

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 Sept. 19, 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



Webinar Agenda

Time	Topic
5 minutes	Introduction
35 minutes	Preparing for 2018-19 SY Child Count
5 minutes	Policy, Monitoring, and Compliance Updates
5 minutes	Student Transportation Updates & Announcements
5 minutes	Other Reminders & Announcements
Appendix A	Support Resources for LEA Special Education POCs
Appendix B	Removing Students from SEDS Roster
Appendix C	Transfer of Student Special Education Records into SEDS



Support Resources for LEA SE POCs

Appendix A contains the following support resources for LEA SE POCs:

- How to contact your LEA's assigned **OSSE Data Team Liaison**
- How to use the **OSSE Support Tool** to communicate with OSSE staff
- Special Education Data System (SEDS) training resources
- How to access **webinar recordings** and other online resources for POCs
- How to update the **POC contact information** in eSchoolPLUS for your LEA so you can receive important OSSE communications
- How to subscribe to the **LEA Look Forward weekly newsletter** from OSSE



LEA SE POC Required Data Systems

LEA SE POCs who need access to any of these statewide data systems should submit a ticket in the OSSE Support Tool.

- **SEDS EasyIEP** (user type: LEA Data Administrator)
- **Qlik** www.reports.osse.dc.gov
 - Related Services Management Report (RSMR) app
 - Early Access to Students with Disabilities Data app
 - Unified Data Errors app
- **OSSE Support Tool** <https://octo.quickbase.com>
- **TOTE** (only required if responsible for submitting transportation requests) <https://octo.quickbase.com> DOT.Data@dc.gov

Optional data system:

- **SLED** www.sled.osse.dc.gov Contact: SLED.info@dc.gov



Preparing for 2018-19 School Year Child Count



Preparing for 2018-19 School Year Child Count

- Overview of the Child Count Process
- Comparing Enrollment Audit vs. Child Count
- 2018 Child Count Timeline
- Ways to Prepare in Advance
- Resolving Common Data Errors
- IEP Amendment Process for Child Count Errors
- Using the Qlik Unified Data Errors App
- Troubleshooting Support for Child Count



Overview of Child Count Process

- Child Count is a federally mandated activity **under** 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 SEDS data impacts funding for special education.
- All of the data to be reviewed for Child Count is provided via Special Education Data System (SEDS).
- If any of the student special education information is inaccurate, the data must be corrected in the **source system, which is SEDS.**

Student Population:

- Students enrolled as of **Oct. 5, 2018.**
- Must have current IEP and current eligibility.
- IEP amendments directly relating to Child Count must be completed by **Nov. 16, 2018 at 5 p.m.**



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	No
No IEP (IEP not finalized)	Current	No	No



2018 Child Count Timeline

Sept. 19, 2018

- LEA SE POC attends **webinar training**

Oct. 18-Nov. 19,
2018

- LEA SE POC accesses, reviews, and **resolves all Child Count data anomalies**

Oct. 12, 2018

- LEA signs **Enrollment Audit and Anomalies Acknowledgement Form** within Enrollment Audit application

Nov. 19, 2018

- LEA signs **Data Certification Form** within Enrollment Audit application

Dec. 14, 2018

- LEA signs **Final Enrollment Audit and Child Count Acknowledgment Form** within Enrollment Audit application



Reminders for the 2018 Child Count

- Data Accuracy
 - LEAs must review and update data in the respective source system (e.g., SEDS).
- Issue Resolutions.
 - LEAs should submit OST tickets timely to ensure resolution prior to the certification date.
- 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.



Child Count - 5 Ways to Prepare in Advance

Remove all students from SEDS roster who no longer attend your LEA (work with registrar to properly exit)

Ensure SEDS records are fully transferred for all students with disabilities enrolled in your LEA

Train case managers to spot common errors on IEPs

Check the Unified Data Errors (UDE) report daily

Update all IEPs that are set to expire this fall



Child Count Summary of Actions

Data Type	Examples	Action required
Demographic	<ul style="list-style-type: none">NameDOBRaceEthnicity	<ul style="list-style-type: none">ReviewIf accurate, no action requiredIf inaccurate, make update in source system (SIS) (eSchoolPLUS, PowerSchool, ASPEN, SchoolForce, ProActive, etc.)
Special Education	<ul style="list-style-type: none">DisabilityIEP dateEducational EnvironmentDedicated Aide	<ul style="list-style-type: none">Review Disability: If accurate, no action required; If inaccurate, make update in source system (SEDS).Review IEP Date: If accurate, no action required; If inaccurate, make update in source system (SEDS).Review Environment: If accurate, no action required; If missing or inaccurate, update in source system (SEDS).Review/update dedicated aide information to ensure accuracy. If inaccurate, make update in source system (SEDS).



Common Child Count Data Errors, Anomalies & Resolutions



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.
- *The next section of this webinar will provide a live demonstration of how to use the Qlik UDE app to identify and resolve Child Count data errors.*

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.



Common Child Count Data Errors

Special Education Data Error: Student has an expired IEP, but an active eligibility.

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



Common Child Count Data Errors

Special Education Data Error: Active in SEDS, but withdrawn in Student Information System (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.

