

DIVISION OF SPECIALIZED EDUCATION (DSE)

POLICY IN PRACTICE WEBINAR SERIES:
Related Services under IDEA





Agenda

- A. Federal and State Requirements**
- B. Eligibility for Related Services**
- C. Designation of Appropriate Related Services by IEP Team**
- D. Implementation of Related Services**
- E. Related Services Documentation in SEDS**
- F. Conclusion: Additional Resources**



FEDERAL AND STATE REQUIREMENTS

Federal Related Services Definition

Individual with Disabilities Education Act (IDEA)

Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education.

34 C.F.R. §300.34(a)

Federal Requirements

Types of Related Services

- Counseling services
- Occupational therapy
- Physical therapy
- Speech-language pathology services
- Interpreting services
- Audiology
- Medical Services (diagnostic)
- Orientation and mobility services
- School health services and school nurse services
- Behavioral support
- Psychological services
- Social work services
- Rehabilitation counseling services
- Recreation
- Transportation
- Parent counseling and training

34 C.F.R. §300.34(a)

State-Level Requirements

District of Columbia Municipal Regulations (DCMR)

The LEA shall ensure that, beginning at age three, [Free Appropriate Public Education] FAPE is available to any child with a disability who needs special education and related services, including children who are suspended or expelled, and highly mobile children, such as migrant or homeless children, even if they are advancing from grade to grade.

5 D.C.M.R. §3002.1(e)

The services provided to the child must address all of the child's identified special education and related services needs and must be based on the child's unique needs and not on the child's disability.

5 D.C.M.R. §3002.1(f)

State-Level Related Services Policy

The Office of the State Superintendent of Education (OSSE) issued the ***Related Services Policy*** on January 5, 2010 to outline the related service provision requirements under the Individuals with Education Act (IDEA) 2004 and Title 5, Chapter 30 of the District of Columbia Municipal Regulations (DCMR). Local Education Agencies (LEAs) must provide related services to all eligible students with disabilities when such services are required in order for a child with a disability to benefit from special education.

Found at: <http://osse.dc.gov/publication/related-services-policy-final-january-5-2010>



ELIGIBILITY FOR RELATED SERVICES

Eligibility for Related Services

❖ Requirements for receiving related services:

- Child with a specified disability who requires specialized instruction;
- Because of disability, child needs special education and related services; and
- Related service is required for child to benefit from special education.



OSSE's Related Services Policy, January 5, 2010, p. 7.

Eligibility for Related Services

❖ The provision of related services should enable a child to:

- Advance toward attaining annual goals;
- Make progress in the general education curriculum;
- Participate in extracurricular and other nonacademic activities; and
- Be educated and participate with non-disabled peers.

OSSE's Related Services Policy, January 5, 2010, p. 2.



DESIGNATION OF APPROPRIATE RELATED SERVICES BY IEP TEAM

Designation of Appropriate Related Services

❖ **Related services are appropriate when:**

- Services are required to ensure the child benefits from special education.
- Services relate to child's educational needs and annual IEP goals.
- Based on relevant, current data (e.g. formal & informal assessments, progress reports by related service providers, teacher & parent observations, and all other relevant sources of information).

Designation of Appropriate Related Services

Determining Appropriate Services

- ❖ **Services are not based on specific disability category.**
- ❖ **IEP Team must consider the educational impact related services may have on:**
 - Child's academic achievement, and
 - Child's functional performance (e.g. social skills, emotional development, communication, and behavior).
- ❖ **The IEP Team must include the input of appropriate related service providers.**

Designation of Appropriate Related Services

❖ The IEP must state:

- Projected date service will begin,
- Anticipated frequency and duration of service,
- Location of service, and
- Statement of supports/modifications for school personnel.



Designation of Appropriate Related Services

Specially Designed Instruction

- ❖ In order for a child to be eligible for related services, he/she must be in need of specialized instruction.
- ❖ Specialized instruction is the adaptation of content, methodology or delivery of instruction. Specialized instruction should be:
 - Adapted as appropriate to meet the unique needs of a child with a disability;
 - Designed to ensure access to the general curriculum; and
 - Designed to assist the child in meeting the District of Columbia educational standards.

