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.

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OSSE

LEA Special Education Points of Contact Monthly Webinar

October 16, 2019



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

October Webinar Agenda

- Review Child Count
- LEA Responsibilities for Students in Nonpublic Schools
 - Non-Public Access in SEDS
 - Attendance Monitoring
 - Service Logging and Documentation
- Reminders and Announcements







Child Count Reminders

- Child Count and Enrollment Audit occurred Monday Oct. 7, 2019
- OSSE has issued additional child count guidance to answer your frequently asked questions from the September webinar. Access this guidance in the "Handouts" tab.
- LEAs must resolve Unified Data Errors (UDEs) by Nov. 14, 2019
 - If LEAs need OSSE's assistance with resolving UDEs, OSSE Support Tool (OST) tickets must be submitted by Nov. 1, 2019 to allow sufficient time for OSSE response and action.
 - LEAs do not need to submit an OST ticket to exit students who received a regular high school diploma in spring 2019.
- Use the Update IEP tab ONLY to update a student's educational environment



Child Count Reminders

Current label in SEDS (SY19-20)	% student is serviced outside the general education classroom (SEDS calculation)	Previous label in SEDS (SY18-19 and earlier)
1. Inside regular class 80% or more of day	0-20.99%	A – 0-20% outside general education classroom
2. Inside regular class no more than 79% of day and no less than 40% of the day	21.00-39.99%	B – 21-60% outside general education classroom
3. Inside regular class less than40% of the day	40.00-100%	C – 61%-100% outside general education classroom







- Laws, regulations, and policy regarding students placed in nonpublic schools:
 - DCMR Title 5-A, Chapter 28 Nonpublic Special Education Schools And Programs Serving Students With Disabilities Funded By The District Of Columbia And Special Education Rates
 - LEA responsibilities: 5-A DCMR §2808
 - DCMR Title 5-E, Chapter 30 Special Education
 - Public charter LEA responsibilities: 5-E DCMR §3019
 - OSSE's Policies and Procedures for Placement Review, Revised



- The LEA in which the student is enrolled and the nonpublic school at which the student is placed are both responsible for ensuring that the student has a complete and current IEP. (5-A DCMR §2808.1)
- The sending LEA shall ensure that all data required by OSSE regarding a student with a disability placed in a nonpublic school is entered into SEDS and that such data is accurate, up-to-date and complete. (5-A DCMR §2808.2)
 - This includes ensuring the student's attending school is correct in the LEA student information system.
- Pursuant to 34 C.F.R. §300.325, the sending LEA shall remain responsible for compliance with IDEA requirements for students placed at nonpublic schools. (5-A DCMR §2808.4)



- Pursuant to 34 C.F.R. §300.114 and 34 C.F.R. §300.325(c), responsibility for compliance with Part B
 of IDEA and local law and regulations for a child placed into a nonpublic school remains with the
 LEA in which the child was most recently enrolled unless and until the child's parent or guardian
 voluntarily re-enrolls the child into another LEA. Such responsibility includes, but is not limited to:
 - Evaluating the child,
 - Attending IEP meetings,
 - Monitoring progress,
 - Ensuring the administration of assessments,
 - Accountability as required under ESEA, and
 - Developing a plan for the child's return from the nonpublic school to the LEA Charter. (5-E DCMR §3019.9(d))



- The LEA must fully utilize, implement, and enter accurate and complete data and ensure that an accurate, complete, and up-to-date record exists in SEDS for every student enrolled in the LEA, including those placed in a nonpublic school (5-E DCMR §3019.3(f)) including:
 - Ensuring current and timely reevaluations
 - Ensuring current and timely annual review of IEPs; and
 - Ensuring timely documentation of service provision.
- Ensure nonpublic students participate in statewide assessments (PARCC, DC Science, MSAA). (5-E DCMR §3019.3(d))



- A student with a disability placed in a nonpublic program remains enrolled in the LEA. When a child is placed in a nonpublic school, the LEA must:
 - Transition the student back to a lesser restrictive environment as soon as practicable;
 - Maintain the capacity to serve the child; and
 - Continue to monitor each child's academic and social-emotional progress at the nonpublic school. (3019.9)
- If a student attending a nonpublic school has not transitioned out of the nonpublic school within 120 days of the end of the school year in which the child will exceed the maximum age range for children served by a public charter LEA, the LEA shall provide written notification at least 90 days before the end of the school year to the parent of their responsibility to enroll in another LEA. (5-E DCMR §3019.9(c))