*See **Appendix B** for more guidance on how to administratively exit a student.*



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 Appendix B for common exit codes. See OSSE Entry and Exit Guidance , pp. 9, 25, for proper exit of students with disabilities.
Student has graduated from the LEA, but the Summary of Performance (SOP) has not been completed by the LEA.	Complete the SOP document in SEDS. See Appendix B for step-by-step instructions.
Student has aged out of special education, but the age-out process has not been completed by the LEA.	See Appendix B for documentation requirements in SEDS for the age-out process.
Student has transferred to a new LEA but the records transfer process has not been completed.	See Appendix C for the special education records transfer process.



Common Child Count Data Errors

Special Education Data Error: Student turned age 6 and Educational Environment designated on the IEP is no longer appropriate for the child's age.

Resolution: OSSE accounts for those students 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 Child Count Data Errors

Special Education Data Error: Specialized instruction and/or missing services on the finalized IEP.

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 Child Count Data Errors

Special Education Data Error: Child turned age 8 and is eligible under the category of Developmental Delay.

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



Educational Environment Errors

Special Education Data Error: Educational Environment is not appropriate based on the student's age.

Suggested Resolution: The LEA should review the student's date of birth (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 Enrollment Audit/Child Count data is accurate, then the LEA will need to select an age appropriate **Educational Environment** in SEDS by completing an IEP amendment.



Educational Environment Definitions

- Least restrictive environment (LRE), educational environments, and special education level are different.
- LRE is used to describe the IDEA requirement to educate the child with nondisabled peers to the maximum extent possible.
- Educational environments are descriptions of the environment in which the child is educated for the purposes of federal IDEA *EDFacts* reporting.
- Special education level is a local funding-based label determined by the total number of service hours per week, including dedicated aide hours, and regardless of the environment in which the service is provided.
 - Level 1: 0 to 8 hours
 - Level 2: 8.01 to 16 hours
 - Level 3: 16.01 to 24 hours
 - Level 4: more than 24 hours



IEP Amendments for Child Count Purposes

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%
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.	<input type="radio"/> A - 0-20 % outside general education classroom <input checked="" type="radio"/> B - 21-60% outside general education classroom <input type="radio"/> C - 61%-100% outside general education classroom <input type="radio"/> Separate school <input type="radio"/> Residential facility <input type="radio"/> Correctional facility <input type="radio"/> Homebound/Hospital

% is automatically calculated



IEP Amendments for Child Count Purposes

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 Communication Log. 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>.



IEP Amendment Training Opportunity

- **The IEP Amendment Process, Sept. 21, 2018, 10 a.m.—12 p.m.**
(live webinar for LEA SE POCs and designated LEA SEDS Trainers)
[Register here](#)

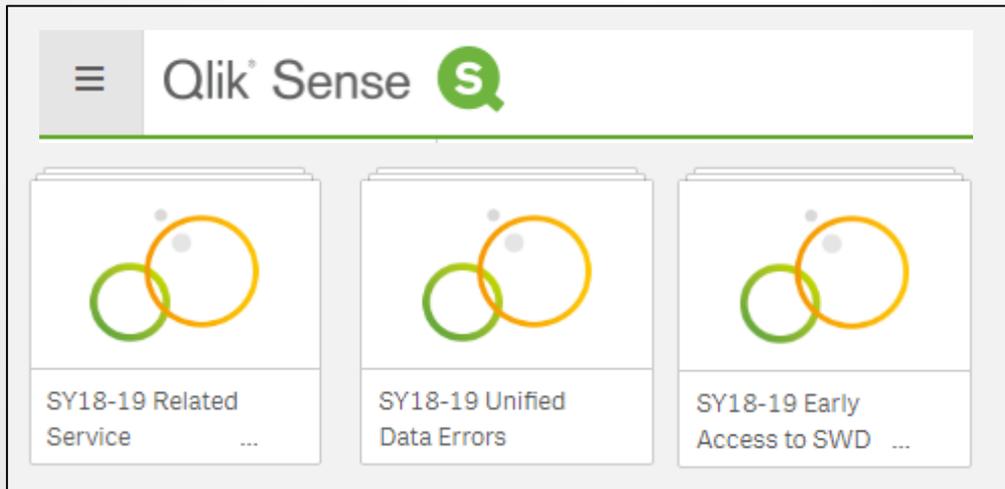


Using the Unified Data Errors (UDE) Qlik App for Child Count



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





UDE Live Demonstration

🔄 ⌵ **SY18-19 Unified Data Errors** 🌐



SY18-19 Unified Data Errors
Data last loaded: Aug 31, 2018, 8:30 AM
Published: Aug 21, 2018, 11:52 PM
Published to: Teaching and Learning

📄 Sheets 📌 Bookmarks 📺 Stories

▼ **Base sheets (8)**

 <p>Unified Data Errors Summary</p>	 <p>Enrollment Data Errors</p>	 <p>Duplicative Enrollments</p>	 <p>Assessment Errors</p>	 <p>Attendance Data Errors</p>
 <p>Special Education Data Errors</p>	 <p>Transportation Errors</p>	 <p>Trend</p>		



Child Count Preparation for LEA SE POCs

Summary Checklist:

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.