Designation of Appropriate Related Services

Special Education Services

- Mandatory for IEP
- Specially designed instruction.
- Adaptation of content, methodology or delivery of instruction.
- Assists student in accessing general education curriculum and in meeting the DC educational standards.

Related Services

- Not mandatory for IEP
- Services required to assist a student from benefiting from special education
- Support special education services directly or indirectly
- Address identified impairment resulting from disability

Designation of Appropriate Related Services

- ❖ **All specially designed instruction must be provided by a qualified provider.** 34 C.F.R. §300.34(c)

- ❖ **Specific related services that can count as “specially designed instruction” if the child requires no other special education services due to a lack of deficit in academic performance:**
 - Speech-language services
 - Adaptive physical education
 - Orientation and mobility services

Designation of Appropriate Related Services

❖ **Speech/Language Services:**

- May be provided as the only service on the IEP if it is determined that no other special education services are needed due to lack of deficit in academic performance.

❖ **Adaptive Physical Education:**

- Not the same as physical education (P.E.) or physical therapy.
- Must be provided to same extent that P.E. is provided to non-disabled peers.

❖ **Orientation and Mobility:**

- Is specialized instruction provided to enable students to orient to and move safely within their environments (i.e. school, home and community).

Designation of Appropriate Related Services

Speech & Language Services

❖ Include:

- Diagnosis and appraisal of specific impairments
- Referral for medical or other professional attention
- Provision of speech and language services
- Counseling and guidance of parents, children, and teachers

❖ Does not require the identification or diagnosis of a speech and/or language disorder.

❖ May be provided as the only service (specialized instruction) on the IEP.

5 DCMR §3001.1; OSSE Related Services Policy, January 5, 2010, pp. 6-7.

Designation of Appropriate Related Services

Specialized Transportation

- ❖ **Not all students receiving special education services are eligible for transportation services**
- ❖ **Eligibility decided on case-by-case basis by IEP Team:**
 - Using state-level eligibility criteria.
 - When necessary for child to receive FAPE;
 - When necessary for child to benefit from special education;
 - Not solely based on factors such as convenience or distance;
 - Decision reviewed annually by IEP Team;
 - Substantiate by supporting documents.





IMPLEMENTATION OF RELATED SERVICES

Implementation of Related Services

Consent for the Initial Provision of Services:

- ❖ **Must be obtained prior to service delivery.**
- ❖ **LEA must have made reasonable attempts to obtain written consent.**
- ❖ **If parent refuses or fails to provide consent:**
 - LEA is not required to create IEP or hold IEP Team meeting.
 - LEA may not use due process or mediation to challenge refusal of consent.

OSSE's Related Services Policy, January 5, 2010, p. 8.

Implementation of Related Services

Parent's Right to Revoke Consent:

- ❖ **Must be in writing.**
- ❖ **Upon revocation, an LEA:**
 - Must provide prior written notice (PWN) to parent.
 - May not continue to provide services.
 - May not use due process or mediation to obtain consent for services.
 - Is not required to develop an IEP or hold a meeting.
 - Will not be held in violation of FAPE.
 - Is not required to amend child's records.
- ❖ **Parent revocation of consent applies to ALL special education and related services.**

OSSE's Related Services Policy, January 5, 2010, pp. 8-9.

Implementation of Related Services

LEA Oversight of Providers

- ❖ **Ensure service delivery occurs as required by the IEP.**
- ❖ **Ensure qualified service providers document delivery of services and the student's rate of progress in SEDS .**
- ❖ **Document attempts to make up missed services.**

Implementation of Related Services

LEA Oversight of Nonpublic Programs:

- ❖ Approve the nonpublic school's access to SEDS for specific students.
- ❖ Participate in the annual IEP review meeting and confirm that appropriate related services are designated.
- ❖ Track progress reports from the nonpublic.
- ❖ Ensure that all IEP amendments are justified and implemented.
- ❖ Take steps to work toward transitioning the student back into the Least Restrictive Environment (LRE).

NOTE: LEA remains responsible for ensuring that all related services are provided to the student and documented in SEDS.