Best Practices for LEA Monitoring of Nonpublic Schools

- Reach out to nonpublic schools where LEA students are placed
- Consider developing a written agreement that clearly defines LEA and nonpublic responsibilities
- Ensure nonpublic staff has appropriate and necessary access to SEDS
- Work with the nonpublic school to schedule IEP and re-evaluation meetings
- Check that the nonpublic school has all necessary service providers to fulfill IEP responsibilities for your enrolled students attending the nonpublic
- Set monthly calendar reminders to run related services management reports (RSMR)
- Ensure that plans are in place for statewide assessments







Account Management - Related Service Providers

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 SET UP CASELOADS OR PROVIDE ACCESS TO STUDENT RECORDS



Account Management - Nonpublic Staff

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.







SEATS Overview

SEATS is OSSE's response to a need to create a systematic method for collecting attendance information for DC special education students who attend nonpublic programs

- Create system of record for District nonpublic student attendance data collection
- Institute a change management process that keeps attendance tracking system up to date
- Support the inclusion of comments and supporting documentation for attendance records.



SEATS Highlights

- Web-based program access
- Preloaded schools, campuses and student rosters
- Supporting documentation and comments
- Weekly automated reminders
- Visual alerts when absence thresholds are met
- Student entry date adjustments
- Lock/unlock attendance function supporting change management
- Secure permission-based and password protected access
- Attendance reports in SEATS and SLED
- Data views in SLED for LEAs and OSSE



Users and Functions

SEATS Nonpublic permissions include School (see all campuses under that school) and Campus (only view a specific campus for attendance entry).





How SEATS Works

- Nonpublic campuses enter daily attendance codes, student supporting documents and comments
 - Visual alerts during entry for new student entry dates, student withdrawal dates, and when student absence thresholds are reached
- Record attendance Wednesday and Friday
 - Auto-reminder on Friday if no Record is detected by SEATS
- Submit attendance last day of the current month
- Recall and edit up to the 5th working day
- System locks submitted attendance after 5th working day
- Request for unlock must be sent to LEA if updates are needed
- Data collected can be viewed in SLED by LEA



Recording Attendance Entries

Recording Attendance – Bi-weekly action

- Occurs Wednesday and Friday each week
- Attendance records are saved
- Visible to LEAs and State Education Agency via SLED
- Can be amended
- Weekly reminders to complete attendance recording



OSSE

Submitting Attendance Entries

Attendance Submission – Monthly action

- Occurs the last weekday of the month
- "Final Submission" asserts that attendance data is accurate
- Visible to LEAs and State Education Agency
- Can be amended within 5 weekdays (Recall Period) after submission



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SEATS Reports

• Attendance Summary Report

StartDate:

ATTENDANCE SUMMARY REPORT

3/1/2017 12:00:00 AM

End Date

Select School/Campus Name:	Transfell, Transfell	ng Panapalik (*		\checkmark	
Select Date Range:	03/01/2017		03/31/2017		
All Schools/Campuses Generate Report Cancel					
I4 4 1 of 1 ▷ ▷I Φ	Find Next	4 • 🕲			
Attendance Summary Report		Ru	n by seatslookup at 9/12/201	17 10:10:17 AM	

LEA ID	Last Name	FirstName	USI	ALT ID	DOB	P	EM	EI	ED	EC	ER	Т	OS	UA	NPU	EX	w	Total Present Days	Total Days Absent
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SEATS Reports

• Flag Report

FLAG REPORT

School/Campus Name:	Accellin, Scottere, "Antenness, San, Britan, Burranter, St.	~
Select Year:	2017 🗸	
Month:	March 🗸	
□ All Schools/Campuses Generate Report Cance		
I4 4 1 of 2 ? ▶ ▶I 4	Find Next 🔍 🗸 🛞	

