Current IEP indicates “Alternate Assessment” selected by IEP team
  - ✓ Upload all supporting documentation in SEDS
  - ✓ IEP current in SEDS



# DC Alternate Assessment Eligibility Timeline

Activity	Date
LEAs complete Alternate Assessment Eligibility Application(s) electronically in SEDS	Oct. 23 – Nov. 17 2017
OSSE reviews eligibility applicant(s) and applicant documentation in SEDS	Nov. 24 – Dec. 15, 2017
OSSE sends eligibility determinations to LEAs in SEDS	Dec. 21, 2017
LEAs may appeal eligibility determinations by submitting additional evidence to OSSE in Quickbase	Dec. 22, 2017 – Jan. 12, 2018
LEAs receive final eligibility determinations from OSSE in Quickbase	Jan. 22, 2018
MSAA Test Window	March 19 – May 4, 2018



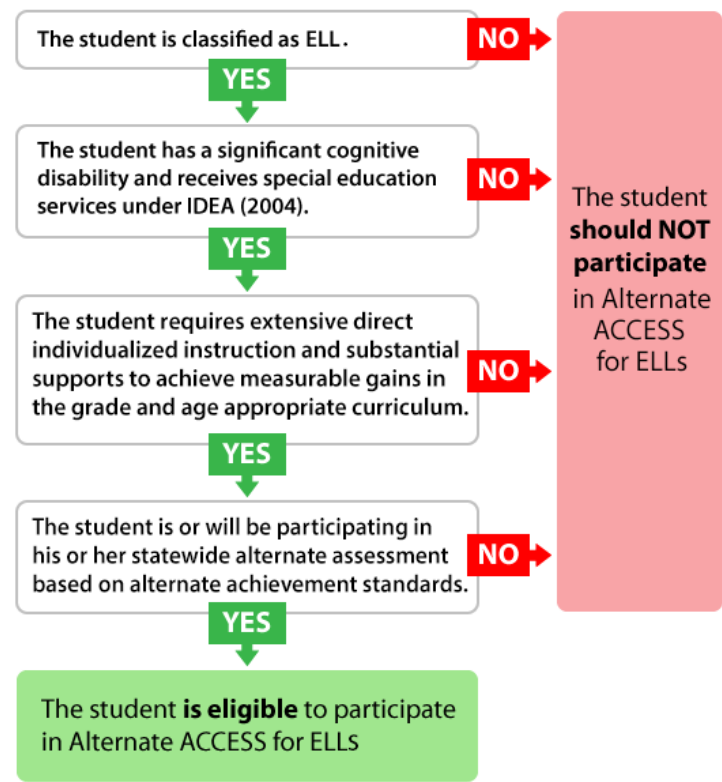
Test Administration  
Alternate Assessment  
Participation



# Alternate ACCESS for ELLs

Alternate ACCESS for ELLs is a secure large-scale English language proficiency (ELP) assessment administered to students in grades 1-12 identified as English Learners (ELs) with the most significant cognitive disabilities who are unable to meaningfully participate in ACCESS for ELLs 2.0.

Alternate ACCESS for ELLs Participation Criteria Decision Tree



Find more information on the [Alternate ACCESS for ELLs webpage](#).



# Alternate ACCESS for ELLs

Test Window	Feb. 26 – Apr. 13, 2018
Test Type	Paper based
Grade Levels	1 - 12
Content Areas	Listening, Speaking, Reading and Writing
Timing	Flexible
Standards	WIDA's English Language Development Standards
Eligibility	Alternate Assessment Eligibility Process



# DC Science Alt Overview

Test Window	Feb. 5 – May 25, 2018
Test Type	Portfolio
Grade Levels	5, 8, and High School Biology
Content Areas	Science
Timing	Flexible
Standards	DC Alternate Achievement
Eligibility	Alternate Assessment Eligibility Process





# Alternate Assessment Eligibility Form in SEDS



# Upcoming Professional Development Opportunities



# Getting Started with SEDS: Related Service Provision 101

This webinar training will provide a live demonstration training of how related service providers can use SEDS to:

- Check their caseload setup
- Create service logs for delivered service sessions
- Create service logs for missed service sessions
- Request support in removing an incorrect service log
- Generate service trackers
- Contribute to progress reports

Related service providers who serve students in DC public schools, public charter schools, or nonpublic schools are all invited to participate. Special education coordinators and administrators who oversee the provision of related services are also encouraged to participate.

**Register:** <https://attendee.gotowebinar.com/register/3685374246161232131>.

For questions, please submit a ticket in the OSSE Support Tool.



