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
October 17, 2018

OSSE Division of Data, Assessment, and Research

OSSE Division of Student Transportation

OSSE Division of Systems and Supports, K-12

OSSE Division of Teaching and Learning

Agenda

- Special Education Law, Policy, and Compliance Updates

- IEP Quality Training Series

- SEDS Administrative Reminders

- Child Count Updates and Reminders

- Reviewing Sped Errors Related to Child Count

- Completing IEP Amendments for Child Count

- Transportation Updates

- Reminders and Announcements

Initial Evaluation and Reevaluation Monitoring Updates

- **Initial Evaluation Monitoring for 2017-18 School Year** (July 1, 2017 to June 30, 2018)

  - 10 day correction window ends Oct. 18, 2018

- **Reevaluation Monitoring for April 2018 – Sept. 2018**

  - Initial report to be released later this month

- Reminder about **10-day window changes** for Initial Evaluation and Reevaluation

  - After the initial release (during the 10-day correction window), LEAs will have the opportunity to demonstrate the following:

    - The eligibility determination was completed timely.

    - The student is no longer enrolled at the LEA.

    - The student is no longer receiving special education services.

    - The student has had a transfer event outside of the LEA during the timeline of the reporting period.

    LEAs that demonstrate any of the above will not have a finding issued.

  - All documentation submitted by LEAs after the initial release (during the 10-day correction window) that demonstrates the untimely completion of eligibility determination will be considered evidence when closing out findings.

Q: What are some of the biggest challenges faced by your LEA and schools in completing Initial Evaluations or Reevaluations on time?

Please respond using the question/chat box in your GoToWebinar toolbar.

IEP Quality

The IEP Quality Capacity-building Series

What's the Focus? **When?** **What's the Follow-up?**

| What's the Focus?	When?	What's the Follow-up?
Using Data to Describe Students' Present Level of Performance	Sept. 18 and 25, 2018 Oct. 16 and 30, 2018 (FULL)	PLAAFP Assessment Protocol Development Workshop Oct. 2, 2018 Nov. 6, 2018
Using Data to Set IEP Goals	Nov. 13 and 20, 2018 Dec. 11 and 18, 2018	Best Practice Deep Dive: Developing "Appropriately Ambitious" Goals Nov. 27, 2018 and Jan. 8, 2019
Using Data to Design Appropriate Accommodations, Modifications, and Supports	Feb. 12 and 26, 2019 Mar. 19 and 26, 2019	Evaluating the Impact of Supports: Data Collection Protocol Development Workshop March 12 and Apr. 9, 2019
Using Data to Propose Appropriate Service Hours and Setting	Apr. 16 and 23, 2019 May 7 and 21, 2019	Putting It All Together: Creating LEA- or school-wide protocols for IEP draft development, review, and revision June 4, 2019

SEDS Administrative Tasks

- System Roll Over

- Account Management

- Student Records

SEDS Roll Over SY18-19

LEA SE POCs are responsible ensuring the system is operating in the current school year.

1) Check your school system calendar.

2) Update days for 2018-19.

3) Update reporting periods.
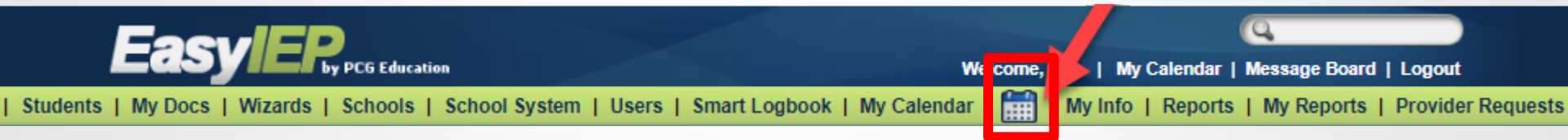
STEP 1: Select the system calendar icon.

STEP 2: Select **the 2018-19 SY**. Enter the start and end dates for the school year. Click update the database.

SEDS Roll Over SY18-19

STEP 3: Select **the Reporting Periods**. Enter the dates for Progress Reports for the 18-19 SY.

LEA SE POCs are responsible for **protecting the privacy** of student information by controlling access to student files in SEDS.

LEA POC's should NOT create accounts for Aggregate users. Aggregate users are typically Related Service Providers that service MULTIPLE LEA's.

1) Request access via OST

2) OSSE will add user to your LEAs SEDS site

3) LEA Sped POC will give ONLY the specific school in which user should access.

4) LEA Sped POC will add provider to student caseloads.