Poll Questions

NOTE TO RITA & PAULINE: we need to develop poll Qs in GoToWebinar for this, or similar questions.

1. Does your LEA have a plan of action for Child Count?
2. When will your team review all IEPs for your LEA?
3. Do you have access to the data systems that impact Enrollment Audit and Child Count?
 - Special Education Data System (SEDS)
 - OSSE Support Tool (OST) in [QuickBase](#)
 - Unified Data Errors (UDE) in [Qlik Sense](#)
 - Enrollment Audit and Child Count Application
<https://data.osse.dc.gov/enrollmentaudit/#/login>



Special Education Law, Policy, and Compliance Updates

- Initial Evaluation
- Reevaluation
- C to B Transition
- Secondary Transition



Monitoring and Compliance Updates

- On Aug. 30, 2018, OSSE sent guidance to LEA leaders for 2018-19 school year Special Education Updates.
- On Sept. 10, 2018, OSSE sent guidance to Special Education POC's on monitoring changes for timeliness indicators (Initial Evaluation, Reevaluation and Transition from C to B).
- Results of Child Find Policy Review
 - Designated LEAs are to submit updated policies and/or documentation of Child Find training by Oct. 15, 2018
- Determination Correction Action Plans (CAPs)
 - Due Oct. 2, 2018
- September/October Monitoring Activities
 - Reevaluation Monitoring for April 2018 - June 2018
 - Initial Evaluation Monitoring July 1, 2017 – June 30, 2018



Child Outcomes Summary (COS) Data Collection

- COS records should be created for newly enrolled children within 90 days.
- If the child has previously been enrolled at another LEA, a record transfer should be completed in DC Corrective Action Tracking System (DC CATS).
- The COS data verification process for the June 2018 checkpoint will be start soon.
- Individuals listed as Preschool Special Ed POCS and Sped Coordinators in eSchoolsPLUS will receive an email when information has been uploaded into OSSE Box for their review.
- Please contact Carlene Reid for any assistance or training needs related to COS at (202) 741-7635 or Carlene.Reid@dc.gov



Division of Student
Transportation
Reminders and Updates



NEW CRM Updates

- Name of new system – announcement slated September 21, 2018
- Pilot LEA's
 - Five LEA's/Schools selected to test new system
 - KIPP
 - EL Haynes – scheduled
 - Friendship – proposed training dates
 - Democracy Prep
 - DCPS – completed
 - Training scheduled between (September and October)
 - Testing phase starts after training.
 - Anticipated deployment end of year in preparation for ESY



Comparison of TRFs by Week

Reason For Transportation Request	Week (Aug 20 - Aug 26)	Week (Aug 27 - Sept 2)	Week (Sept 3 - Sept 9)	Total
New School Year	163	75	32	270
Change in Address	70	55	37	162
Change in Receiving School	62	31	17	110
Change in PM Drop Off Details	35	22	22	79
Annual IEP, IEP Amendment	6	12	8	26
Change in AM Pick Up Details	11	5	7	23
Initial IEP	4	5	0	9
Service Reinstatement or Renewal	2	1	4	7
Mobility Aids / Devices Update	1		1	2
Total	354	206	128	688



Accurate and Timely Data Submission

Calendars and Transportation Request Forms

- Accurate calendar information is essential to scheduling student service times
 - Bell Times
 - Exception Days
 - Half Days
 - Holidays
- Accurate student information
 - Address (AM/PM)
 - School
 - Program
- Impact of inaccurate or late data submissions
 - Increases risk of service failure
 - Route instability

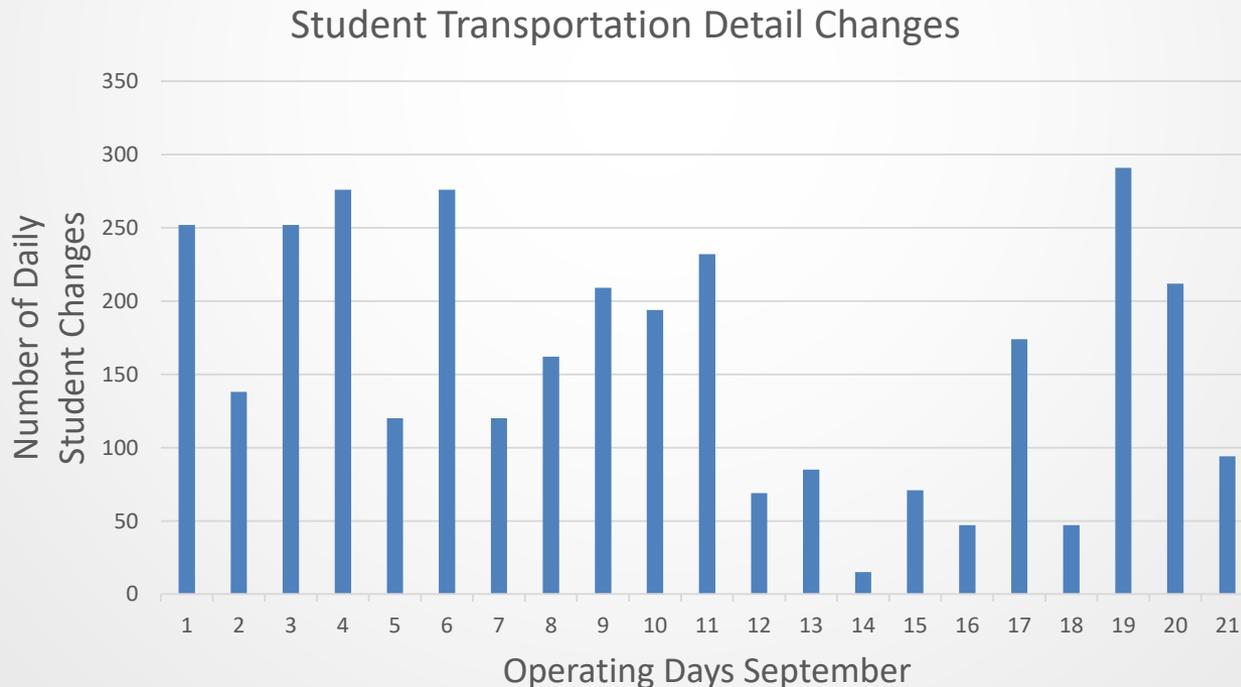
What difficulties do you face? How do you overcome those obstacles?