# 2018 Master Teacher Cadre in Secondary Special Education (MTC-S) Program

This intensive professional development program, hosted by OSSE and American University's Institute for Innovation in Education, aims to support teachers in using evidence-based practices to integrate the Common Core State Standards and Individualized Education Program (IEP) goals within the curriculum for **secondary students with disabilities**.

- Conduct an analysis of the areas of greatest need in your school;
- Develop a PD plan (including instructional strategies and assessments) to address your school community's needs;
- Implement your PD plan at a LEA-sponsored, OSSE-sponsored, or AU-based institute for DC secondary special education teachers; and
- Evaluate the quality of your PD plan, its implementation, and its intended outcomes.

The program will last **December 2017-April 2018**, and includes five Saturday PD sessions. **The deadline for applications is Friday, Oct. 27, 2017.** [Online application here.](#) Participants will be notified of their selection no later than Thursday, Nov. 9, 2017.

For more information or questions, please contact Angela Awonaike at [Angela.Awonaike@dc.gov](mailto:Angela.Awonaike@dc.gov).



# Instruction for English Learners with Significant Cognitive Disabilities

This webinar training will highlight resources to support schools in working with English Learners (ELs) who have been identified as having the most significant cognitive disabilities, including:

- Federal guidelines around identifying and supporting ELs with special needs;
- Tips for supporting these students in the classroom; and
- WIDA's Alternate Model Performance Indicators for assessment and instruction.

**Thursday, Nov. 9, 2017, 2 – 3 p.m.** [Register here.](#)

This webinar is part of the 2017-18 English Learner Point of Contact (EL POC) Monthly Webinar Series which is held on the **second Thursday of each month.**

For questions, please contact Anika Harris at [Anika.Harris@dc.gov](mailto:Anika.Harris@dc.gov).



# Restorative Practices

Restorative Practices is a culture and set of practices that engage a community in building relationships and repairing harm through mutual, inclusive dialogue, understanding, and cooperation.

## [Restorative Practices Community of Practice](#)

November Session: Restorative Communication for School Staff  
**Tuesday, Nov. 14, 2017, 9-11 a.m.**, at Washington Metropolitan High School, 300 Bryant St. NW.

## [Why Restorative: Introductory Webinar Training](#)

**Wednesday, Nov. 1, 2017, 4-5 p.m.**

## [Circle Keeping Workshop](#)

**Friday, Nov. 17, 2017, 8:30 a.m.—4 p.m.**, at the DC Armory, 2001 East Capitol Street SE.



# Understanding and Implementing Section 504

This webinar training will guide participants through:

- An overview of Section 504
- A step-by-step walk-through of the Section 504 process from referral to implementation
- Section 504 best practices and frequently asked questions

This training will take place on **Wednesday, Nov. 8, 2017, 9:30-11:30 a.m.** [Register here.](#)

For more information or questions, please contact Angela Awonaike at [Angela.Awonaike@dc.gov](mailto:Angela.Awonaike@dc.gov) or (202) 481-3870.



# Student Support Teams Trainings

## **Student Support Teams Part I**

**Tuesday, Nov. 7, 2017, 9 a.m.—12 p.m.** [Register here.](#)

- An overview of SSTs and Response to Intervention (RtI)
- Best practices for SSTs
- SST process troubleshooting

## **Student Support Teams Part II**

**Tuesday, Nov. 7, 2017, 12:30—3:30 p.m.** [Register here.](#)

- Selecting appropriate interventions
- Curriculum-based monitoring
- Instructional decision-making based on RtI data

**PLEASE NOTE:** Separate registration is required for each training. **Part I is not a prerequisite for Part II.**





# Additional OSSE Trainings

## **The Nuts and Bolts of Secondary Transition**

Thursday, Nov. 9, 2017, 12-3 p.m. [Register here.](#)

## **Nonviolent Crisis Intervention**

Thursday, Nov. 9, 2017, 8:30 a.m.—3:30 p.m.

Wednesday, Dec. 6, 2017, 8:30 a.m.—3:30 p.m.

[Register here for either date.](#)

## **Improving Student-led IEP Practices and Processes**

Online professional development six-week course begins **Oct. 30, 2017** and ends **Dec. 8, 2017**. [Register here.](#)

Participants who fulfill all requirements will be eligible to receive 12 OSSE Professional Learning Units (PLUs).



Thank you!

Statewide assessment questions:  
[OSSE.Assessment@dc.gov](mailto:OSSE.Assessment@dc.gov)

Policy questions:  
[OSSE.DSEpolicy@dc.gov](mailto:OSSE.DSEpolicy@dc.gov)

All other questions:  
OSSE Support Tool and DAR Liaison

**NEXT WEBINAR:**

**Wednesday, Nov. 15, 2017, 10—11 a.m.**