Implementation of Related Services

Best Practices for Missed Services

- ❖ LEA develops written policy and procedures for missed services that is available to staff and parents.
- ❖ Document all instances of attempted services, including date, time, and explanation for missed session.
- ❖ Consider impact of missed session on child's progress on IEP goals.
- ❖ Ensure services are available and accessible regardless of cause or length of absences.
- ❖ Consult with parent if child repeatedly missed sessions.

Implementation of Related Services

Best Practices for Missed Services

- ❖ **Consult with parent and ask if there are any obstacles to service delivery that can be addressed, for example:**
 - Is there a preferential day to provide related service(s)?
 - Is there a preferential time to provide related service(s)?
 - Is parent or student having trouble with a specific service provider?

Implementation of Related Services

Best Practices for Missed Services: TIPS

- ❖ Communicate concerns with parent.
- ❖ Consider each child's individualized needs and situation.
- ❖ Make arrangements/contract with substitute providers.
- ❖ Make-up sessions in a timely manner.
- ❖ As a general practice, LEAs should attempt to make-up all missed sessions (extended absence of provider may lead to a denial of FAPE).

Implementation of Related Services

Missed Services Case Study

❖ Student A

- IEP includes 2 hours/week speech therapy.
- Speech provider out sick for first week of May.
- Make-up session scheduled for second week of May.
- Student out sick for second & third weeks of May.
- Total of 6 hours of missed services.

Implementation of Related Services

Case Study: Considerations Toward Resolution

❖ Student A

- Is a substitute provider is available?
- Are timely make-up sessions are scheduled?
- Is there any negative impact on Student A's progress on IEP goals from missed sessions?
- Should the IEP Team convene to discuss potential adjustments to service hours and goals?
- Are missed sessions and make-up sessions documented in SEDS?

Implementation of Related Services

Missed Services Case Study

❖ Student B

- IEP includes 2 hours/week speech therapy.
- Behavior counseling is scheduled for Fridays.
- Student was chronically and predictably absent every Friday in September due to personal circumstances.
- Student was suspended for first week of October.

Implementation of Related Services

Case Study: Considerations Toward Resolution

❖ Student B

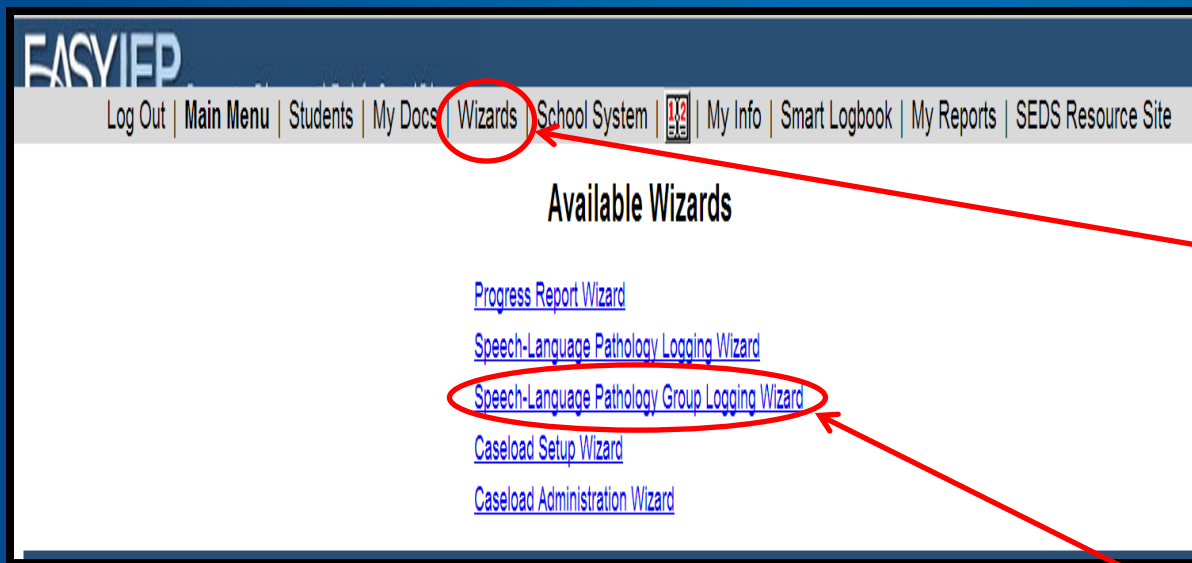
- Has an IEP meeting been scheduled to consult with parent about chronic absences?
- What scheduling adjustments need to be (should have been) made for Student B?
- Has the LEA followed procedural safeguards relating to discipline (i.e. provision of services during suspension)?
- Has the LEA documented all attempts of communication regarding absences and discipline, along with updating service logs?