Provide the Evidence

Every late or inaccurate request requires multiple changes to existing routes.

There were a total of **506** transportation requests processed in September at the start of school which resulted in a total of **3,336** changes to student transportation details (pick up time change, drop off time change, route change, etc.).



Source: OSSE DOT, Routing Repository



Accurate and Timely Data Submission

Validation Process

- *Verification Calls (DOT)*
 - DOT contacts parents to validate information submitted on TRF
 - Box Data Exchange (Data Discrepancies)
- *New Unified Data Error Reporting*
 - Missing TRFs
 - Invalid Telephone Numbers
 - How to resolve new UDEs?



LEA Reimbursement

Certification - Preparing and Submitting

- Certification Form
- Form W-9
- Attendance record from school
- Proof of mileage incurred
- Invoice (if applicable) and/or proof of payment
- Submission follows OSSE secure upload process ([Box](#))
 - Verification emails should be sent to dot.data@dc.gov

<https://osse.dc.gov/publication/lea-provided-transportation-certification-form>



Parent Reimbursement

Parent Reimbursement

- Transportation services provided to an eligible student(s) with disabilities for travel to and from educational programs under the OSSE-DOT Parent Transportation Reimbursement Program (PTRP) for:
 - Transportation services that occurred as a result of failure on the part of OSSE/DOT, to provide bus service, or
 - The parent/guardian has chosen to transport the student(s) themselves, *and also received authorization in advance from the Director of Student Transportation.*
 - **Authorization is requested by contacting the OSSE-DOT Parent Resource Center at (202) 576-5000.**

<https://osse.dc.gov/service/parents-transportation-students-disabilities>



Other Reminders and Announcements



Alternative Assessment Quickbase

LEA Alternate Assessment POCs have been granted access to the **Alternative Assessment, MSAA** Quickbase application

- View 2018-19 SY eligible students
- View 2017-18 SY ineligible students

For OSSE to review a student for alternate assessment eligibility, the following documentation must be in SEDS:

- A current IEP
- Current IEP indicates “Alternate Assessment” selected on the IEP
- A completed “DC Alternate Assessment Decision Documentation Form”
- All supporting documentation (recent evaluation, progress reports, etc.)

If you did not receive an invitation to the Quick Base application, contact Michael.Craig@dc.gov or (202) 257-3371



2018-19 SY Alternate Assessment Applicants

Alternate Assessment eligibility applicants for the 2018-19 school year, should meet the following criteria:

- New third grade students
- Newly enrolled to the District
- New special education determination in grades 3-8, 11

Students previously determined eligible for the MSAA in 2017-18 school year will **automatically** be determined eligible for the 2018-19 school year



Alternate Assessment Eligibility Process

Activity	Dates
LEAs complete Alternate Assessment Eligibility new applications and renewals	Sept. 10 - Oct. 19
OSSE reviews eligibility applicant(s) and applicant documentation in SEDS	Oct. 22 - Nov. 16
OSSE sends preliminary eligibility determinations to LEAs	Nov. 19
LEAs may appeal eligibility determinations by submitting additional evidence to OSSE	Nov. 19, 2018 - Jan. 11, 2019
LEAs receive final eligibility determinations from OSSE	Jan. 16, 2019
MSAA Test Window	March 18 – May 3



Professional Development Opportunities

- [Webinar: Understanding and Implementing Section 504](#)
 - Today! Wednesday, Sept. 19th from 1-3 p.m.
- [Foundations of Student Support Teams](#)
 - Thursday, Sept. 20th
- [Schoolwide Positive Behavioral Interventions and Supports: Core Features](#)
 - Friday, Sept. 28th, repeated Thursday, Oct. 11th
- [DC Annual Parent and Family Engagement Summit](#), Saturday, Sept. 29th
 - Includes session for parents on supporting students with disabilities
- [The Nuts and Bolts of Secondary Transition](#)
 - Thursday, Oct. 4th
- [Developing High-Quality Transition Plans for Middle School Learners](#)
 - Tuesday, Oct. 9th, repeated on Nov. 1st



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, Oct. 17, 2018, 10—11 a.m.



