



2019 Start of School Summit

Tuesday, June 11, 2019

Kellogg Conference Hotel at Gallaudet University

#OSSEStartofSchool



SWDs from A to Z: Policies, Procedures, and Responsibilities for Serving Students with Disabilities

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Start of School Summit Agenda

Time	Activity
8:30 – 9:00 a.m.	Check-in + Registration
9:00 – 9:20 a.m.	Summit Opening
9:20 – 9:30 a.m.	Break + Transition
9:30 – 11:00 a.m.	LEA POC Breakout Session #1
11:00 – 11:15 a.m.	Break + Transition
11:15 a.m. – 12:30 p.m.	LEA POC Breakout Session #1
12:30 – 1:30 p.m.	LEA Team Working Lunch + OSSE Resource Fair
1:30 – 2:45 p.m.	LEA POC Breakout Session #3
2:45 – 3:00 p.m.	Break + Transition
3:00 – 4:00pm	OSSE Staff Office Hours



Session Agenda

Time	Activity
5 minutes	Opening + Objectives
15 minutes	Special Education Requirements Reminders
20 minutes	2019-20 School Year IDEA Monitoring and Compliance
15 minutes	SEDS Administrative Tasks
15 minutes	Entry and Exit Codes Updates
10 minutes	Q + A
5 minutes	Closing + Next Steps



Session Objectives

By the end of this session, participants will:

Be refreshed on special education responsibilities for special populations

Initial Evaluation

C-to-B Transition

Transportation

Nonpublic Schools

Understand changes to the IDEA monitoring process for the 2019-20 school year

“Prong 2” Document Submission

IDEA Determinations

Be prepared to ensure data systems configurations for the start of school

SEDS Administrative Tasks

Entry and Exit Code Documentation



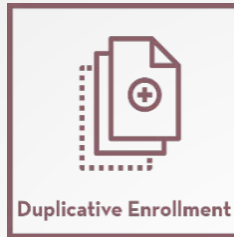
2019 Start of School Campaign Priorities



Data Connectivity



Data Troubleshooting



Duplicative Enrollment



Early Information for Special Populations



Enrollment Audit



Title Funding



Transportation



Audience

- LEA English Learner, Special Education POCs

Goal

- Provide LEAs with timely access to critical information on incoming high school students and students with disabilities (SWD) and English learners (EL) using the EL, SWD, and High School Transition Qlik applications

How We'll Get There

- Addition of IDEA Part C data elements to the SWD app
- Additional data to be included in the EL app
- Addition of rising ninth and tenth grade student information in the High School Transition app



What's New for LEA SE POCs?

Additional Part C data available in the Early Access to Students with Disabilities Qlik application

- Updated Qlik app launched April 2019 to provide timely and appropriate access to information for SWD.
- Updated app now flags when a student under the age of 6 had previously received IDEA Part C early intervention services.

Changes to the IDEA monitoring and annual determinations processes

- LEAs will be required to submit files to OSSE for review to determine compliance with IDEA requirements.
- LEA IDEA determinations and supporting data will be made available to LEAs in a new Qlik application launching this summer.

New documentation requirements for student entry and exit

- Some exit codes now require the issuance of prior written notice (PWN) and confirmation by OSSE before SWD will be removed from the LEA's SEDS roster.



5 Things LEA SE POCs Should Know

New logging of specialized instruction for children transitioning from Part C early intervention services

For SY2019-20, IDEA monitoring will require LEAs to submit files for compliance review

LEA determinations will be released in a new data application

LEA SE POCs are responsible for ensuring system roll-over and appropriate SEDS access for LEA and nonpublic staff

Changes to student entry and exit codes and documentation



Special Education Requirements Reminders



ESY For Transferring Students

- Generally, the prior LEA is responsible for ESY for students transferring between school years.
- For students transferring from closing charter LEAs, the new LEA is responsible for providing ESY services as a comparable service.
 - Exception: if a partially closing LEA can still serve the age group of the student.
 - Comparable services are services similar or equivalent to the services described on the IEP, and must be determined on an individualized basis.
- Refer to [OSSE's Charter School Closure Policy](#) for more information.



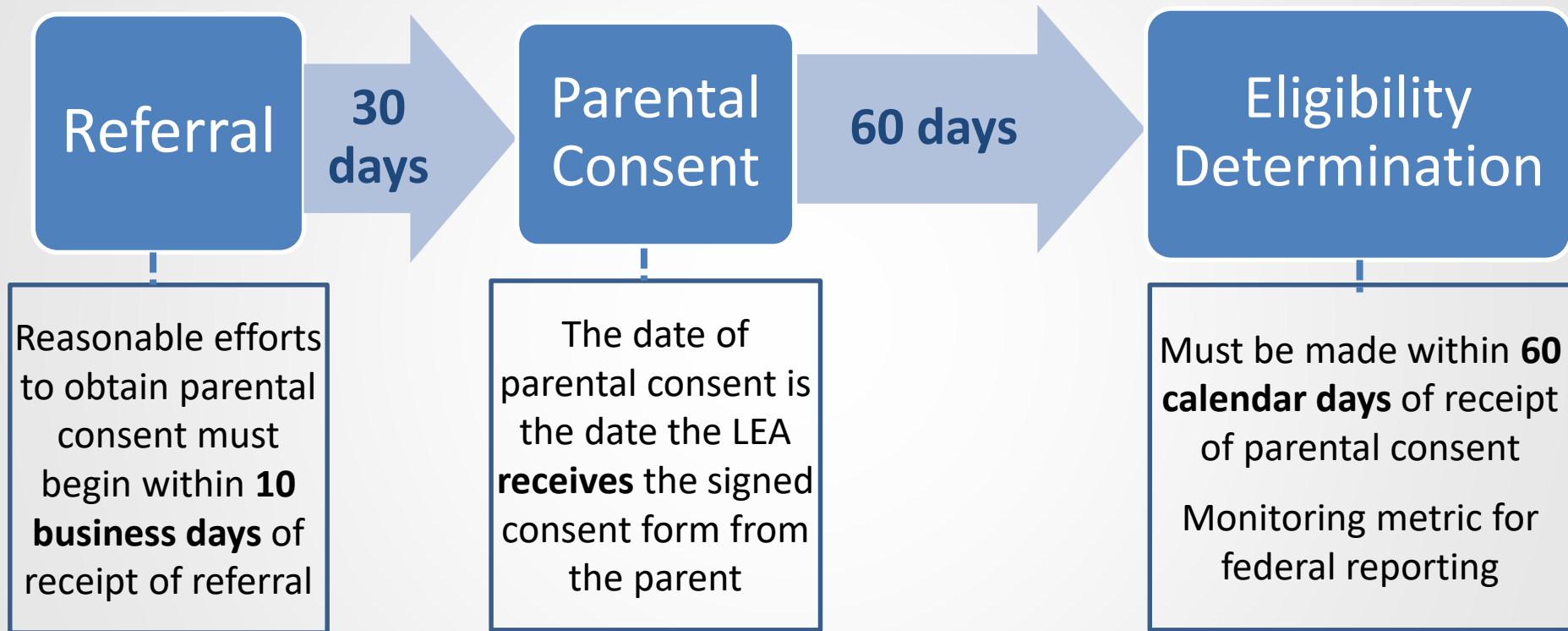
ESY For Transferring Students

- Access to Student Records
 - Closing LEA must appropriately exit all students within five days of the last day of school.
 - Receiving LEA must enroll the student as a Stage 4 enrollment as soon as possible and before July 12, 2019.
 - Student will appear in the receiving LEA's SEDS roster.
 - Downstream systems, including TOTE, will update.
- Submit Transportation request forms (TRFs) as soon as possible.