   OSSE DOES NOT SETUP CASELOADS OR PROVIDE ACCESS TO STUDENT RECORDS

SEDS access for nonpublic staff requires OSSE, the nonpublic, and LEAs to work together. Key players include:

1. **Nonpublic SEDS Point of Contact (NP SEDS POC):** Each nonpublic campus has a designated POC who is responsible for:

   - Coordinating SEDS access for nonpublic staff

   - Training nonpublic staff on how to use SEDS

2. **LEA SE POC:** Responsible for overseeing SEDS access for **any user, including nonpublic users,** who serves students from that LEA. LEA SE POC directly controls which student files a user can access.

3. **OSSE Help Desk Staff:** Only the NP SEDS POC and/or the LEA SE POC can communicate with the OSSE Help Desk by using the OSSE Support Tool.

Removing students from SEDS Roster

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

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

Summary of Performance (SOP) in SEDS

- The Summary of Performance block should be completed no later than **60 days prior to graduation.**

  - **Failure to complete this may result in the student remaining active in SEDS after graduation.**

- Within the IEP Process in SEDS, select Post-Secondary Transition Plan.
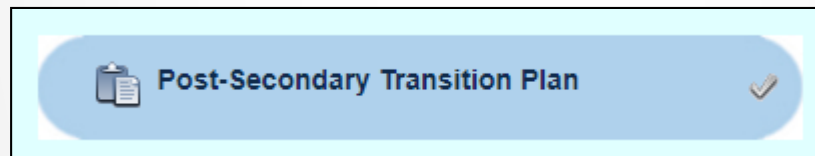
- Click on the "Go to Create Summary of Performance Page" button to access the summary of performance.
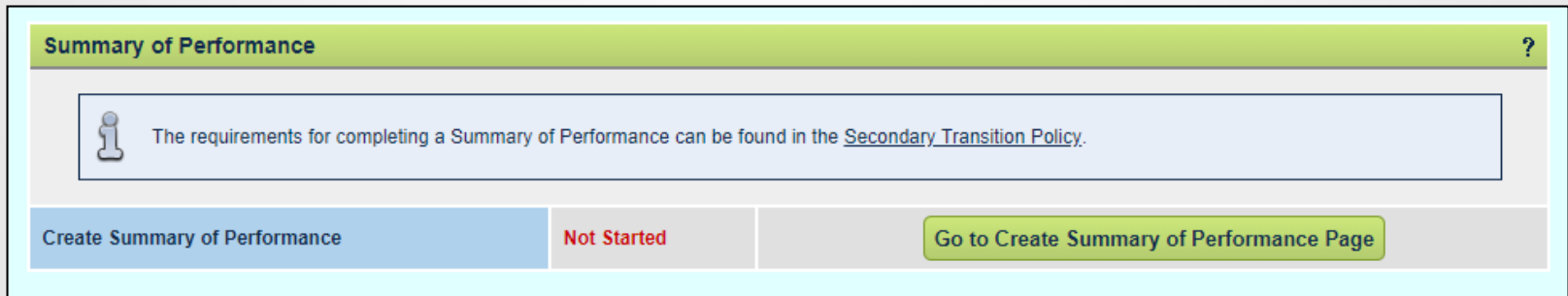
Aging Out Students

- Students receiving special education services are eligible to receive special education services until they:

  - **Graduate:** earn a regular diploma, or

  - **Age out**: end of the semester in which they turn 22 years old

    5-E DCMR §3002.1(b)

- **Generate the "Age Out" form in SEDS**

  - Serves as prior written notice to the parent/student

  - Must be signed by Head of School

Information tions Log	Eligibility Process IEP Process	FBA Process IEP Amendment	Discipline Process BIP Process	Comparable Services Documents	Prior Written Notice Update Provider	Student Progress Re

Documents: | Special Education – Student Data | Cover Sheets | Medicaid Service Logging Tracker |

- ○ Additional Participant Consent - No Response Form
- ● Age Out
- ○ Assessment Accommodations Tool Cover Sheet

- ○ Blank Prior Written Notice
- ○ Compensatory Education Plan/Notes Cover Sheet
- ○ Graduation with Diploma

Age Out

Student Information

Student: Mary Major1299   **Local ID:**   **State USI:** MARYMAJOR1299   **DOB:** 06/01/1992   **Grade:** 12

Last Eligibility Meeting Date: 03/03/2017   **Last IEP Annual Review Meeting Date:** 03/15/2017

LEA/School Information

LEA of Enrollment: Docs Demo   **Case Manager:** Administrator 1299

School/Site: Academy 810   **School Phone:**

School Address: 810 1st Street NE, Washington, DC 22222

Dear Parent(s)/Adult Student:

According to local regulations, the local education agency (LEA) in which your child is enrolled is obligated to provide a free and appropriate public education (FAPE) to your child through the end of the semester he/she turns twenty-two (22) years old (5-E DCMR §3002.1(b)). Your child's records indicate that he/she will turn twenty-two (22) years old on **06/01/2014**.