Appendix A:

Support Resources for
LEA SE POCs



OSSE Data Team LEA Liaisons

Each LEA has been assigned a dedicated staff liaison from the OSSE Division of Data, Assessment and Research (DAR).

The liaison can help LEAs answer data-related questions and connect with other OSSE team members.

- Child Count, SEDS, Qlik, SLED, OSSE OST, etc.

Please find the DAR Liaison for your LEA here:

<https://osse.dc.gov/publication/data-assessment-and-research-lea-liaisons>



LEA SE POC Resources

Resource documents and archived webinar trainings for LEA SE POCs

<http://osse.dc.gov/service/technical-assistance-support-and-training-education>.

Technical Assistance, Support, and Training Education

2017-18 School Year Trainings

- 2018 Extended School Year (ESY) Checklist
- SLED ESY Training
- Navigating the Initial Evaluation Eligibility Process in SEDS
- How to Navigate the OSSE SQUIRE System
- How to Navigate the OSSE SEATS System
- Getting Started with SEDS: Related Service Provision 101
- LEA Special Education Point of Contact (LEA SE POC) Monthly Training and Resources
 - April 2018
 - March 2018
 - February 2018
 - January 2018
 - December 2017
 - November 2017
 - October 2017
 - September 2017
 - Summer 2017 Updates to SEDS EasyIEP
 - August 2017



SEDS Training Resources

Upcoming SEDS Trainings:

- **The IEP Amendment Process, Sept. 21, 2018**, 10 a.m.—12 p.m. (*live webinar for LEA SE POCs and designated LEA SEDS Trainers*)
[Register here](#)

Archived 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)



LEA SE POC Required Data Systems

LEA SE POCs who need access to any of these statewide data systems should submit a ticket in the OSSE Support Tool.

- **SEDS EasyIEP** (user type: LEA Data Administrator)
- **Qlik** www.reports.osse.dc.gov
 - Related Services Management Report (RSMR) app
 - Early Access to Students with Disabilities Data app
 - Unified Data Errors app
- **OSSE Support Tool** <https://octo.quickbase.com>
- **TOTE** (only required if responsible for submitting transportation requests) <https://octo.quickbase.com> DOT.Data@dc.gov

Optional data system:

- **SLED** www.sled.osse.dc.gov Contact: SLED.info@dc.gov



OSSE Support Tool (OST)

The OST is a bidirectional communications tool where LEAs can contact the state for support and technical assistance by submitting a “ticket.”

Allows LEAs and OSSE to securely share **personally identifiable student level data** related to data errors or system issues.

Tracks the progress of the ticket resolution and allows OSSE and the user to continue communicating back and forth.

Home Quick Reference Guides

OSSE Support Tool } OSSE Support Tool

Request Options

Add Request for Support
Click on this button to submit and issue.

Request Transfer of Student Records
Click on this button to request the transfer of student records.

Support Request Status

- **Green:** Request has been newly submitted and has not yet been reviewed by OSSE personnel.
- **Red:** Request has been reviewed by OSSE personnel and requires additional information from the requestor.
- **Grey:** Request has been closed due to no response from the requestor.



OSSE Support Tool (OST)

Who should have access to the OST?

- LEA Data Managers
- LEA Enrollment Audit POCs
- **LEA Special Education POCs**
- **Nonpublic Special Education POCs**
- LEA Transportation POCs
- LEA Assessment POCs
- Registrars

How do I gain access to the OST?

Ensure you are listed as an official POC in eSchoolPLUS (Data Manager can assist)

Visit <https://octo.quickbase.com/> and select "Create a login."

What categories does the OST cover?

- Enrollment Audit
- Child Count
- Unified Data Errors
- Access to SEDS
- SEDS system issues
- SEDS student-level issues
- Student record transfers
- Nonpublic programs
- TOTE transportation tool
- Extended School Year (ESY)
- Policy questions
- Statewide assessment test security, accommodations, affidavits, incidents



Direct Communication with LEA POCs

OSSE frequently shares important updates, reminders, and announcements with LEA-level POCs through **direct email contact** using the **eSchoolPLUS contact list**.

Please ensure your **LEA Data Manager** has listed you as the **LEA SE POC** in this contact list with a **valid email address**.