Initial Evaluation Timeline Overview

Initial Evaluation Timeline (as of July 1, 2018)





Initial Evaluation: Reasonable Efforts

- Reasonable efforts consist of at least **three (3) documented attempts** using at least **two (2) of the following modalities** on at least **three (3) different dates**:
 - Telephone calls made or attempted and the results of those calls;
 - Correspondence sent to the parents and any responses received; or
 - Visits made to the parents' home or place of employment and the results of those visits.
- Clearly document the purpose of the contact in the communications log.
 - e.g., “Phone call to parent for the purpose of obtaining parental consent for initial evaluation.”



Initial Evaluation: Reasonable Efforts

- Attempts that are clearly ineffective, such as repeat calls to a disconnected telephone number, are not considered reasonable efforts to contact the parent.
- If a parent fails to respond to the request for parental consent, an LEA may issue prior written notice (PWN) notifying the parent that the LEA will not proceed with the evaluation process, and advising that the parent may submit another referral to reinitiate the evaluation process.
 - Completing a PWN and closing the referral in SEDS will result in the deletion of any information or data entered in the Analysis of Existing Data (AED) section.
 - LEAs are encouraged to leave the referral open for up to an additional 30 days to allow for subsequent parent response.



C-to-B Transition Reminders

The LEA shall ensure a smooth and effective transition pursuant to 34 CFR § 300.124, including ensuring that:

- (1) The LEA participates in transition planning conferences, as appropriate;*
- (2) The LEA develops an IEP by the child's third birthday; and*
- (3) The LEA implements the IEP by the child's third birthday.*

1) LEA participates in transition planning conferences

- Transition conference invitation constitutes referral.
- Obtain parental consent for evaluation at the transition conference.

2) LEA develops an IEP by the child's third birthday

- LEAs are encouraged to use the data and information provided by DC EIP and child's parent to support IEP development.



C-to-B Transition Reminders

3) The LEA must implement the IEP by the child's third birthday

All specialized instruction and related services in the child's IEP must be provided by the child's third birthday, in accordance with the following state-established requirements:

- Specialized instruction must be provided by the child's third birthday.
 - If the child turns three on a non-instructional day, specialized instruction must be provided on the first school day after the child's third birthday (stage 5 enrollment).
- All related services must be provided at least once within 14 days of the child's third birthday.
 - If the child turns three during the summer and the child does not qualify for related services as part of their ESY services, all related services must be provided at least once within 14 days of the first day of school after the summer (stage 5 enrollment).



C-to-B Transition: New SEDS Documentation

- **NEW for SY19-20:** LEAs are required to document the first provision of specialized instruction to a student transitioning from Part C early intervention services.
- Service provider completes and signs hard copy **Provision of Specialized Instruction form.**
- Case manager:
 1. Creates a service log in the Specialized Instruction Logging Wizard in SEDS:
 - Date of service
 - Type of service
 - Role of service provider
 2. Generates a Specialized Instruction Service Tracker in SEDS
 3. Attaches uploaded completed hard copy form to the Specialized Instruction Service Tracker.
- OSSE will directly contact LEAs serving students under the age of 6 regarding this new requirement and mandatory trainings.



Nonpublic Schools

- 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, including ensuring that:
 - The student’s attending school is correct in the LEA student information system; and
 - Nonpublic school staff have appropriate access to student records and are documenting the provision of services.
- Nonpublic school staff should have access to:
 - SEDS site for each sending LEA
 - Special Education Attendance Tracking System (SEATS)



Check for Understanding

- 1) What date should be manually entered in SEDS as the **date of parental consent**?
- 2) LEAs will be required to document the **provision of specialized instruction** to which population of students?
- 3) **True or False:** nonpublic schools are responsible for requesting access to SEDS?



IDEA Monitoring and Compliance



Overview of IDEA Monitoring Process

- The USED, Office of Special Education Programs, requires all findings related to student specific noncompliance to be corrected as soon as possible and in no case later than one year after the issuance of the finding(s).
- The closure of student level findings is a two-pronged process:
 - **Prong 1:** Student-level findings are issued by OSSE and corrected by the LEA.
 - **Prong 2:** OSSE reviews subsequent data related to the area of noncompliance to determine whether the noncompliance is systemic.
- After OSSE has verified that the noncompliance is not systemic via a review of subsequent data, then the finding can close.



2019-20 Prong 2 Changes

Old Prong 2 Process	New Prong 2 Process
<p>Monitors pull a random sample of current files from SEDS to review</p>	<p>LEA will select current student files for OSSE to review on a set schedule</p>
<p>Monitors review a number of files depending on the initial numbers on noncompliance and the LEA size (1-10 files)</p>	<p>Monitors will review 1 file per every 5 noncompliant files</p> <p><i>For example:</i> If an LEA has 8 noncompliant files, LEAs must submit 2 files for review with a maximum of 5 files.</p>
<p>Additional data is sought for the entire year</p>	<p>Additional data will be sought for two consecutive periods</p>



2019-20 IDEA Monitoring Timeline

STEP 1

Prong 1
corrections
completed
within 90 days
of findings
issued

STEP 2

LEA submits
prong 2 files
within one
period (30
days) of Prong 1
closing

STEP 3

OSSE reviews
files within one
period (30
days) of LEA
submission

STEP 4

Close Findings

- If LEA does not submit prong 2 files within two (2) periods (60 days), OSSE may conduct an on-site visit to the LEA.
- If OSSE determines submitted files are not compliant, LEA must correct all identified noncompliance and submit additional files for prong 2 files.
- If LEA does not engage in this process, OSSE will pull the files without LEA engagement. This may lengthen the process and impact the LEA's overall compliance rates.



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.



IDEA Monitoring Prong 2 FAQ

When will these changes go into effect?

LEAs will be affected by these changes for findings issued after **July 1, 2019** or for reporting period Q1 FFY 2019.

How will LEAs submit prong 2 files to OSSE?

All LEAs will identify student(s) to review for prong 2 and enter the student information into DC CATS for OSSE to review. Once a student is identified, OSSE will review the student file in SEDS.

Will there be a training to learn how to do this in DC CATS?

Yes. OSSE will provide training to LEAs prior to release of the first report in FFY19.



IDEA Annual LEA Determinations Application

- Under the Individuals with Disabilities Education Act of 2004 (IDEA), OSSE is required to make annual determinations about each LEA's implementation of Part B of the IDEA.
- Overview of LEA Determinations Process
 - OSSE conducts various monitoring activities, and collects a variety of data from LEAs each school year.
 - The determinations process compiles the data from those monitoring activities and data collection processes into “elements” or criteria used to calculate determination scores.
 - Each element is worth a pre-determined number of points. LEAs level of compliance and/or performance for each element is weighed and, as a result of each LEA's ability or failure to meet the requirements of each element, a determination level is assigned based on overall score.



IDEA Annual LEA Determinations Application

LEAs are assigned one of four possible determination levels, which may or may not include an enforcement action:

- Meets requirements
- Needs assistance
- Needs intervention
- Needs substantial intervention

Think of it as a report card for your LEA's special education program!



IDEA Annual LEA Determinations Application

- Beginning this school year, 2018-19, OSSE will issue IDEA Determinations through a web-based application.
 - In prior years, determinations were issued via email to all LEA Heads of School and Special Education Contacts.
- LEAs will still receive an email notification but underlying data and calculations will be housed in the web-based application.
- OSSE has not changed the determinations methodology or the elements used to make each LEAs determination.
- Application is expected to launch in the **end of July 2019.**



IDEA Annual LEA Determinations Application

The home page provides an overview of IDEA Determinations and the IDEA regulations requiring the issuance of annual LEA determinations.



