The LEA Special Education Points of Contact Webinar will start momentarily.
LEA Special Education Point of Contact Monthly Webinar
Oct. 19, 2016
OSSE Division of Data, Assessment and Accountability
OSSE Division of Elementary, Secondary, and Specialized Education
• Child Count Data Systems and Reports
• Child Count and the OSSE Support Tool
• Additional Data Systems and Reports
• Announcements & Reminders
Child Count Data Systems and Reports

- Child Count Timeline
- Statewide Longitudinal Education Data (SLED)
- Child Count Data Verification
- Qlik Sense Data Visualization Tool
- OSSE Unified Data Errors and Anomalies
State Longitudinal Education Data System (SLED)
- The system where the official Enrollment Audit and Child Count data are displayed.

Special Education Data System (SEDS)
- The primary system for inputting and updating special education student records.

SY2016-2017 Enrollment Audit QuickBase Application
- The system LEAs use to submit residency, resolution, appeals, and ELL/LEP documentation.

OSSE Support Tool (OST)
- LEA SE POCs and LEA Data Managers use the OST to submit a request for support from OSSE and also to resolve anomalies.

eSchoolPLUS
- The system LEAs use to update LEA Points of Contact and Calendars.

Qlik Sense
- Data visualization tool that includes a Unified Data Errors application.
Child Count Timeline

**Phase I**
- LEAs attend Enrollment Audit and Child Count Training
- Aug. 12, Sept 6, 9, or 12, 2016 (Completed)

**Phase II**
- LEAs access, review, and resolve all Child Count data anomalies
- Aug. 22—Nov. 18, 2016

**Phase III**
- LEAs sign Enrollment Audit and Anomalies Acknowledgement Form
- Oct. 7, 2016 (Completed)

**Phase IV**
- LEA signs Certification Form
- Dec. 2, 2016
1. Navigate to https://sled.osse.dc.gov and log-in with your SLED credentials*.

2. Click on Programs in the menu bar and the Enrollment Audit report options are shown in the dropdown menu.

*Training is required to gain SLED access. Next training is Oct. 25, 2016 from 10-11 a.m. Email SLED.info@dc.gov to RSVP, or to request an alternate training date.
In the Enrollment Audit section select Summary or Student Level:

- The **Summary** report shows the LEA (and school) total enrollment counts for UPSFF and Child Count.

- The **Student Level** report shows the student level data that corresponds to the Summary report. Select the population of interest from the following drop-down menus:
  - **Enrollment Audit UPSFF Population**: The view displays only the students enrolled and attending DC public and public charter schools.
  - **Child Count Population**: This view displays only those special education students who are part of the annual Child Count.
  - **Nonpublic Population**: This views displays only those special education students who are enrolled in DC LEAs but attending nonpublic programs.
Click on “Child Count” to view students at LEA who receive special education services.
## Child Count Data Verification

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Source System</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>USI</td>
<td>LEA SIS</td>
<td>10 digit USI assigned by OSSE/SLED</td>
</tr>
<tr>
<td>First Name</td>
<td>LEA SIS</td>
<td>Student’s First Name</td>
</tr>
<tr>
<td>Last Name</td>
<td>LEA SIS</td>
<td>Student’s Last Name</td>
</tr>
<tr>
<td>DOB</td>
<td>LEA SIS</td>
<td>Student’s Date of Birth</td>
</tr>
<tr>
<td>Age on 10/5/2016</td>
<td>LEA SIS</td>
<td>Student’s age calculated from DOB as of 10/5/16</td>
</tr>
<tr>
<td>Gender</td>
<td>LEA SIS</td>
<td>Student’s Gender</td>
</tr>
<tr>
<td>Grade</td>
<td>LEA SIS</td>
<td>Student’s Grade</td>
</tr>
<tr>
<td>Race</td>
<td>LEA SIS</td>
<td>Student’s Race</td>
</tr>
<tr>
<td>LEP</td>
<td>LEA SIS</td>
<td>Student’s Limited English Proficiency Status</td>
</tr>
<tr>
<td>LEA</td>
<td>LEA SIS</td>
<td>Student’s attending LEA as of 10/5/2016</td>
</tr>
</tbody>
</table>
Timeline of Activities:

- Review student demographic data.
- If any of the student demographic data is inaccurate, the data should be corrected in the LEA Student Information System (SIS).
- Data is collected nightly from the LEA’s SIS and reflected the next day in OSSE’s systems.