Flag Report

Run by seatslookup at 9/12/2017 10 12 13 AM

LEA	Student	USI	ALT ID	School	DOB	5-Day Flag Reached	10-Day Flag Reached	Consecutive 7-Day Flag Reached	Consecutive 8-Day Fisg Reached	Consecutive 10-Day Flag Reached	Consecutive 15-Day Flag Heached	EM and/or EC
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Logging Services

The LEA must fully utilize, implement, and enter accurate and complete data and ensure that an accurate, complete, and up-to-date record exists in SEDS for every student enrolled in the LEA, **including those placed in a nonpublic school** (5-E DCMR §3019.3(f)) including:

- Ensuring timely documentation of service provision.
- Ensuring student receive services in accordance with their IEPs.
- Related Services as Prescribed on the IEP must be fulfilled.
- Timely documentation of Provision of Service.



Steps for Logging and Verifying Services

When a related service provider (RSP) provides a service to a student, or attempts to provide a service, it must be documented in SEDS in the following order:

- **STEP 1:** Create service log using logging wizard within five (5) business days of each session.
- **STEP 2:** Generate service tracker (LEA determines how often this is done—weekly is recommended).
- **STEP 3:** Complete progress report (at end of progress reporting period).

Wizard	ds School System My Calendar 🛄 My					
	Available Wizards 💿 <u>New Maill</u>					
	Progress Report Wizard					
3	Service Tracker Wizard					
2	Behavioral Support Services Logging Wizard					
1	Behavioral Support Services Group Logging Wizard					
	Speech-Language Pathology Logging Wizard					
	Speech-Language Pathology Group Logging Wizard					
	Caseload Setup Wizard					
	Caseload Administration Wizard					



Creating a Delivered Service Log

LEA SE POCs must ensure all related service providers know how to accurately log a service in SEDS. Incorrect logs may affect service trackers, monitoring and compliance, Medicaid billing, the Related Services Management Report, etc.

Date of Service:	04/12/2017 🔛 🗶	Service Type:	• *
This is a make-up Service.			
Service Delivery:	▼		
Duration of Service:	Hours Minutes	Group Size:	1 🔻 🛠
Progress Report :	Maintaining 🔻 🛠		
Comments:	Type notes here about the session, for notes will appear on the Service Track Services Management Report (RSMR	er and in the Related	ese



Creating a Missed Service Log

When a service is **scheduled**, **but is missed**, the RSP must still create a service log to reflect the missed session. An incorrect service delivery status, types, or duration will affect the service tracker, RSMR, Medicaid billing, monitoring, etc.

Never put zero minutes. Always log the minutes that were scheduled to happen.



Confirming a Service Log Entry

		Do you, New Trainer1270, confirm that the following information is correct?
Service:	Speech-Language F	athology
Service Provided by:	New Trainer1270	NOTE: Once a service log is saved, the
Student's Name:	Adele Adult1221	provider has one more chance to verify that its
Date of Service:	04/12/2016	contents are correct, prior to final submission.
Service Type:	Student Absent	· ·
Date Service was Originally Due:		If an incorrect log is submitted, the provider must ask the LEA SE POC to delete the
Service Delivery:	Attempted	incorrect log as soon as possible, and then
Duration of Service:	30 mins	· · · · ·
Group Size:	1	create the correct log to replace it.
Progress Report :	Not applicable	
Comments:	Type notes here abo Services Manageme	ut why the session was missed for documentation purposes. These comments will show up on the service tracker and the Related int Report (RSMR).
Areas Covered/Assessed:	Speech/Language S	Service/ Treatment
	Yes, Lo	Yes, Log this Service
		No, Allow me to Correct this Information (Please use this button to make corrections)
з		No, I Wish to Abort this Entry

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Reminders and Announcements



Overview of IDEA Monitoring Updates

• Beginning in the 2019 school year, LEAs will be responsible for the following processes in DCCATS to ensure timely correction of noncompliance:

Documentation for Evidence of Correction for Prong 1

- DCCATS will require LEAs to upload evidence of correction in order to mark an item as "corrected".
- This is a current process in DCCATS, however, LEAs have been able to mark an item as corrected without uploading evidence of correction.

Verify Reason for Untimely Initial Evaluations and Reevaluations

- DCCATS will provide detailed options in the drop down menu for LEAs to verify the reason(s) for untimely initial evaluations and reevaluations.
- LEAs will be responsible for identifying reasons for delay to reflect accurate compliance rates.