DISTRICT OF COLUMBIA
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OSSE IDEA Determinations

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Pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) Section 616(a)(1)(C)(i) and 34 CFR §300.600(a), states are required to make determinations annually under Section 616(d) on the performance of Local Education Agencies (LEAs) programs for students with disabilities. In making such determinations, the state will assign each LEA one of the following determination levels:

1. Meets requirements
2. Needs Assistance
3. Needs Intervention
4. Needs Substantial Intervention

Enforcement actions for these levels are described in section 616(e) of the IDEA and also in the Part B regulations at 34 CFR §§300.603 and 300.604. States must use appropriate enforcement actions listed at section 616(e) and in the Part B regulations at 34 CFR §300.600(a), that refer to the actions listed in 34 CFR §300.604. The Part B regulations at 34 CFR §300.604(a) specifically designate the enforcement actions that states must apply after an LEA is determined to “need assistance” for two consecutive years, “need intervention” for three or more consecutive years, or immediately when an LEA is determined to be in “need of substantial intervention.” In addition to required actions, states shall also apply enforcement actions determined appropriate to address noncompliance and support continuous improvement.



IDEA Annual LEA Determinations Application

The application will provide separate tabs for each element which will include the criteria considered for each element, descriptions of the criteria and the data source(s).

ELEMENT 1	ELEMENT 2	ELEMENT 3	ELEMENT 4	ELEMENT 5	ELEMENT 6	ELEMENT 7	ELEMENT 8	OVERVIEW OF IDEA DETERMINATIONS												
▼ ELEMENT 1																				
Method and Criteria																				
History, nature and length of time of any reported noncompliance (APR Compliance Indicators 4b, 9, 10, 11, 12, and 13)																				
<table border="1"><thead><tr><th>Description</th><th>Data Source</th></tr></thead><tbody><tr><td>Indicator 4b: Districts that have significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards</td><td>FFY 2016 child count/environment certification from LEAs, discipline events from 2015-16 school year, and LEA policies, procedures and practices submitted to OSSE</td></tr><tr><td>Indicator 9: Disproportionate representation of racial and ethnic groups⁴ in special education and related services that is the result of inappropriate identification</td><td>SEDS, the FFY 2016 child count/environment certification from LEAs, and LEA disproportionality self-assessments for LEAs identified with potential disproportionate representation</td></tr><tr><td>Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories⁵ that is the result of inappropriate identification</td><td>SEDS, the FFY 2016 child count/environment certification from LEAs, and LEA disproportionality self-assessments for LEAs identified with potential disproportionate representation</td></tr><tr><td>Indicator 11: Percent of children with parental consent to evaluate, who were evaluated within 60 days (or state established timeline)</td><td>SEDS data based on FFY 2016</td></tr><tr><td>Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP</td><td>SEDS data based on FFY 2016</td></tr></tbody></table>									Description	Data Source	Indicator 4b: Districts that have significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards	FFY 2016 child count/environment certification from LEAs, discipline events from 2015-16 school year, and LEA policies, procedures and practices submitted to OSSE	Indicator 9: Disproportionate representation of racial and ethnic groups ⁴ in special education and related services that is the result of inappropriate identification	SEDS, the FFY 2016 child count/environment certification from LEAs, and LEA disproportionality self-assessments for LEAs identified with potential disproportionate representation	Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories ⁵ that is the result of inappropriate identification	SEDS, the FFY 2016 child count/environment certification from LEAs, and LEA disproportionality self-assessments for LEAs identified with potential disproportionate representation	Indicator 11: Percent of children with parental consent to evaluate, who were evaluated within 60 days (or state established timeline)	SEDS data based on FFY 2016	Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP	SEDS data based on FFY 2016
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IDEA Annual LEA Determinations Application

Below the element criteria descriptions and data sources, the point assignment for each criterion will be provided. Each element page will display your LEA's total points possible and total points achieved based on compliance with the element criteria.

Indicator 13 in compliance	<ul style="list-style-type: none">• 95% or above compliance rate= 2 points• 90% - 94% compliance rate and corrected noncompliance= 2 points• 75% - 89% compliance rate and corrected noncompliance= 1 point• 0% -74% compliance rate = 0 points• N/A	
LEA Name		
<input type="text"/>		
i Indicator 4b		i Indicator 9
<input type="text"/>		<input type="text"/>
i Indicator 10		i Indicator 11
<input type="text"/>		<input type="text"/>
i Indicator 12		i Indicator 13
<input type="text"/>		<input type="text"/>
Total Points Achieved		Total Points Possible
<input type="text"/>		<input type="text"/>
<input type="text"/>		<input type="text"/>

Point assignment for indicator 13



IDEA Annual LEA Determinations Application

The “Overview of IDEA Determinations” tab will provide the calculation and threshold used to determine if your LEA’s determination level is “meets requirements”, “needs assistance”, “needs intervention” or “needs substantial intervention.”

ELEMENT 1 **ELEMENT 2** **ELEMENT 3** **ELEMENT 4** **ELEMENT 5** **ELEMENT 6** **ELEMENT 7** **ELEMENT 8** **OVERVIEW OF IDEA DETERMINATIONS**

Determination Ratings

OSSE reviewed available data for each LEA across all elements, assigned a point value for each element, summed the total, and then divided it by points available for applicable elements in order to establish each LEA’s determination rating. Not all metrics are applicable to each LEA; for example, some LEAs will not have data for correction of noncompliance because they were not issued findings of noncompliance during the applicable reporting period. Categories that were not applicable are not accounted for in the denominator of the calculation. The calculation for rating points is as follows: % = Total number of points earned / Total point value from applicable elements Table 1 below shows the total rating points associated with each determination level.

Determination Level	Total Rating Points
Meets Requirements	81 – 100% of Points from Applicable Elements
Needs Assistance	61 – 80% of Points from Applicable Elements
Needs Intervention	41 – 60% of Points from Applicable Elements
Needs Substantial Intervention	0 – 40% of Points from Applicable Elements

Determination level thresholds



IDEA Annual LEA Determinations Application

The “Overview of IDEA Determinations” tab will provide your LEA’s overall determination score and determination level, including overall points possible and points achieved across all eight elements.

A screenshot of a web form titled "IDEA Annual LEA Determinations Application". The form is enclosed in a black border and contains five input fields, each with a label above it. The labels are: "LEA Name", "TOTAL POINTS ACHIEVED", "TOTAL POINTS POSSIBLE", "PERCENTAGE", and "DETERMINATION LEVEL". Each label is in a bold, black, sans-serif font. Below each label is a light gray rectangular input field. The form is set against a white background.



IDEA Annual LEA Determinations

- OSSE will confirm with each LEA which staff members should have access to the IDEA Determinations application
 - If you already have a QuickBase user account with your LEA email address, you will not need to request an account to access the application.
- Upon the issuance of IDEA Determinations, OSSE will conduct a webinar to guide LEAs through the application including understanding point assignments and overall determination score.
- The IDEA Determinations application will facilitate and expedite the appeals process by allowing LEAs to submit evidence and review the status of OSSE's review process in real-time.
- If you have any questions regarding this year's IDEA Determinations, please contact Megan.Williams@dc.gov.



DC CATS Updates

The IDEA Monitoring and Compliance Team updates the DC CATS landing page throughout the school year.

The screenshot shows the DC CATS web application interface. At the top, there is a dark blue header with the DC CATS logo and the text "District of Columbia Corrective Action Tracking System". Below the header is a navigation menu with tabs for Home, Data Entry, Reports, Documents, Dashboard, Admin, Help, and Log Out. The main content area is titled "Welcome" and contains a "Welcome to DC CATS" section. This section includes a paragraph explaining the system's purpose, a link to OSSE's website for more information, and a link to a form for requesting user accounts. Below this is a "Contacts" section with an email icon, listing contact information for LEAs, nonpublic schools, and Early Intervention Programs, along with a link for technical issues.

DC CATS
District of Columbia Corrective Action Tracking System

Home Data Entry Reports Documents Dashboard Admin Help Log Out

Welcome

Welcome to DC CATS

The District of Columbia Corrective Action Tracking System (DCCATS) is a web-based application designed to support OSSE's Division of Systems and Supports, K-12 IDEA compliance monitoring. Through DCCATS, OSSE's compliance monitoring team will maintain compliance data collected through compliance monitoring activities. Local Education Agencies (LEAs) and nonpublic schools are required to log into DCCATS to receive and review compliance reports, and to document all correction of noncompliance.