**Tip:** Work closely with your LEA Data Manager or registrar to ensure that all data is accurate and up to date in all systems.
## Child Count Data Verification

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Source</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Disability</td>
<td>SEDS</td>
<td>Student’s primary disability as of 10/5/2016</td>
</tr>
<tr>
<td>Most Recent IEP Date</td>
<td>SEDS</td>
<td>Date of Most recent IEP</td>
</tr>
<tr>
<td>IEP Event ID</td>
<td>SEDS</td>
<td>Event ID for IEP from which Services are pulled</td>
</tr>
<tr>
<td>Most Recent Eligibility Date</td>
<td>SEDS</td>
<td>Date of most recent eligibility as of 10/5/2016</td>
</tr>
<tr>
<td>Total Hours Outside General Education Setting</td>
<td>SEDS</td>
<td>Hours for all specialized instruction and related services prescribed on the IEP delivered OUTSIDE of the general education setting.</td>
</tr>
<tr>
<td>Total Hours In General Education Setting</td>
<td>SEDS</td>
<td>Hours for all specialized instruction and related services prescribed on the IEP delivered IN of the general education setting.</td>
</tr>
<tr>
<td>Total Hours</td>
<td>SEDS</td>
<td>Hours for all specialized instruction and related services prescribed on the IEP regardless of setting</td>
</tr>
<tr>
<td>% Outside General Education Setting</td>
<td>SEDS</td>
<td>Total number of hours prescribed on IEP divided by the number of school hours by week</td>
</tr>
<tr>
<td>Environment</td>
<td>SEDS</td>
<td>Education Environment from the Least Restrictive Environment page within the IEP Process</td>
</tr>
<tr>
<td>Dedicated Aide</td>
<td>SEDS</td>
<td>Whether the student has a dedicated aide prescribed on the IEP.</td>
</tr>
<tr>
<td>Dedicated Aide Hours</td>
<td>SEDS</td>
<td>If there is a dedicate aide included on the IEP, the number of hours per week the aide is assigned</td>
</tr>
</tbody>
</table>
Qlik Sense Overview

- Qlik Sense is a data visualization tool available to LEAs to view reports on various topics, including data errors. To access Qlik users must have
  - **SLED credentials** (email SLED.info@dc.gov for training)
  - **Qlik Token** (LEA Head of School or LEA Data Manager must request that you receive a token. They can send the request to OSSE at OSSE.DARtraining@dc.gov)

Login to Qlik:
https://analysis.osse.dc.gov
Use SLED login info.
In an effort to report consistent and timely data to stakeholders, OSSE has consolidated all demographic, enrollment, attendance and special education data errors and anomalies into a comprehensive error report:

- **Unified Data Errors SY16-17**

- LEAs can access this report in **Qlik Sense**

- Each error/anomaly has a suggested resolution path and indicates whether it will impact the Enrollment Audit and/or Child Count data collection processes.
Below are the types of errors and anomalies that will be reported in Qlik:

1. Enrollment
2. Special Education
3. Attendance
4. Transportation
Unified Data Errors Application in Qlik

Base sheets (6)

- Unified Data Errors Summary
- Enrollment Data Errors
- Special Education Data Errors
- Transportation Data Errors
- Attendance Data Errors
- Trend
Unified Data Errors Application in Qlik

Below is a sample of the Special Education Data Errors Report

<table>
<thead>
<tr>
<th>Error Information</th>
<th>Suggested Resolution</th>
<th>Estimated Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active in SEDS but Not in SIG</td>
<td>The LEA should either re-enter the student in the SIG</td>
<td>1-5 days</td>
</tr>
<tr>
<td>Active in SEDS but Withdrawn in SIG</td>
<td>The LEA should ensure that the appropriate exit code is used</td>
<td>1-5 days</td>
</tr>
<tr>
<td>Age &lt; 3</td>
<td>The LEA should verify and update the student's age in the record</td>
<td>1 day</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Impacts Enrollment Au...</th>
<th>Developmental Delay Students with Ages</th>
<th>Error Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>N/A</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>N/A</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>N/A</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>N/A</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Special Education Data Errors

- Special Education Data Errors: 4,002
- Total Unique Students: 3,245

Student Demographics

- Student Name
- Gender Date of Birth
- School Name
- Eligibility Date
- IEP Begin Date
- IEP End Date
- Error Name
Definitions

- **Error**: Data entry input by the LEA is deemed incorrect or invalid.
  - Data entry that is deemed incorrect or invalid based on one or more of the following premises:
    - Data entry does not align with data standard defined by OSSE in the Data Collection Template.
    - Data entry does not align with the historical authoritative data OSSE has established in the category within LEAP.
    - Data entry is not a permitted value.
Definitions

- **Anomaly**: Data entry that deviates from what is standard, normal, or expected.
  - Data entry is possibly incorrect and requires a flag to alert the LEA to assure the entry is correct.