The screenshot displays the eSchoolPLUS web application interface. The top navigation bar includes the eSchoolPLUS logo, a user profile for 'sean.josiah', and utility icons. Below the navigation bar is a search bar and a 'Quick Search' field. The main content area is titled 'Staff Search' and includes tabs for 'Simple' and 'Advanced' search. A 'Search Criteria' section is visible above the 'Search Results' section. The search results are displayed in a table with the following data:

Staff Name	Staff ID	Building	Impersonate (TAC)	
Adair, Kirk	TCH012	1120	KIRK1.ADAIR1	
Affeldt, Douglas	TCH010	1120	DOUGLAS1.AFFELDT1	



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 to 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

The screenshot shows a navigation bar with the following items: Press Releases, Newsletters, Testimonies, Advisories, and Statem. Below the navigation bar is a list of newsletter entries, each with a date in a red box and a title:

Date	Title
19 JUL	LEA Look Forward for July 19-25, 2017 View the LEA Look Forward for July 19-25, 2017.
12 JUL	LEA Look Forward for July 12-18, 2017 Reminder: Don't Forget to Register for the Start of School Summ
5 JUL	LEA Look Forward for July 5-11, 2017 View the LEA Look Forward for July 5-11, 2017.
28 JUN	LEA Look Forward for June 28 - July 4, 2017 View the LEA Look Forward for June 28 - July 4, 2017.
21 JUN	LEA Look Forward for June 21-27, 2017 View the LEA Look Forward for June 21-27, 2017.



Appendix B:

Removing Student from
SEDS Roster



SEDS Administrative Exit Process Guidance

Code	Category	Appropriate SEDS Documentation
1940	Exited state; exited to home-schooling or a public, private, or online diploma-granting school in a different state.	<ul style="list-style-type: none">• Three reasonable attempts to make contact are shown in communication log (three different days using two modalities)• Enrollment form from receiving school, or• LEA withdrawal form with receiving school information
1943	Exited public school system to attend a private school.	<ul style="list-style-type: none">• Three reasonable attempts to make contact are shown in communication log (three different days using two modalities)• Enrollment form from receiving school, or• LEA withdrawal form with receiving school information



Entry and Exit

SEDS Administrative Exit Process Guidance

Code	Category	Appropriate SEDS Documentation
1964	Withdrawn due to LEA policy related to absenteeism or truancy	<ul style="list-style-type: none">• Three reasonable attempts to make contact are shown in communication log (three different days using two modalities)• Documented truancy protocol (student under 18)• PWN outlining truancy steps (student 18 +)
1968	Withdrawn due to exceeding the maximum age for special education services eligibility under IDEA	<ul style="list-style-type: none">• Three reasonable attempts to make contact are shown in communication log (three different days using two modalities)• Generate Age Out form or PWN “Other Notice Related to FAPE”



Entry and Exit

SEDS Administrative Exit Process Guidance

Code	Category	Appropriate SEDS Documentation
1980	Student voluntarily discontinued schooling and is under the maximum age for compulsory attendance	<ul style="list-style-type: none">• Three reasonable attempts to make contact are shown in communication log (three different days using two modalities)• Documented truancy protocol (student under 18)• PWN outlining truancy steps (student 18 +)
1981	Completed grade 12 , but did not complete graduation requirements, and voluntarily discontinued school	<ul style="list-style-type: none">• Three reasonable attempts to make contact are shown in communication log (three different days using two modalities)• PWN informing parent/student of exit. PWN should include statement that the student has the right to access FAPE until age 22



Entry and Exit

Exit Codes - SEDS Administrative Process Guidance

Code	Category	Appropriate SEDS Documentation
1982	Left the DC public school system to attend a vocational, GED, online or other adult educational or training program that is not part of the DC public school system.	<ul style="list-style-type: none">• Three reasonable attempts to make contact are shown in communication log (three different days using two modalities)• PWN informing parent/student of exit. PWN should include statement that the student has the right to access FAPE until age 22
1984	Not enrolled; LEA has performed due diligence; status unknown	<ul style="list-style-type: none">• Three reasonable attempts to make contact are shown in communication log (three different days using two modalities)• Documented truancy protocol (student under 18)• PWN outlining truancy steps (student 18 +)



Entry and Exit

Exit codes with no changes

Code	Code Category
1960	Withdrawn from school, under the age for compulsory attendance (age 5); eligible to seek re-enrollment.
2020	Graduated with regular, advanced, or International Baccalaureate diploma.



Summary of Performance (SOP)

Comprehensive student summary that provides individualized information to postsecondary service providers, which includes:

- Academic achievement
- Cognitive and functional performance
- Recommendations to assist student in meeting postsecondary goals



Timeline

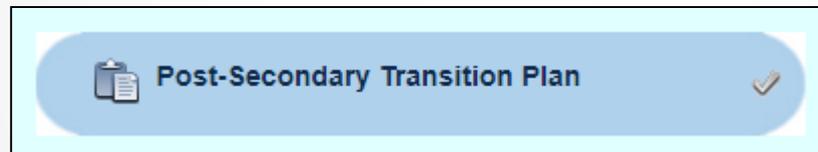
- Complete at least **60 days** before student's pending graduation or when student ages out of special education (end of semester of 22nd birthday).
- SOP does **not** need to be completed annually.