For more information on monitoring and compliance, please visit OSSE's website: <https://osse.dc.gov/publication/risk-based-monitoring-guidance>

To request DCCATS User Accounts, please fill out the form (please allow 48 hours after account request to receive a welcome email to log into the system): <https://docs.google.com/forms/d/e/1FAIpQLSfc4OGRbVu-6Q2FLexlacyVp16TLJOUeGYqYowxdFmMFH4RQ/viewform>

@ Contacts

LEAs with questions about a monitoring report or the correction of noncompliance, please contact your LEA Monitor or Karen Morgan-Donaldson at Karen.Morgan-Donaldson@dc.gov.

Nonpublic schools with questions about a monitoring report or the correction of noncompliance should contact Edgar Stewart at Edgar.Stewart@dc.gov.

Early Intervention Programs with questions about a monitoring report or the correction of noncompliance should contact Carlene Reid at Carlene.Reid@dc.gov.

LEAs with questions about Child Outcome Summary data should contact OSSE.COSFAQ@dc.gov.

If you have questions regarding technical issues, account access or user permissions in DCCATS, please contact Megan Williams at Megan.Williams@dc.gov.



How can I request access to DC CATS?

You can access DC CATS by completing the [DC CATS Request Form](#). Please allow 48 hours for your account to be activated. This link is also available on the DC CATS resource page.

Can I request access for another staff member at my LEA?

Yes. As long as the staff member has an email specific to your LEA, you can request access for additional staff members at your LEA.

What should I do if I forget my password?

If you forget your password, there is a reset password button on the login page for DC CATS: <https://dccats.spedsis.com>.

DC CATS Resource Page

<https://osse.dc.gov/service/dc-corrective-action-tracking-system-dc-cats>



Monitoring Activity Timelines

Monitoring Activity	Fall	Winter	Spring	Summer
C to B Transition Timeliness	X	X	X	X
Child Find			X	
Initial Evaluation (IEV) Timeliness	X	X	X	X
IDEA Monitoring under Risk Based Monitoring (RBM)			X	
Reevaluation (REV) Timeliness	X	X	X	X
Secondary Transition (STR)	X		X	X
Significant Discrepancy (SD) and Disproportionate Representation (DR)			X	
Significant Disproportionality			X	



Significant Disproportionality

Significant disproportionality exists when students in a racial or ethnic group are more likely to be:

- Identified as a student with a disability;
- Identified as a student with a particular disability;
- Placed in more restrictive settings; and
- Suspended or expelled at a higher rate than students in other racial or ethnic groups.



Significant Disproportionality Regulatory Changes

Background and Timeline

- December 2016: the U.S Department of Education issued new regulations, called “Equity in IDEA”.
- July 2018: USED delayed state-level implementation by 2 years, with an effective date of July 2020.
- March-April 2019: the U.S. District Court vacated the July 2018 regulations.
- May 2019: USED directed all states to adhere to the standard methodology established in the 2016 regulations.



Significant Disproportionality Regulatory Changes

Impact and Purpose

- Establish a standard methodology for all states;
- Clarify that states must address significant disproportionality in the incidence, duration, and type of disciplinary actions, including suspension and expulsion;
- Clarify requirements for the review and revision of policies, practices and procedures when significant disproportionality is found; and
- Ensure that LEAs identify and address the factors contributing to significant disproportionality as part of comprehensive coordinated early intervening services (CEIS) and allow these services for children ages 3 – grade 12 with and without disabilities.



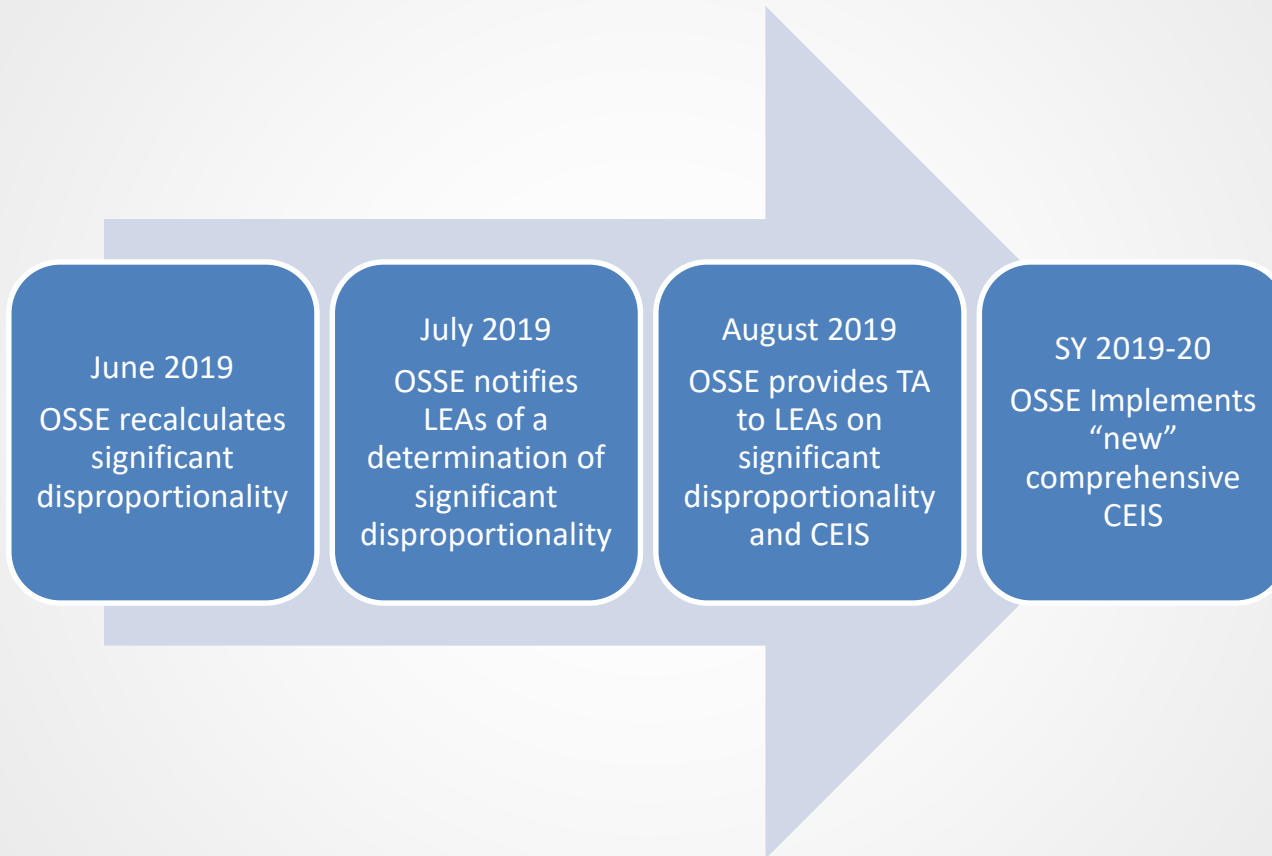
Timeline of Significant Disproportionality Changes

OSSE plans to identify LEAs as having significant disproportionality under the new regulations **this summer based on 2018 – 2019 school year data.**

For more information about significant disproportionality and updates related to this work, please visit OSSE's [significant disproportionality website.](#)



Timeline of Activities



For more information about significant disproportionality and updates related to this work, please visit OSSE's [significant disproportionality website](#).



Check for Understanding

- 1) What are the changes to the prong 2 process?
- 2) Where can you find information on your LEA's overall IDEA determination score and other summary information?
- 3) How can you request a DC CATS account?