- **Child Count Exclusion**: This is an indication that the error will lead to the student’s record being excluded entirely from the Child Count roster.

- **Enrollment Audit Exclusion**: This is an indication that the error will lead to the student’s record being excluded entirely from the Enrollment Audit roster.
Implications

• **Error:**
  – Data must be remedied prior to the student’s entry on the Child Count Roster and/or Enrollment Audit.
  – Failure to remedy errors has potential funding implications if not addressed.
  – Failure to remedy errors may impact accurate and timely downstream data submissions including attendance data.

• **Anomaly:**
  – May not present a technical issue.
  – Does not have funding implications.
Required Actions

Error:

• The action steps in the “suggested resolution” path must be completed for the error to be removed from the report.

• Full resolution of the error will remedy potential funding issues if the resolution is completed in a timely fashion.

• The suggested resolution path may not be the only method that will resolve the error.

Anomaly:

• Anomalies can be removed by completing the “suggested resolution” path.

• Because anomalies may represent accurate information, full resolution of anomalies is not required; however, completion of the resolution path is required to remove anomalies from the error report.
Oct. 6 – Nov. 18, 2016

1. View error and anomalies list in Qlik report on **daily basis**.
2. Amend IEPs to rectify errors and/or anomalies.
3. If question arises for particular error/anomaly listed in report, submit question in OST.

**UPDATE:** For your convenience, OSSE has streamlined its Child Count process.

**LEAs do **not** need to provide OSSE with the **event ID** and **event date** for corrections related to child count** (done previously through OST ticket). Please move forward with resolving all issues, such as amending the IEP, without creating an OST ticket.
Top 3 most common IEP amendments needed for Child Count:

1. **Educational Environment**
   - SEDS does not automatically change the LRE selection (radio button) when services are updated on the IEP. This must be done manually in SEDS prior to finalizing the IEP.

2. **Setting, frequency, and length of services**

3. **Dedicated Aide**

**Dedicated Aides:**

Does the student require the support of a dedicated aide? *Yes*

Use the button below to create a Justification Form for a Dedicated Aide. This form must be completed by the IEP Team and faxed into the system.

**NOTE:** A change to the number of dedicated aide hours is an IEP Team decision that requires an amendment to the IEP, either through convening an IEP Team meeting or obtaining written agreement between the LEA and parent through the IEP Amendment Process.
• **Due Dates:** The Child Count Data Certification Form must be signed and submitted by December 2, 2016 at 5 p.m.

• **Signature:** The forms must be e-signed by the **Head of LEA**

• **Method of Submission:** The Certification Form will be e-signed in SLED in the Enrollment Audit section.
Submission

- DCPS will certify the data for students with IEPs attending Dependent Charter schools, since these LEAs elected DCPS as their LEA for special education.

- Failure to submit timely documentation could result in:
  - Impact on local determinations
  - Impact on funding

- Follow directions for submitting the Child Count Certification as outlined in the OSSE Enrollment Audit and Child Count Handbook.
Child Count and the OSSE Support Tool

- Requesting Support
- Completing the OST Form
- Examples of Category “Issue Types”
- Standard Transfer of Records Process
- New Transfer of Records Process
The OSSE Support Tool (OST) is a QuickBase Application, which is used to submit request(s) for support from OSSE. The OST is available to the SEDS LEA Special Education Point of Contact, to enter issues about anything related specifically to SEDS.

To send OSSE a question/issue, click on the “Add Request for Support” button.
Completing the OST Form

Select the category that best describes your issue from the drop down menu. A second drop-down may appear asking for additional information.

If your request involves a specific student, please complete the fields under ‘Student Information.’

Enter a detailed description of the issue.

If necessary, a user may take a screenshot of the page in SEDS where he/she is experiencing an issue to include in the Support Request.

Once you have entered all of the information, click the Save button.
If you have an issue that affects multiple students, please complete the Global Issues Template found under the Quick Reference Guides tab in the OST.

– Do NOT submit a new ticket for every student.
• Once the user has successfully submitted a request for assistance, he/she should receive an email acknowledging receipt of the “New Submission”.