**RELATED SERVICES
DOCUMENTATION
IN THE SPECIAL EDUCATION
DATA SYSTEM (SEDS)**

Documenting Related Services in SEDS

Related Services Provider Wizard



To begin: Click on the “Wizards” tab on the LEA’s home screen.

In order to enter information regarding a related Service, click on the link for the type of service for which data is being entered.

Documenting Related Services in SEDS

Logging Service Delivery for Students

The screenshot shows the 'EASY IEP' web application interface. At the top is a navigation bar with links: Log Out, Main Menu, Students, My Docs, Wizards, School System, My Info, Smart Logbook, My Reports, and SEDS Resource Site. The main heading is 'Speech-Language Pathology Logging Wizard (Select Students)'. Below this is an instruction: 'This wizard will guide you through logging service delivery time for your students. Please select the students for whom you would like to log service delivery time.' There are two buttons: 'Check All' and 'Check None'. A red arrow points from a text box on the right to the 'Check None' button. Below the buttons, there are three student entries, each with a checkbox and a service description: 'Cordell Coordinator501' with '* Speech-Language Pathology (09/01/2010 - 09/01/2011)', 'Pamela Provider501' with '* Speech-Language Pathology (09/01/2010 - 09/01/2011)', and 'Tanisha Teacher501' with '* Speech-Language Pathology (09/01/2010 - 09/01/2011)'. Below these, there is a section for 'Peter Progressreport501' with a checkbox and '* Speech-Language Pathology (10/07/2010 - 10/07/2011)'. At the bottom, there are buttons for 'Save Group As ->' and '<- Delete Group', followed by the text '(4 available students)'. A legend indicates '* = Indicates Services that are on the Student's Historical Record'. A 'Continue' button is at the very bottom.

EASY IEP

Log Out | Main Menu | Students | My Docs | Wizards | School System | My Info | Smart Logbook | My Reports | SEDS Resource Site

Speech-Language Pathology Logging Wizard (Select Students)

This wizard will guide you through logging service delivery time for your students. Please select the students for whom you would like to log service delivery time.

Cordell Coordinator501 Pamela Provider501 Tanisha Teacher501

☒ * Speech-Language Pathology (09/01/2010 - 09/01/2011) ☒ * Speech-Language Pathology (09/01/2010 - 09/01/2011) ☒ * Speech-Language Pathology (09/01/2010 - 09/01/2011)

Peter Progressreport501

☒ * Speech-Language Pathology (10/07/2010 - 10/07/2011)

(4 available students)

* = Indicates Services that are on the Student's Historical Record

Select the students for whom service data is being entered.

Logging Related Services

Enter the required information in the Service Log Entry:

- Providers must input how student is progressing on his/her goals and objectives.**

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Documenting Related Services in SEDS



Documenting Missed Services


Log Out | Main Menu | Students | My Docs | Wizards | School System | My Info | Smart Logbook | My Reports | SEDS Resource Site


Add New Service Log Entry for Chad Changes1296 (Speech-Language Pathology) (Student 1 of 1) [New Mail](#)

(from IEP Meeting: 07/05/2013 Begin: 07/05/2013 End: 07/04/2014)



Begin/End Date: 09/01/2013..05/01/2014 Time Spent: 1 hr/wk
Provider: Sheila Speech Location: General Education
Parental Consent to bill for Medicaid Services: Not on File

Date of Service:  



Duration of Service: Hours: Minutes: 


Progress Report: 

Comments:

Service Type:  

Group Size:

Areas Covered/Assessed: 