SEDS Administrative Tasks



SEDS Administrative Tasks to Prepare for SY2019-20

LEA SE POCs are responsible for completing the following tasks in SEDS to prepare for the start of the school year:

Complete System Roll-Over

- Work with LEA Data Manager to ensure LEA systems are transitioned to new school year, aligned with statewide data systems
- Compare SEDS information with Early Access to Students with Disabilities Data Qlik app to ensure accurate data feeds

Update School Year Information

- Update school calendars in eSchoolPLUS
- Update reporting periods

Ensure Appropriate Access

- Ensure school staff and related service providers have necessary access to SEDS, special education records
- Provide access to appropriate non-public staff



SEDS School System in SY2019-2020

LEA SE POCs are responsible for ensuring that LEA systems are operating in the current school year within SEDS:

- 1) Confirm your school system information has been switched to the 2019-2020 school year in SEDS.
- 2) Update all reporting periods for SY2019-20 in SEDS.

For detailed step-by-step instructions on how to complete these tasks in SEDS, please refer to Appendix A.



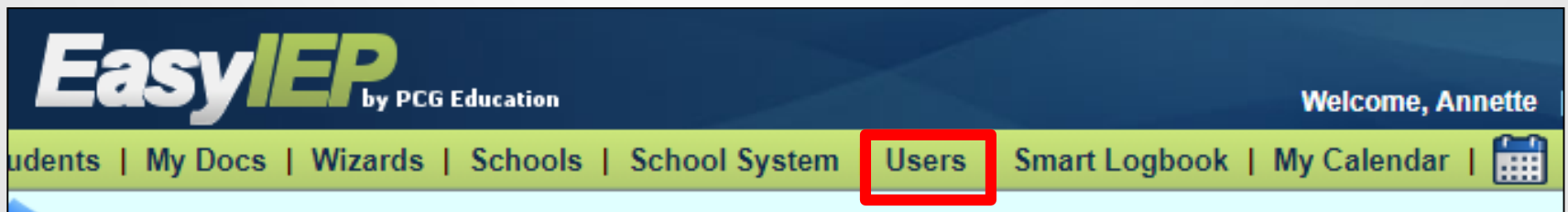
Start of School SEDS User Audit

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

Start of school housekeeping should include a **SEDS user audit** to search for:

- 1) Users who no longer work at the LEA
- 2) Users who no longer need access to student files
- 3) Nonpublic users who no longer need access to student files

STEP 1: Open the 'Users' tab in SEDS





Start of School SEDS User Audit

STEP 2: Select **all** LEA and school-level roles. **Unselect all state-level** roles (**never** change profiles for OSSE staff user accounts).

Check All Check None

<input checked="" type="checkbox"/> Special Education Teacher	<input checked="" type="checkbox"/> Special Education Specialist
<input checked="" type="checkbox"/> Related Service Provider	<input checked="" type="checkbox"/> Occupational Therapist
<input checked="" type="checkbox"/> Special Education Coordinator	<input checked="" type="checkbox"/> Physical Therapist
<input type="checkbox"/> State Data Administrator	<input checked="" type="checkbox"/> Speech/Language Pathologist
<input type="checkbox"/> State Placement Officer	<input checked="" type="checkbox"/> Psychologist
<input type="checkbox"/> Help Desk Support Tier 1	<input checked="" type="checkbox"/> Social Worker
<input checked="" type="checkbox"/> SEC/RSP	<input checked="" type="checkbox"/> Art Therapist
<input checked="" type="checkbox"/> Pre-Training Account Access	<input checked="" type="checkbox"/> Audiologist
<input checked="" type="checkbox"/> RSP Supervisor	<input checked="" type="checkbox"/> Adapted PE Teacher
<input checked="" type="checkbox"/> Transportation Coordinator	<input checked="" type="checkbox"/> Related Service Provider- Vendor
<input checked="" type="checkbox"/> LEA View Only Administrator	<input checked="" type="checkbox"/> School Leader
<input checked="" type="checkbox"/> LEA Data Administrator	<input checked="" type="checkbox"/> RSP Program Coordinator
<input type="checkbox"/> State Special Education Staff	<input checked="" type="checkbox"/> ASO
<input checked="" type="checkbox"/> Special Education Supervisor	

User Type(s): *
(check none to match all)



Start of School SEDS User Audit

STEP 3: From the list of users, identify accounts that need to be inactivated.

Del	IM	CP	Cal	Name	School(s)	Students	Title	User Type
<input type="checkbox"/>				Administrator 1295	-All-	7, 14	LEA Data Administrator	LEA Data Administrator
<input type="checkbox"/>				Administrator 1296	-All-	3, 11	Special Education Coordinator	LEA Data Administrator
<input checked="" type="checkbox"/>				Administrator 1297	-All-	5, 7	Special Education Coordinator	LEA Data Administrator
<input checked="" type="checkbox"/>				Administrator 1298	-All-		Coordinator	LEA Data Administrator
<input type="checkbox"/>				Administrator 1299	-All-		Coordinator	LEA Data Administrator
<input type="checkbox"/>				Dummy Account	-All-			LEA Data Administrator
<input checked="" type="checkbox"/>				Lea Admin91	-All-	0, 0	LEA Data Administrator	LEA Data Administrator
<input type="checkbox"/>				Lea Admin92	-All-	0, 0	LEA Data Administrator	LEA Data Administrator

TIP: Clicking on a column header will sort the list alphabetically by that column type.

Check the box in the “Delete” column, then click “Inactivate Selected Users.”

Inactivate Selected Users



Start of School SEDS User Audit

Inactivating a user account does **NOT** permanently delete the account.

Inactivated accounts can be **reactivated** at any time.

- Go to the “School System.”
- Click on “Inactive Users.”
- Search for user by name.
- Reactivate user.

The screenshot shows the 'School System' navigation menu with 'Inactive Users' highlighted. Below it is a search form titled 'Criteria for Selecting Inactive Users to View'. The form includes input fields for 'User Last Name' and 'User Code', each with an 'Exact Match' checkbox. The 'Sort List By' dropdown is set to 'User's Last Name'. A 'View Inactive Users' button is at the bottom.

This screenshot shows a 'Date Terminated' field with the value '08/09/2017' and a calendar icon. Below it is an 'Update the Database' button. At the bottom, a 'Re-Activate this User in the Database' button is highlighted with a red box.



SEDS Access for Nonpublic Staff

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

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 all user profiles, including which student files a user can access.
- 3. OSSE Staff (via the OSSE Support Tool):** Only the NP SEDS POC and/or the LEA SE POC can communicate with the OSSE team by using the **OSSE Support Tool**.

REMINDERS: Never over-assign schools to **NP Staff** and never use the **School Leader** user type when creating or modifying user profiles.



Check for Understanding

- 1) When should LEAs transition the SEDS system to the SY2019-20?
- 2) What dates should be used for the reporting periods in SEDS?
- 3) Who is responsible for deactivating SEDS accounts for users no longer with the LEA?



Entry and Exit Code Updates



Impact of Exit & Entry Codes

FACT:

LEA Data Managers and school registrars have the responsibility to use proper entry and exit codes for student enrollment in the student information system (SIS).

QUESTION:

Why is it important for the LEA Special Education POC to also have a strong understanding of entry and exit code guidance and procedures?



Entry/Exit: Updated for SY2019-20

Stage 4 Pre-Enrollment Exit Code

- Exit code 1234
 - For students with disabilities withdrawn from school after the student has been enrolled using the Stage 4 code, the student will remain on the LEAs SEDS roster.
 - Using this exit code the student SEDS records can only be administratively removed by OSSE. (Guidance is provided in Appendix B: Exit Codes Impacting LEA's SEDS Roster) at the end of this slide deck.



Entry/Exit: What's New for SY2019-20

Stage 5 Enrollment Exit Codes

- Exit codes 1940, 1941, 1942 and 1943
 - These codes do not require a PWN accompanying documentation, if the parent initiated the withdrawal.
- Exit code 1961
 - This code should **not** be used for students with disabilities
- **Appendix: Exit Codes Impacting LEA's SEDS Roster**
 - Appendix B provides clarification and guidance on exit codes impacting LEA's SEDS Roster.