Under the Individuals with Disabilities Education Act (IDEA), written notice must be given to the parents of a child with a disability a reasonable time before the LEA: (1) Proposes to initiate or change the identification, evaluation, or educational placement of your child or the provision of a free appropriate public education (FAPE) to the child; or (2) Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child (34 CFR §300.503). Termination of special education services due to age constitutes a change in the provision of FAPE. This notice serves to inform you that your child will no longer receive special education or related services as of _____ *(Last day of the applicable semester)*.

I, _____ *(Head of School Name)*, affirm that _____ *(Student's Full Name)*

- · Will receive special education services through the end of the semester he/she turns twenty-two (22) years old;
- · Will receive a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals; and
- · Will receive a cumulative school report or final report card and appropriate academic exit documents.

Head of School Signature: _____   Date: _____

Child Count Reminders & Data Errors

Child Count Reminders for LEA SE POC

1. Be sure all students listed were enrolled as of **Oct. 5, 2018.**

2. Work with the LEA data manager and enrollment staff to ensure **student information in SIS is accurate.**

3. View **UDE** in Qlik on daily basis.

4. Ensure all **IEPs are accurate and up to date** for Educational Environment, services, dedicated aides, and disability category.

   – **Amend IEPs** to rectify errors and/or anomalies.

5. If question arises for particular error/anomaly, please **submit question in OSSE OST.**

6. Review and resolve all data anomalies, no later than **Nov. 16, 2018**, to be considered timely.

Reviewing Anomalies

- In the **Unified Data Errors (UDE) Qlik App,** the special education errors and the suggested resolution path are provided.

- All LEA SE POCs should have access to the UDE Qlik App.

Also see OSSE's [Unified Data Errors guidance document](), page 3-12 for special education errors and anomalies.

Common Child Count Data Errors

- Searching for students in SEDS with disabilities by filtering for "Special Ed" will **not** include students who:

  - **Have expired IEPs**

  - **Have records not fully transferred**

- If the special education level is incorrect:

  - Confirm the service start and end dates are correct, and

  - Confirm that 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.

Also see OSSE's [Unified Data Errors guidance document](), page 3-12.

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 (or as part of an IEP amendment).

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

3. **Dedicated aide**

User must manually select correct LRE category.
In this case, A 0-20% would be the correct category to select.

Least Restrictive Environment

Least Restrictive Environment (LRE) identified in previous IEP	B - 21-60% outside general education classroom
Based on service decisions made by the IEP Team, the percentage of time that the student will be serviced outside the general education classroom is	7.27%

% is automatically calculated

Please identify the LRE placement category that corresponds to the percentage of time the student is served outside the general education classroom. Refer to the Guidance Document for additional assistance in choosing the appropriate Educational Environment.

- ○ A - 0-20 % outside general education classroom
- ● B - 21-60% outside general education classroom
- ○ C - 61%-100% outside general education classroom
- ○ Separate school
- ○ Residential facility
- ○ Correctional facility
- ○ Homebound/Hospital

IEP amendments for Child Count-related changes can be done without holding a meeting, via the documented written agreement modality.*

Document outcome of request to amend IEP
Please document all attempts to obtain a parent signature on the Standard IEP Amendment Form in the <u>Communication Log</u>. attempts below. *

○ Outcome not yet determined

◉ Amend the IEP without convening an IEP Team meeting (documented agreement between the parent and the LEA)

○ Convene an IEP Team meeting to discuss the proposed amendment to the IEP

○ Convene an IEP Team meeting to conduct an annual IEP review.

○ Do not proceed with amendment

However, if the parent requests a meeting, the IEP team must convene.