<input type="checkbox"/> Activities of Daily Living	<input type="checkbox"/> Fluency/Stuttering	<input type="checkbox"/> Phonology
<input type="checkbox"/> Articulation	<input type="checkbox"/> Group Counseling	<input type="checkbox"/> Receptive Language training
<input type="checkbox"/> Assistive Technology Service	<input type="checkbox"/> Hearing Screening	<input type="checkbox"/> Speech/ Language Service/ Treatment
<input type="checkbox"/> Augmentative Communication	<input type="checkbox"/> Individual Counseling	<input type="checkbox"/> Total Communication Skills Training
<input type="checkbox"/> Comprehensive Diagnostic Assessment	<input type="checkbox"/> Oral Motor Skills	<input type="checkbox"/> Tracheostomy Care

Select the reason for the missed service

Documenting Related Services in SEDS

Confirming Service Log Entry

Confirm Service Log Entry for **Cordell Coordinator501 (Speech-Language Pathology) (Student 1 of 4)**
(from IEP Meeting: **09/01/2010** Begin: **09/01/2010** End: **09/01/2011**)

Begin/End Date: 09/01/2010..09/01/2011
Provider: New Trainer501
Parental Consent to bill for Medicaid Services: Not on File

Do you, **New Trainer501**, confirm that the following information is correct?

Service:	Speech-Language Pathology
Service Provided by:	New Trainer501
Student's Name:	Cordell Coordinator501
Date of Service:	05/06/2013
Service Type:	Direct Service
Duration of Service:	1:00 hrs
Group Size:	1
Progress Report :	Progressing
Comments:	This student is progressing and making great strides in his oral motor skills.
Areas Covered/Assessed:	Articulation Oral Motor Skills


(Please use this button to make corrections)

Confirmation screen will appear after choosing which related services are relevant and updating the database.

Make sure this screen is accurate before clicking "Yes, Log this Service"

Documenting Related Services in SEDS

Using Smart Logbook to View Student Services

ts | My Docs | Wizards | School System |  | My Info | Smart Logbook | My Reports



SmartLogbook for New Trainer501

SmartLogbook allows you to view the logs from a single student or all the students for which you have logged services. Select search criteria below.

Select a Date Range to View

☐ Use Date of Service (date service was provided) for selection date range
☒ Use Date Service was entered into system for selection date range

☒ Today ☐ Last Week
☐ Yesterday ☐ This Month (July)
☐ This Week ☐ Select Month:

☐ Date Range: Begin  End 

Select Student(s)

No reports have been generated yet

- By clicking “Smart Logbook,” the user can view all logged services for a particular student.
- User can request the removal of an inaccurate log through their LEA Data Administrator (LDA).
- The user can also select a particular date range to search for a specific related service log.



CONCLUSION: ADDITIONAL RESOURCES

Data for Monitoring and Compliance

Blackman/Jones Consent Decree

- ❖ Based on lawsuit from 1990s over systemic lack of provision of special education services in DC.
- ❖ Monitors implementation of Hearing Officer Decisions (HODs) and Settlement Agreements (SAs).
- ❖ Focuses on timely provision of services, including related services.
- ❖ Focuses on decreasing future due process complaints by improving the quality of special education programs in DC.

Data for Monitoring and Compliance

OSSE Tools to Assist LEAs in Performance:

❖ Weekly Prescribed vs. Provided Report

- Compares relate service hours prescribed in IEP to actual service hours received
- Dashboard report will be sent weekly to all LEAs

❖ DC Corrective Action Tracking System (DC CATS)

- Web-based system for issuing monitoring reports
- Used by LEAs to document correction of noncompliance

❖ Special Education Quality Review (SEQR) Tool

- Web-based self-assessment tool for LEAs
- Assesses school-level programs for students with disabilities
- Quality indicators based on best practice and can help LEAs identify areas for improvement

Additional Resources

- ❖ **Individuals with Disabilities Education Act (IDEA)**
 - 34 C.F.R. §300.34 <http://idea.ed.gov>
- ❖ **District of Columbia Municipal Regulations (DCMR)**
 - <http://dcregs.org>
- ❖ **Related Services Policy**
 - <http://osse.dc.gov/service/policies-and-regulations>
- ❖ **SEDS Resource Site**
 - <https://sites.google.com/a/dc.gov/seds-help-resources/>
- ❖ **Special Education Quality Resource Tool (SEQR)**
 - <http://www.dcseqrtool.org>

Thank You

For questions, please contact the
Training and Technical Assistance Unit:

osse.tta@dc.gov