Entry/Exit Guidance: SY2019-20

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.
1968	Withdrawn due to exceeding the maximum age for special education services eligibility under IDEA
2020	Graduated with regular, advanced, or International Baccalaureate diploma.



WWYD?

(What will YOU do?)



What Will YOU Do?

At your tables, work as a group to create a **list of three things you will do** to prepare for the start of school.

Considerations:

- What information presented today is relevant for your LEA?
- How can you communicate what you've learned to other LEA staff?
- What accommodations must be made for summer availability?



Q&A



Following Up

For additional assistance, please reach out to

- Special Education Policy:
Christie.Weaver-Harris@dc.gov
- IDEA Monitoring:
Karen.Morgan-Donaldson@dc.gov
- SEDS and Qlik:
OSSE Support Tool or contact your [DAR Liaison](#)

GET SOCIAL



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youtube.com/DCEducation



www.osse.dc.gov



Thank you for your
participation!



Appendix A: Updating Calendar and Reporting Periods in SEDS

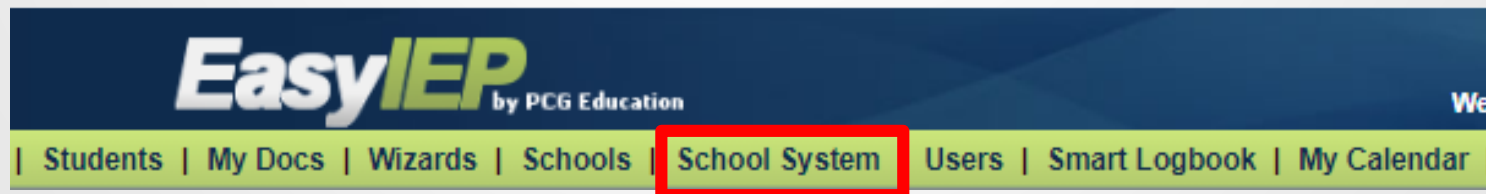


SEDS School System in SY2019-2020

LEA SE POCs are responsible for ensuring that LEA systems are operating in the current school year within SEDS:

- 1) Confirm your school system information has been switched to the 2019-2020 school year in SEDS.
- 2) Update all reporting periods for SY2019-20 in SEDS.

STEP 1: Select the school system icon.





Confirm SY2019-2020 in SEDS

STEP 2: Select the **2019-20 SY**. Enter the start and end dates for the school year. Click update the database.

EasyIEP by PCG Education

Welcome, Rita | My Caseload | My Calendar | Messages

Students | My Docs | Wizards | Schools | **School System** | Users | Smart Logbook | My Calendar | My Info | Messages

School System | System Info | Reports | Assign Schools | Inactive Students | User Types | Unrecognized Faxes | Manage Messages | Summary | Lists | Assign Teachers | Inactive Users | User Type Assign | Manage Service Logs | User Types

Edit School System Information

School System Name:	<input type="text" value="Docs Demo"/> *
School Year:	<input type="text" value="2018-2019"/> *
School System Code:	<input type="text" value="docs"/>
Address:	<input type="text" value="810 First St, NE"/>
City, State, ZipCode:	<input type="text" value="Washington"/> <input type="text" value="DC"/> <input type="text" value="20001"/>
E-Mail Address:	<input type="text" value="docs@dc.gov"/>
Phone Number:	<input type="text"/>
Fax Number:	<input type="text"/> <input type="button" value="Upload New Data"/>



Confirm SY2019-2020 in SEDS

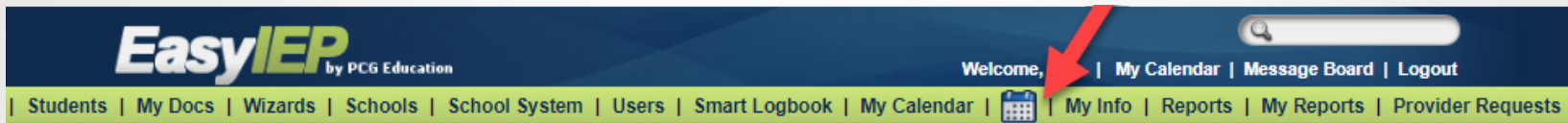
STEP 3: Select the **SY2019-20**. Click update the database.

The screenshot shows the 'easyIEP by PCG Education' interface. The 'School Year' dropdown menu is open, displaying a list of school years from 2006-2007 to 2018-2019. The year '2019-2020' is highlighted in blue and enclosed in a red box. A red arrow points to the '2019-2020' option. Below the dropdown, the 'School System Code' field contains the text 'docs'. The background shows a navigation menu with options like 'Students', 'My Docs', 'Wizards', and 'School System Information'.



Updating Reporting Periods in SEDS

STEP 1: Select the Reporting Periods. Enter the dates for Progress Reports for SY2019-20.



- Prevents completion of Progress Reports
- Users unable to access 2019-2200 Reporting Periods

<input type="checkbox"/>	2019-2020	08/19/2019	06/12/2020	299	214	Edit	Edit
--------------------------	-----------	------------	------------	-----	-----	----------------------	----------------------

NOTE: You cannot delete a school year if a Report Card has been created for that school year or if that year is the currently selected School Year for the School System. Please do not create "holes" in the School Years. If you do, then next time you add a new school year, the holes will be filled in before higher school years are added.

[Update the database](#)

[Add previous school year](#) [Add next school year](#)



Updating Reporting Periods in SEDS

STEP 2: Select the Reporting Periods. Enter the dates for Progress Reports for SY2019-20.

EasyIEP by PCG Education

Welcome, Rita | My Caseload | My Menu | Students | My Docs | Wizards | Schools | School System | Users | Smart Logbook | My Calendar |

Edit 2019-2020 Reporting Period Schedule

Del	Reporting Period	Reporting Period Name	Begin Date	End Date	Due Date
<input type="checkbox"/>	1	Reporting Period 1	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	2	Reporting Period 2	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	3	Reporting Period 3	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	4	Reporting Period 4	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	5	Non Public Reporting Period 1	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	6	Non Public Reporting Period 2	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	7	Non Public Reporting Period 3	<input type="text"/>	<input type="text"/>	<input type="text"/>

NOTE: If you delete a given reporting period, ALL higher numbered reporting periods will also be deleted.

To add a reporting period for ESY, you must use the following format in order for the progress reporting wizard to work correctly.

Update the Database

Auto-fill Begin and End Dates



Appendix B: Entry and Exit Guidance



Appendix: Entry and Exit Codes

This appendix provides clarification and guidance on exit codes impacting an LEA’s SEDS Roster. If an area is not mentioned here, the Entry and Exit Guidance document continues to be the authoritative source of information. ***The following exit codes do not require OSSE review: 1960, 1961, 1962, 1965, 1966 2003, 2004, 2005, 2006, 2021, 2040, 2041, 2042, 2043, and 4321***

Exit Codes Impacting LEA’s SEDS Roster Stage 4 Pre-Enrollment Exit Code

PRE-ENROLLMENT EXIT CODES

CODE	CODE CATEGORY	CODE NAME	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
1234	Stage 4 Pre-Enrollment Exit	For students with disabilities withdrawn from school after the student has been enrolled using the Stage 4 Pre-enrollment codes 1800 and 1880.	PWN documenting exit initiated by parent or student. PWN must include language advising the student of the right to access FAPE until age 22.	Request for administrative removal ONLY if the documentation has been validated.