34 C.F.R. §300.305(e)(3)

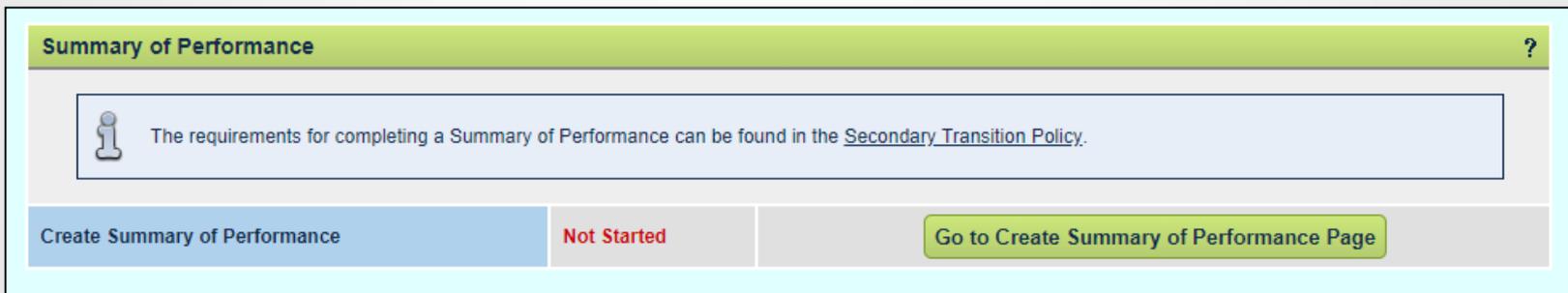


Summary of Performance (SOP) in SEDS

- 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.





Graduation Form in SEDS

- Must be signed by **Head of School**.
- Provides notice to parent/guardian that student will no longer receive special education or related services as of the anticipated graduation date.
- Form is available under Documents tab in SEDS.

The screenshot displays the SEDS interface with the 'Documents' tab selected. The 'Documents' section is active, showing a list of available forms. The 'Graduation with Diploma' form is highlighted with a red box. The 'Documents' tab is also highlighted with a red box.

Student/Parent Information Eligibility Process	Personal IEP Process	Student History IEP Amendment	Eligibility Comparable Services	Communications Log Prior Written Notice	Documents Progress Report
Documents					
Documents:					
Special Education – Student Data		Cover Sheets		Medicaid Service Logging Tracker	
<input type="radio"/> Additional Participant Consent - No Response Form	<input type="radio"/> Age Out	<input type="radio"/> Assessment Accommodations Tool Cover Sheet	<input type="radio"/> Blank Consent to Evaluate	<input type="radio"/> Blank Letter of Invitation	<input type="radio"/> Blank Prior Written Notice
<input type="radio"/> Blank Education Plan/Notes Cover Sheet	<input checked="" type="radio"/> Graduation with Diploma	<input type="radio"/> IEP Amendment Proposed Services Change Form	<input type="radio"/> DC Alternate Assessment Participation Decision Form		



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)

- **NOTE:** Students **under the age of 22** who receive a **certificate of IEP completion** are still eligible for Free Appropriate Public Education (FAPE) through the end of the semester in which they turn 22.
- **Do NOT use the revocation process** in SEDS to remove a student from your roster when the student has graduated with a regular diploma or aged out.



Aging Out—Documentation in SEDS

LEA must provide **prior written notice (PWN)** to the parent/student that special education services will be terminated on last day of semester in which student turns 22. **Two options:**

- Generate the **“Age Out” form** in documents tab of SEDS, or

The screenshot shows the 'Documents' tab in SEDS. The 'Documents:' label is highlighted with a red box. Below it, there are three tabs: 'Special Education – Student Data', 'Cover Sheets', and 'Medicaid Service Logging Tracker'. Under the 'Special Education – Student Data' tab, there are several radio button options. The 'Age Out' option is selected and highlighted with a red box. Other options include 'Additional Participant Consent - No Response Form', 'Blank Prior Written Notice', 'Compensatory Education Plan/Notes Cover Sheet', 'Assessment Accommodations Tool Cover Sheet', and 'Graduation with Diploma'.

- Generate a **custom PWN** using **“Other Notice Related to FAPE.”**

The screenshot shows the 'Prior Written Notice Type:' dropdown menu in SEDS. The dropdown is open, showing several options. The 'Other Notice Related to Free and Appropriate Public Education (FAPE)' option is highlighted in blue. Other options include 'Notice of Change in Placement', 'Proceed with Evaluation Process (After Referral or Prior to Reevaluation)', and 'Proceed with Reevaluation (Parent Non Response)'. Below the dropdown, there is a text box with the label 'Select the type of prior written notice being created:'.