• When the status changes from New Submission to “Investigating” or “Action/Information Required” or “Resolved” the user will receive an email.

• An OSSE representative will review the request, then either ask the LEA for additional information or submit a resolution
OST Ticket Submission Process

• As a reminder, there are over 20 issue types available for a user to choose from to request support for SEDS.

• Therefore, the only time “other” should be selected is when none of the options in the drop down menu apply to the specific issue. Once the user selects the appropriate issue type, a drop down menu under “Status Sub-Category” will appear.
Examples that show when the LEA should select an Issue Type other than “Other”:

**Enrollment/Student Not appearing in SEDS – currently attending LEA**

- Annette disappeared from our SEDS. I saw her name in the system yesterday. Can you please assist with getting her back in SEDS at our LEA?

**Enrollment/Student Erroneously appearing in SEDS – not attending LEA**

- Seth is no longer attending the state school. He has moved to West Virginia.

**System Issue/Qlik**

- One of my student’s attendance data is feeding incorrectly into Qlik. How should we go about getting the information corrected?
Additional Data Systems and Reports

- Requesting Support
- Completing the OST Form
- Examples of Category “Issue Types”
- Standard Transfer of Records Process
- New Transfer of Records Process
New RSMR Tool Available in Qlik

- New and improved RSMR Tool available to LEA SE POCs in Qlik Sense includes many easy-to-use visual features.
- OSSE recently hosted webinar trainings on the features of this new tool. If you missed the webinar, you may access the webinar recording by clicking here.
In order to access Qlik, a user **must** complete two steps:

1. Obtain SLED credentials
   - To receive SLED credentials, send an email to [SLED.info@dc.gov](mailto:SLED.info@dc.gov)

2. Receive a token from OSSE
   - LEA SE POCs listed on the official LEA Contact List in eSchoolPlus have been granted a token, and should have received an email from [OSSE.DARtraining@dc.gov](mailto:OSSE.DARtraining@dc.gov).
   - LEA Data Managers are responsible for updating this list.
New RSMR Tool Available in Qlik

Once you click on the RSMR app within Qlik, you will see the six sheets below in the app overview.
In the RSMR application, a user can select from over 20 data elements to filter and sort. The most common filter categories are provided on the main dashboard.
The RSMR application will only be available to LEA Special Education Points of Contact (LEA SE POC).

- Service providers and nonpublic staff will **not** be able to access the RSMR application in Qlik.
- However, LEA SE POCs can easily provide PDF and/or Microsoft Excel copies of reports to providers and staff through email.

Right click on the data element to export to Excel.
The LEA SE POC wants to see what a certain provider has been up to lately. The POC selects the provider’s name from the ‘Delivered Logged Provider’ list. The POC could also search by National Provider Identifier (NPI), if easier.

The POC could also filter by specific students on the provider’s caseload. Only the students on the caseload are available for selection. The others are grayed out.

This selection automatically grays out all services that this provider does NOT provide.
Case Study 1: Provider Productivity Report

The third sheet in the RSMR app is **Prescribed and Delivered Metrics Per Provider**

This chart compares the provider’s productivity vs. services completed.

A provider’s productivity **can exceed 100%** if they:
- Provide additional minutes beyond what is prescribed.
- Log a missed service when the student is absent/not available, and then log the same service again when actually delivered.

This chart shows the amount (in minutes) of each type of service.

This information is pulled from the ‘Service Type’ menu in the service logging wizard in SEDS.
The fifth sheet in the RSMR app is **Delivered Services Details**.

This sheet lists the details for each student’s IEP, which saves the viewer the hassle of looking up this information on each IEP.

This sheet also lists the details of each service log that falls within the date range selected for the report, including service logs for missed services and make-up services.