Identify Student Files for Prong 2

- DCCATS will require LEAs to identify which student files OSSE should review for prong 2.
- Prior to the 2019 school year, OSSE monitors would randomly select student files to review for prong 2.



Purpose of Prong 1 Changes

The new prong 1 process will:

- Ensure identified noncompliance has been corrected prior to marking an item as "corrected"; and
- Allow LEAs to link a specific document to a specific item of noncompliance.

Please note: The documentation upload requirement ONLY applies to items being marked as "corrected".

Prong 1 Tutorial: The Prong 1 tutorial is available on the DCCATS website.

https://dccats.spedsis.com/Content/videos/DCCATSProng1Tutorial.mp4



Purpose of Prong 2 Changes

The new prong 2 process will:

- Simplify the selection of files and the timelines of the prong 2 process and therefore make the entire process more transparent;
- Provide LEAs with timely and regular feedback on the compliance of their student files for the duration of the prong 2 process;
- Give LEAs more autonomy and control over closure of their identified noncompliance; and
- Provide a clear resolution of noncompliance when new data is unavailable.

Prong 2 Tutorial: The Prong 2 tutorial is available on the DCCATS website.

https://dccats.spedsis.com/Content/videos/DCCATSProng2Tutorial.mp4



Untimely Initial Evaluations

Initial Evaluation Dropdown Options in DCCATS:

- Corrected Timely The initial evaluation was conducted within the 60 day timeline and should not be marked as noncompliant.
- Corrected Untimely The initial evaluation was conducted but was overdue and outside of the 60 day timeline.
 - Parental Delay The initial evaluation was untimely due to parental delay in which the LEA must upload the three different contact attempts (reasonable efforts).
 - LEA Delay Student withdrew from your LEA and reentered your LEA during the 60 day timeline.
 - LEA Delay: Other Reasons The initial evaluation was held late due to a delay caused by the LEA.
- Student was not enrolled in SEDS on eligibility due date The student was not enrolled in your LEA on the date the eligibility was due.



Untimely Initial Evaluations

Di				
Initial Evaluation: Timely Completion of Initial Evaluation Corrective Action:	§300.303(c)			
Complete evaluation and upload into SEDS.				
File Review Comments:				
	Ŷ			
LEA Status	Evidence Documents			
Orrected - Timely	A			
Corrected - Untimely				
** Select appropriate reason **		OSSE Status		
** Select appropriate reason ** Parental Delay - must upload 3 different contact attempt LEA Delay - Student withdrew and reentered during 60 d LEA Delay - Other Reasons		Approved Not Approve	ed	
Student was not enrolled in SEDS on eligibility due date		Pending		
				-



Untimely Reevaluations

Reevaluation Dropdown Options in DCCATS:

- Corrected Timely The reevaluation was conducted timely and should not be marked as noncompliant.
- Corrected Untimely The reevaluation was conducted but was overdue.
 - Parental Delay The reevaluation was untimely due to parental delay in which the LEA must upload the three different contact attempts (reasonable efforts).
 - LEA delay Student withdrew from your LEA and reenrolled in your LEA 120 days prior to the eligibility due date
 - LEA Delay: Other Reasons The reevaluation was held late due to a delay caused by the LEA.
- Student was not enrolled in SEDS on eligibility due date The student was not enrolled in your LEA on the date the eligibility was due.



Untimely Reevaluations

Reevaluation:Reevaluation §300.303(b)				
Corrective Action:				
Complete evaluation and upload into SEDS.				
ile Review Comments:				
	E élemen Barrente			
LEA Status	Evidence Documents			
Corrected - Timely				
Corrected - Untimely				
LEA Delay - Student withdrew and reentered v				
** Select appropriate reason **		OSSE Status		
Parental Delay - must upload 3 different contact attempts LEA Delay - Student withdrew and reentered during 120 of	lav timeline	Approved		
LEA Delay - Other Reasons		O Not Approve	d	
More than one year		Pending		
Student was not enrolled in SEDS on eligibility				
due date				



Trainings & Resources

Archived SEDS Resources:

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





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, Nov. 20, 2019 - 10-11am