Appendix: Entry and Exit Codes

Exit Codes Impacting LEA's SEDS Roster: Stage 4 Pre-Enrollment Exit Code

PRE-ENROLLMENT EXIT CODES				
CODE	CODE CATEGORY	CODE NAME	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
1234	Stage 4 Pre-Enrollment Exit	For students with disabilities withdrawn from school after the student has been enrolled using the Stage 4 Pre-enrollment codes 1800 and 1880.	PWN documenting exit initiated by parent or student. PWN must include language advising the student of the right to access FAPE until age 22.	Request for administrative removal ONLY if the documentation has been validated.



Appendix: Entry and Exit Codes

Stage 5 Exit Codes: Credential Codes

EXIT CODES CATEGORY 1: CREDENTIAL CODES			
CODE	CODE DESCRIPTION	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
2020	Graduated with regular, advanced, International Baccalaureate, or external degree program (EDP) diploma	<ol style="list-style-type: none">1. Graduation with Diploma Form or a PWN advising that eligibility terminates upon graduation with a regular diploma.2. A signed summary of performance must be completed 60 days prior to the student graduating.	<p>The student is on the certified graduate list to validate that the student graduated.</p> <ol style="list-style-type: none">2. Graduation with a Diploma Form or PWN is present in SEDS.3. Request for administrative removal ONLY if all documentation have been validated in SEDS.



Appendix: Entry and Exit Codes

Stage 5 Exit Codes: Credential Codes

EXIT CODES CATEGORY 1: CREDENTIAL CODES			
CODE	CODE DESCRIPTION	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
2022	Received an IEP certificate of completion	<ol style="list-style-type: none">1. For students with disabilities age 18 and older, a PWN documenting exit initiated by parent or student. PWN must include language advising the student of the right to access FAPE until age 22.2. Copy of IEP Certificate of completion or attendance uploaded in SEDS.	<ol style="list-style-type: none">1. The student is on the certified credential lists to validate the student has received an IEP certificate of completion.2. Request for administrative removal ONLY if all documentation have been validated in SEDS.



Appendix: Entry and Exit Codes

Stage 5 Exit Codes: Credential Codes

EXIT CODES CATEGORY 1: CREDENTIAL CODES			
CODE	CODE DESCRIPTION	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
2023	Received a technical certification or nationally-or state-recognized vocational education certification	<ol style="list-style-type: none">1. PWN documenting exit initiated by parent or student. PWN must include language advising the student of the right to access FAPE until age 22.2. Copy of Certificate	Request for administrative removal ONLY if all documentation have been validated in SEDS.



Appendix: Entry and Exit Codes

Stage 5 Exit Codes: Credential Codes

EXIT CODES CATEGORY 1: CREDENTIAL CODES			
CODE	CODE DESCRIPTION	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
2023	Received an ESL certificate	<ol style="list-style-type: none">1. PWN documenting exit initiated by parent or student. PWN must include language advising the student of the right to access FAPE until age 22.2. Copy of ESL certificate.	Request for administrative removal ONLY if all documentation have been validated in SEDS.



Appendix: Entry and Exit Codes

Stage 5 Exit Codes: Credential Codes

EXIT CODES CATEGORY 1: CREDENTIAL CODES			
CODE	CODE DESCRIPTION	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
2025	Received a certificate of completion for a technical or vocational course of study; unknown if official certification was received	<ol style="list-style-type: none">1. PWN documenting exit initiated by parent or student. PWN must include language advising the student of the right to access FAPE until age 22.2. Copy of the Technical certification.	Request for administrative removal ONLY if all documentation have been validated in SEDS.



Appendix: Entry and Exit Codes

Stage 5 Exit Codes: Credential Codes

EXIT CODES CATEGORY 4: CREDENTIAL CODES

CODE	CODE DESCRIPTION	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
1940	Exited state; exited to home-schooling or a public, private, or online diploma-granting school in a different state.	<ol style="list-style-type: none">1. Documentation of parent-initiated withdrawal: signed withdrawal form or letter from parent uploaded in SEDS; or2. Documentation from receiving school of enrollment with school stamp; or3. Evidence that the LEA conducted due diligence to determine the location of the student.<ol style="list-style-type: none">a. Communication log – due diligence in accordance with reasonable efforts.b. PWN notifying parent or student of exit. PWN must include language advising the student of the right to access FAPE until age 22.	Request for administrative removal ONLY if all documentation have been validated in SEDS.



Appendix: Entry and Exit Codes

Stage 5 Exit Codes: Credential Codes

EXIT CODES CATEGORY 4: CREDENTIAL CODES

CODE	CODE DESCRIPTION	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
1941	Exited to a school outside of the United States	<ol style="list-style-type: none">1. Documentation of parent-initiated withdrawal: signed withdrawal form or letter from parent uploaded in SEDS; or2. Documentation from receiving school of enrollment with school stamp; or3. PWN informing parent or student of exit. PWN must include language advising the student of their right to access FAPE until age 22.	Request for administrative removal ONLY if all documentation have been validated in SEDS.



Appendix: Entry and Exit Codes

Stage 5 Exit Codes: Credential Codes

EXIT CODES CATEGORY 4: CREDENTIAL CODES

CODE	CODE DESCRIPTION	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
1942	Exited the state public school system to be home-schooled in the same state	<ol style="list-style-type: none">1. Letter from OSSE home school office,2. PWN notifying parent or student of exit. PWN must include language advising the student of the right to access FAPE until age 22.	Request for administrative removal ONLY if all documentation have been validated in SEDS.



Appendix: Entry and Exit Codes

Stage 5 Exit Codes: Credential Codes

EXIT CODES CATEGORY 4: CREDENTIAL CODES

CODE	CODE DESCRIPTION	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
1943	Exited the state public school system to attend a private school in the same state	<ol style="list-style-type: none">1. Documentation of parent-initiated withdrawal: signed withdrawal form or letter from parent uploaded in SEDS; or2. Documentation from receiving school of enrollment with school stamp; or3. PWN notifying parent or student of exit. PWN must include language advising the student of the of their right to access FAPE until age 22.	Request for administrative removal ONLY if all documentation have been validated in SEDS.



Appendix: Entry and Exit Codes

Stage 5 Exit Codes: Credential Codes

EXIT CODES CATEGORY 4: CREDENTIAL CODES			
CODE	CODE DESCRIPTION	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
1944	Died or is permanently incapacitated	OSSE Certification of Student Death Form uploaded in SEDS.	Request for administrative removal ONLY if all documentation have been validated in SEDS.



Appendix: Entry and Exit Codes

Stage 5 Exit Codes: Discharge Codes

EXIT CODES CATEGORY 5: DISCHARGE CODES			
CODE	CODE NAME	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
1963	Withdrawn for ineligibility reasons (e.g., immunization or residency); eligible to seek re-enrollment	PWN notifying parent or student of exit. PWN must include language advising the student of their right to access FAPE until age 22.	Request for administrative removal ONLY if the documentation have been validated in SEDS.



Appendix: Entry and Exit Codes

Stage 5 Exit Codes: Discharge Codes

EXIT CODES CATEGORY 5: DISCHARGE CODES

CODE	CODE NAME	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
1964	Withdrawn due to LEA policy related to absenteeism or truancy	<ol style="list-style-type: none">1. For students with disabilities ages 5-17 documentation in SEDS that truancy protocols were completed. PWN notifying parent/student of exit. PWN must include language advising the student of their right to access FAPE until age 22.2. For students with disabilities age 18 and older, a PWN documenting exit initiated by parent or student. PWN must include language advising the student of the right to access FAPE until age 22.	Request for administrative removal ONLY if all documentation have been validated in SEDS.



Appendix: Entry and Exit Codes

Stage 5 Exit Codes: Discharge Codes

EXIT CODES CATEGORY 5: DISCHARGE CODES			
CODE	CODE NAME	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
1968	Withdrawn due to exceeding the maximum age for special education services eligibility under IDEA	<ol style="list-style-type: none">1. Signed age-out form or2. PWN notifying parent or student of exit. PWN must include language advising of the termination of eligibility upon the end of the semester in which the student turned age 22.	Request for administrative removal ONLY if all documentation have been validated in SEDS.