“Age Out” SEDS Form

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: _____



Appendix C:

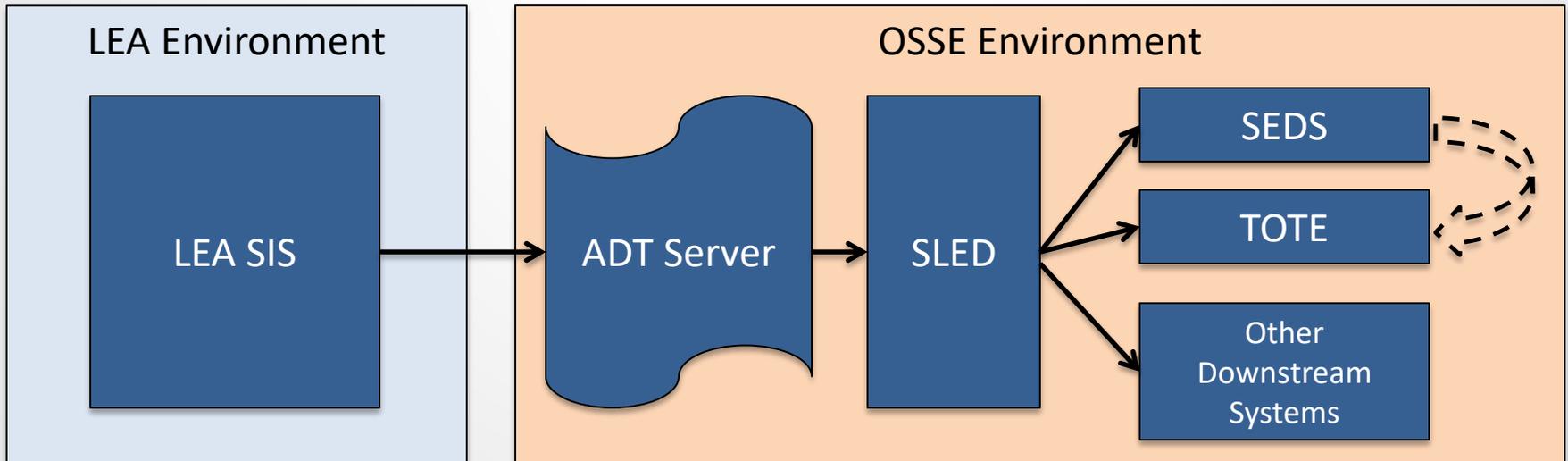
Transfer of Student
Special Education
Records into SEDS



Data Flow from LEA to OSSE

Data flows downstream from the LEA Student Information System (SIS) to OSSE's data systems:

- Errors or missing information in the LEA SIS will impact the LEA's ability to see student records in SEDS.
- If records are missing in SEDS, the LEA SE POC should first **troubleshoot with the LEA data manager and registrar.**





Enrollment Stages

Stage	Description
Stage 1	Application by student to attend the LEA.
Stage 2	Acceptance and notification of an available slot for the student by the LEA.
Stage 3	Acceptance of slot by student and submission of enrollment information.
Stage 4	Registration of the student in the Student Information System (SIS) by LEA.
Stage 5	Receipt of educational services, meaning the student is physically attending the LEA.

When a student reaches **Stage 4**, his/her enrollment information will appear in SEDS.

The student will **appear active in SEDS** as a **general education student** with a **white checkmark** because the special education records are not yet transferred over.

<u>CP</u>	<u>Proj Elig</u>	<u>IEP End</u>	<u>School</u>	<u>Grade</u>	<u>Name</u>
✓			1SA	5	<u>Gina General110</u>

OSSE will transfer special education records to the new LEA when a student is in **Stage 5**, or when **certain criteria are met during Stage 4**, as long as **student is active in new LEA's SIS.**



Transfer of Special Education Records

Criteria	Records Transfer Process
<ul style="list-style-type: none"> • Stage 5 enrollment (attending new LEA) 	<p>Upon student’s first day of attendance, OSSE will initiate records transfer. If initiated by 5 p.m., records will be available on the second business day.</p>
<ul style="list-style-type: none"> • Stage 4 enrollment (registered in SIS) • My School DC LEA matches LEA in SEDS 	<p>OSSE will initiate records transfer. If initiated by 5 p.m., records will be available on the second business day.</p>
<ul style="list-style-type: none"> • Stage 4 enrollment (registered in SIS) • LEA does not participate in My School DC , OR • My School DC LEA does NOT match LEA in SEDS 	<p>LEA SE POC requests records transfer using OST, and former LEA confirms transfer request in OST.</p> <p>OSSE transfers records over within two business days.</p>
	<p>If new or former LEA is nonresponsive, OSSE will initiate records transfer on fourth day of student remaining in Stage 4. If initiated by 5 p.m., records will be available on fifth business day.</p> <p>In the case of duplicative enrollment, the records will be sent to the LEA who most recently registered the student in their SIS.</p>



OSSE Support Tool: Transfer of Records

LEA SE POC for the new LEA will initiate the transfer in the OST.

Previous LEA is required to **approve or deny any transfer requests**. This is done using the “**Review Outstanding Transfer Requests**” button in the OST.

Request Options

- Add Request for Support**
Click on this button to submit and status.
- Request Transfer of Student Records**
Click on this button to request the transfer of student records.
- Review Outstanding Transfer Requests**
Click this button to review and approve outstanding transfer requests.
- Status Search**
Click on this button to search for an status.
- Review of Transfer Requests**
Click on this button to review the status of transfer requests.

More ▾

Student First Name *	Student Last Name *	Date Of Birth	LEA Name *	School Name	Request Transfer?	Previous LEA Transfer Decision
Johnny	Appleseds		Fake LEA		Yes	<input type="button" value="▾"/> Yes No