<table>
<thead>
<tr>
<th>Delivered Service Date</th>
<th>Prescribed Service</th>
<th>Prescribed Minutes</th>
<th>Delivered Service Minutes</th>
<th>Make Up Service</th>
<th>Original Service Date</th>
<th>Delivered Service Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/7/2015</td>
<td>Occupational Therapy</td>
<td>0</td>
<td>8</td>
<td>No</td>
<td>NA</td>
<td>School Closure</td>
</tr>
<tr>
<td>9/7/2015</td>
<td>Occupational Therapy</td>
<td>0</td>
<td>30</td>
<td>No</td>
<td>NA</td>
<td>School Closure</td>
</tr>
<tr>
<td>10/7/2015</td>
<td>Occupational Therapy</td>
<td>6.32</td>
<td>30</td>
<td>Yes</td>
<td>9/7/2015</td>
<td>School Closure</td>
</tr>
<tr>
<td>10/28/2015</td>
<td>Occupational Therapy</td>
<td>6.32</td>
<td>30</td>
<td>Yes</td>
<td>16/21/2015</td>
<td>Direct Service</td>
</tr>
<tr>
<td>9/3/2015</td>
<td>Occupational Therapy</td>
<td>0.71</td>
<td>15</td>
<td>No</td>
<td>NA</td>
<td>Direct Service</td>
</tr>
<tr>
<td>8/28/2015</td>
<td>Occupational Therapy</td>
<td>0.71</td>
<td>15</td>
<td>No</td>
<td>NA</td>
<td>Consultation</td>
</tr>
<tr>
<td>9/3/2015</td>
<td>Occupational Therapy</td>
<td>0.71</td>
<td>60</td>
<td>No</td>
<td>9/3/2015</td>
<td>Student Absent</td>
</tr>
<tr>
<td>8/28/2015</td>
<td>Occupational Therapy</td>
<td>0.71</td>
<td>60</td>
<td>No</td>
<td>8/25/2015</td>
<td>Student Absent</td>
</tr>
</tbody>
</table>
The LEA SE POC selects a specific student from the “Student Name” list to see what services a specific student has been receiving over a designated time period.

Only the providers that service this student can be selected for this report. All other providers are grayed out. In some cases, the “Assigned Provider” on the IEP will differ from the “Delivered Logged Provider” if services were provided by someone other than RSP designated on IEP. Both are viewable here.
The second sheet is the **Prescribed and Delivered Metrics Per Time Period.** This graph shows the difference between what is prescribed on the student’s IEP versus what was provided.

**The graph will always display the prescribed minutes averaged per day.**

For example, this student is prescribed 60 min/month. If there are 20 school days in the month, this averages to 3 minutes per day. This is why delivered service minutes seem to be significantly higher than what is prescribed. It all averages out over the month in the end.
The third sheet is the **Prescribed and Delivered Metrics Per Provider**

This student receives two types of services (speech & behavior).

The pie chart shows the percentage of time spent for each service.

The bottom graph shows the **total minutes** for each service type (e.g., direct service, student absent, school closure, etc.) received during the time period selected for the report.
The LEA SE POC can select a specific school campus, and can view ALL services provided by ALL providers for ALL students at this campus.

This selection is helpful if the POC wants to monitor service provision at a nonpublic campus, for example.
The comprehensive set of reports available to LEAs in SLED is called **“Enterprise Reports”**

- Includes over 30 reports across 3 categories
- Each report is linked to a guide on how to utilize the report

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

**Reports Available in SLED**

**SEDS**
- Enrollment History Report
- LEA Performance and Planning Report
- Special Education Roster Report
- Events Not Transferred
- Duplicative Enrollment Report
- More...

**Enterprise Reports**
- Child Count
- DCCAS 2014
- LearnDC Enrollment
- Historical ACCESS Scores
- Student Growth Percentile
- More...

**Enrollment Audit and Child Count**
- Child Count Data Anomalies Acknowledged...
- Child Count Certification Report
- Enrollment Audit Certification
- More...
Upon logging into SLED, select **Enterprise Reporting System** from the Reports menu.

The **SEDS** category provides helpful reports which compile special education data pulled from SEDS.
The **Performance and Management** category of SEDS reports contains many helpful reports for:

- Tracking timeliness for compliance
- Troubleshooting why a student’s records are not in SEDS
- Planning for provision of services
The LEA Performance & Planning Report is a valuable tool that LEA SE POCs should view on a weekly basis.

- Real-time reports show current status of all evaluation and IEP timeliness.
- LEA SE POCs are encouraged to create PDF copies of this report on a weekly basis to track timeliness compliance over time.
- Click the info icon to access a guide on this report.
Announcements & Reminders
• NP SEDS POCs are responsible for obtaining a SEDS aggregate account for themselves and all relevant nonpublic staff (even if a staff member only needs access to one LEA’s SEDS site)
  • A new student from a different LEA could potentially be placed at the nonpublic and added to the staff’s caseload.
  • LEAs are not responsible for managing nonpublic SEDS account. They only manage nonpublic access to specific students.

• NP SEDS POCs should never ask the LEA to create a SEDS account for a nonpublic staff member.
  • However, the NP SEDS POC will reach out to the LEA for access to specific students once the staff has an account set up.
Nonpublic Access to Students

• OSSE cannot grant access to specific students within an LEA’s SEDS site for nonpublics.