*OSSE IEP Amendment Policy, Jan. 27, 2014, p.3, https://osse.dc.gov/node/1561.
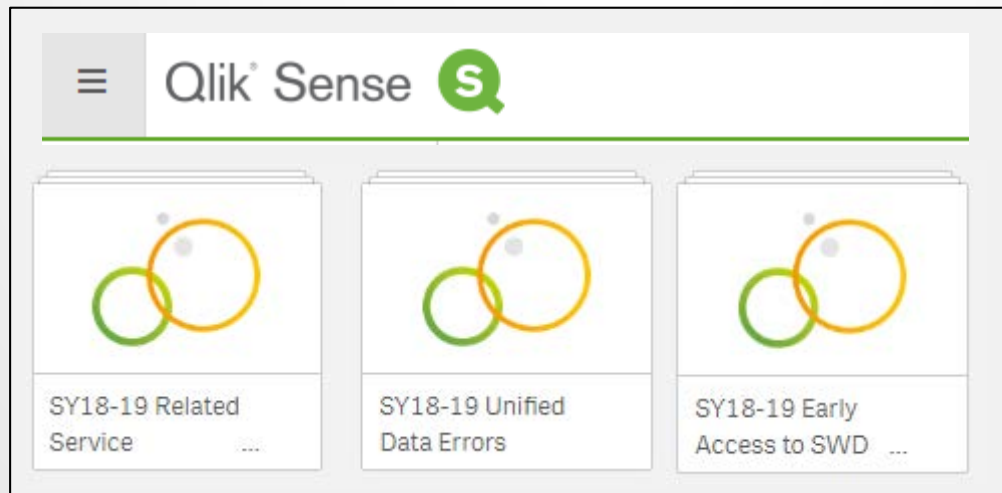
Using the Unified Data Errors (UDE) Qlik App for Child Count

Qlik Apps for LEA SE POCs

- All LEA SE POCs should have access to these three Qlik applications;
  - SY18-19 Related Service Management Report
  - SY18-19 Unified Data Errors
  - SY18-19 Early Access to Students With Disabilities (SWD) Data
- LEA SE POCs who do not yet have access to Qlik should
  - Contact your DAR Liaison for assistance.
  - Ensure you are list as the Sped POC in eSchoolPLUS

Transportation Updates

- Name of new transportation request system – announcement coming soon!

- Student's transportation cancelled due to residency issues.

- CRM has gone live internally

- Always if there is need of assistance in TOTE please contact (202) 576-5520 or DOT.data@dc.gov.

Q: What is your process for transferring knowledge from the LEA SE POC to other relevant staff at your LEA?

Q: How do you ensure continuity of special education responsibilities in the case of staff turnover in the LEA SE POC role?

Q: What are some challenges your LEA faces in these aspects?

Please respond using the question/chat box in your GoToWebinar toolbar.

Reminders and Announcements

Trainings & Resources

Archived SEDS Resources:

- Getting Started with SEDS: Related Service Provision 101 (webinar recording) https://osse.dc.gov/node/1288166

- Navigating the Initial Eligibility Process in SEDS (webinar recording) https://osse.dc.gov/node/1317041

- SEDS Basic User Guide (200-page manual with step-by-step instructions & screenshots)

- Previous LEA SE POC Monthly Webinar Recordings https://osse.dc.gov/service/office-data-management-and-applications

Music Production & Career Development Program

SchoolTalk is recruiting **high school students with IEPs** to apply for our Music Production & Career Development Program. This VSA program is provided in 2018-2019 under a contract with the John F. Kennedy Center for the Performing Arts.

Participating students will receive 40 hours of technical assistance in the form of:

- Career coaching from hip-hop artist and songwriter Konshens the MC in songwriting, audio/music production, and music industry best practices; and

- Career development from SchoolTalk staff in creating employment portfolios (i.e. resume, artist biography, business cards, headshots, and more)

Please click here for a detailed flyer and an application.

Please note: Youth applications are due by close of business on October 31, 2018.

We are hosting a demonstration at the SchoolTalk office (1301 Connecticut Avenue NW, Suite 350) on Tuesday, October 23 from 4:30 pm to 5:30 pm. We strongly encourage any youth interested in applying to attend.

For questions or for more information: Youth may contact sarah.grime@schooltalkdc.org or (202) 487-1976.

![OSSE logo] Thank you!

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

Policy questions: OSSE.DSEpolicy@dc.gov

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

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

Statewide assessment questions: OSSE.Assessment@dc.gov

NEXT WEBINAR:

Wednesday, November 14, 2018 10—11 a.m.

Appendix

LEA Look Forward Newsletter

Weekly newsletter containing important information and announcements:

- Start of school updates

- Updates to relevant laws and policies

- Grant opportunities

- Reminders of key dates & deadlines

- Professional development opportunities

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

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

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

Press Releases | Newsletters | Testimonies | Advisories

10 JAN LEA Look Forward for Jan. 10-16, 2018
2018 PARCC Registration and Personal Needs Profiles

3 JAN LEA Look Forward for Jan. 3-9, 2018
[Required Training] Implementing Effective Child Find Your LEA

27 DEC LEA Look Forward for Dec. 27, 2017 - Jan. 2, 2018
View the LEA Look Forward for Dec. 27, 2017 - Jan. 2,

20 DEC LEA Look Forward for Dec. 20-26, 2017
Important Update: Enhanced Documentation Requirer Payments