• The LEA SE POC is responsible for providing student access to nonpublic staff members, who have aggregate accounts, when the request is made by the NP SEDS POC to the LEA SE POC.
## Alternate Assessment Eligibility Timeline

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSSE sends LEAs rosters of Confirmed Alternate Assessment Eligible Students (Alt-Confirmed) in:</td>
<td>Oct. 21, 2016</td>
</tr>
<tr>
<td>• The Multi-State Alternate Assessment (MSAA) in English Language Arts/Literacy and Mathematics in grades 3-8 and 11 and/or</td>
<td></td>
</tr>
<tr>
<td>• DC Science Alternate Assessment Portfolio in grades 5, 8, and High School Biology</td>
<td></td>
</tr>
<tr>
<td>LEAs complete Alternate Assessment Eligibility Application(s)</td>
<td>Nov. 14, 2016</td>
</tr>
<tr>
<td><strong>For New Alternate Assessment Applicants:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Select “Alternate Assessment” as the student’s Statewide Assessment Participation category in SEDS and ensure appropriate accommodations are documented on the IEP.</td>
<td></td>
</tr>
<tr>
<td>2. Complete the “DC Alternate Assessment Participation Decision Documentation Form” in SEDS.</td>
<td></td>
</tr>
<tr>
<td>3. Ensure the IEP Team, including parent/guardian acknowledgement, signs the Participation Criteria Form.</td>
<td></td>
</tr>
<tr>
<td><strong>For Alt-Confirmed Applicants:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Review the Alt-Confirmed roster and indicate if applying for alternate assessment participation in School Year 2016-17.</td>
<td></td>
</tr>
<tr>
<td>2. Ensure IEP is current in SEDS.</td>
<td></td>
</tr>
<tr>
<td>3. Ensure appropriate accommodations are documented on the IEP.</td>
<td></td>
</tr>
<tr>
<td>4. Ensure alternate assessment is selected on IEP and if not, amend the IEP.</td>
<td></td>
</tr>
<tr>
<td>OSSE reviews eligibility applicant(s) and applicant documentation in SEDS</td>
<td>Nov. 15, 2016 – Dec. 1, 2016</td>
</tr>
<tr>
<td>OSSE sends preliminary eligibility determinations to LEAs</td>
<td>Dec. 2, 2016</td>
</tr>
<tr>
<td>LEAs may appeal eligibility determinations by submitting additional evidence to OSSE</td>
<td>Jan. 6, 2017</td>
</tr>
<tr>
<td>LEAs receive final eligibility determinations from OSSE</td>
<td>Jan. 23, 2017</td>
</tr>
<tr>
<td>LEAs ensure completion of DC Science Alternate Assessment Portfolio Learner Characteristics Inventory (LCI)</td>
<td>Jan. 31, 2017</td>
</tr>
<tr>
<td>MSAA Test Window</td>
<td>March 27 – May 12, 2017</td>
</tr>
</tbody>
</table>

See full schedule: [http://osse.dc.gov/node/1242](http://osse.dc.gov/node/1242)
• **SEDS Train-the-trainer**
  
  – For LEA SE POC and/or designated LEA/school-level SEDS trainer
  
  – Oct. 28, 2016 (12:30-3:30 p.m.)

• **Related Services Provider SEDS Train-the-trainer**
  
  – LEAs may choose an experienced RSP to attend this training who then will return to the LEA to train his/her colleagues
  
  – Nov. 3, 2016, 12 – 3 p.m.

All training registrations are listed on the [OSSE Data Systems Training Registration Page](https://octo.quickbase.com/db/bj339wdcr): https://octo.quickbase.com/db/bj339wdcr
Poll Questions: 1 = strongly disagree, 5 = strongly agree

1. This webinar addressed my questions regarding the topics discussed.

2. The OSSE Support Tool is a sufficient method of getting support from OSSE.

3. The presenters discussed information relevant to my needs as the LEA SE POC.

4. As a result of this training, I feel more knowledgeable about my role as the LEA SE POC.

5. What additional content, resources, or support do you need from OSSE to perform your role as LEA SE POC? (Type your answer in the chat box)
Q&A
Please submit any additional questions to OSSE via the OSSE Support Tool.

Thank you!

Next Monthly Webinars:
Wednesday, Nov. 16, 2016
Wednesday, Dec. 14, 2016