Appendix: Entry and Exit Codes

Stage 5 Exit Codes: Disengagement Codes

This category of codes should be used for those students who have dropped out or disengaged from school.

EXIT CODES CATEGORY 6: DISENGAGEMENT

CODE	CODE NAME	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
1980	Student voluntarily discontinued schooling and is under the maximum age for compulsory attendance	This code should only be used for students over the age of 18. A PWN notifying parent/student of exit. PWN must include language advising the student of their right to access FAPE until age 22.	Request for administrative removal ONLY if all documentation have been validated in SEDS.



Appendix: Entry and Exit Codes

Stage 5 Exit Codes: Disengagement Codes

This category of codes should be used for those students who have dropped out or disengaged from school.

EXIT CODES CATEGORY 6: DISENGAGEMENT

CODE	CODE NAME	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
1981	Completed grade 12, but did not meet all graduation requirements and voluntarily discontinued schooling	A PWN notifying parent/student of exit. PWN must include language advising the student of their right to access FAPE until age 22.	Request for administrative removal ONLY the documentation have been validated in SEDS.



Appendix: Entry and Exit Codes

Stage 5 Exit Codes: Disengagement Codes

This category of codes should be used for those students who have dropped out or disengaged from school.

EXIT CODES CATEGORY 6: DISENGAGEMENT

CODE	CODE NAME	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
1982	Left the DC public school system to attend a vocational, GED, online or other adult educational or training program	A PWN notifying parent/student of exit. PWN must include language advising the student of the right to access FAPE until age 22.	Request for administrative removal ONLY if all documentation have been validated in SEDS.



Appendix: Entry and Exit Codes

Stage 5 Exit Codes: Disengagement Codes

This category of codes should be used for those students who have dropped out or disengaged from school.

EXIT CODES CATEGORY 6: DISENGAGEMENT

CODE	CODE NAME	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
1983	Exited to an institution that is not administered or tracked by the DC public school system (e.g., military, Federal Bureau of Prisons, DC Jail programs not administered by DCPS, etc.)	A PWN notifying parent/student of exit. PWN must include language advising the student of the right to access FAPE until age 22.	Request for administrative removal ONLY if all documentation have been validated in SEDS.



Appendix: Entry and Exit Codes

Stage 5 Exit Codes: Disengagement Codes

This category of codes should be used for those students who have dropped out or disengaged from school.

EXIT CODES CATEGORY 6: DISENGAGEMENT

CODE	CODE NAME	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
1984	Not enrolled; LEA has performed due diligence; status unknown	<ol style="list-style-type: none">1. For students with disabilities age's 5-17 documentation in SEDS that truancy protocols were completed. PWN notifying parent/student of exit. PWN must include language advising the student of their right to access FAPE until age 22.2. For students with disabilities age 18 and older, a PWN documenting exit initiated by parent/ student. PWN must include language advising the student of the right to access FAPE until age 22.	Request for administrative removal ONLY if all documentation have been validated in SEDS.



Appendix: Entry and Exit Codes

Stage 5 Exit Codes: Disengagement Codes

This category of codes should be used for those students who have dropped out or disengaged from school.

EXIT CODES CATEGORY 6: DISENGAGEMENT

CODE	CODE NAME	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
1985	Student voluntarily discontinued education after enrolling in an adult education program in a DC public or public charter school	PWN documenting exit initiated by parent/ student. PWN must include language advising the student of the right to access FAPE until age 22.	Request for administrative removal ONLY if a documentation have been validated



Appendix: Entry and Exit Codes

Stage 5 Exit Codes: Disengagement Codes

This category of codes should be used for those students who have dropped out or disengaged from school.

EXIT CODES CATEGORY 6: DISENGAGEMENT

CODE	CODE NAME	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
1986	Completed the course of study for a GED, technical certificate, nationally- or state-recognized vocational certificate, or other certificate program, but did not pass the certification test and is no longer enrolled	PWN documenting exit initiated by parent/ student. PWN must include language advising the student of the right to access FAPE until age 22.	Request for administrative removal ONLY if a documentation have been validated



Appendix: Entry and Exit Codes

Stage 5 Exit Codes: Disengagement Codes

This category of codes should be used for those students who have dropped out or disengaged from school.

EXIT CODES CATEGORY 6: DISENGAGEMENT

CODE	CODE NAME	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
1988	Discontinued due to a hardship (health or personal reasons).	A PWN informing student of exit/documentation of hardship (health or personal reasons) in SEDS. PWN must include language advising the student of their right to access FAPE until age 22.	Request for administrative removal ONLY if a documentation have been validated



Appendix: Entry and Exit Codes

Stage 5 Exit Codes: Disengagement Codes

This category of codes should be used for those students who have dropped out or disengaged from school.

EXIT CODES CATEGORY 6: DISENGAGEMENT

CODE	CODE NAME	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
1989	Discontinued for pregnancy, maternity or paternity obligations.	A PWN informing student of exit/documentation of (health or personal reasons) in SEDS. PWN must include language advising the student of their right to access FAPE until age 22.	Request for administrative removal ONLY if a documentation have been validated



Appendix: Entry and Exit Codes

Stage 5 Exit Codes: Disengagement Codes

This category of codes should be used for those students who have dropped out or disengaged from school.

EXIT CODES CATEGORY 6: DISENGAGEMENT

CODE	CODE NAME	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
1990	Discontinued for employment reasons	A PWN informing student of exit/documentation of employment in SEDS. PWN must include language advising the student of their right to access FAPE until age 22.	Request for administrative removal ONLY if a documentation have been validated



Appendix: Entry and Exit Codes

Stage 5 Exit Codes: Adult-Only Codes

This exit code should **ONLY** be used by adult-only programs.

EXIT CODE ADDITIONS

CODE	CODE NAME	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
2010	Received a diploma, continuing adult education in the same LEA	<ol style="list-style-type: none">1. Graduation with Diploma Form or a PWN advising that eligibility terminates upon graduation with a regular diploma.2. A signed summary of performance must be completed 60 days prior to the student graduating.	Request for administrative removal ONLY if all documentation have been validated in SEDS.



Appendix: Entry and Exit Codes

Stage 5 Exit Codes: Adult-Only Codes

This exit code should **ONLY** be used by adult-only programs.

EXIT CODE ADDITIONS

CODE	CODE NAME	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
2011	Received a GED, continuing adult education in the same LEA	A PWN documenting exit initiated by parent/student. PWN must include language advising the student of the right to access FAPE until age 22.	Request for administrative removal ONLY if all documentation have been validated in SEDS.



Appendix: Entry and Exit Codes

Stage 5 Exit Codes: Adult-Only Codes

This exit code should **ONLY** be used by adult-only programs.

EXIT CODE ADDITIONS

CODE	CODE NAME	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
2012	Received an IEP certificate of attendance or completion, continuing adult education in the same LEA	<ol style="list-style-type: none">1. For students with disabilities age 18 and older, a PWN documenting exit initiated by parent/ student. PWN must include language advising the student of the right to access FAPE until age 22.2. Copy of IEP Certificate of completion or attendance uploaded in SEDS.	Request for administrative removal ONLY if all documentation have been validated in SEDS.



Appendix B: Entry and Exit Codes

Stage 5 Exit Codes: Adult-Only Codes

This exit code should **ONLY** be used by adult-only programs.

EXIT CODE ADDITIONS

CODE	CODE NAME	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
2013	Received a technical certification or nationally-or state-recognized vocational education certification, continuing adult education in the same LEA	<ol style="list-style-type: none">1. PWN documenting exit initiated by parent/student. PWN must include language advising the student of the right to access FAPE until age 22.2. Copy of the Technical certificate.	Request for administrative removal ONLY if all documentation have been validated in SEDS.



Appendix B: Entry and Exit Codes

Stage 5 Exit Codes: Adult-Only Codes

This exit code should **ONLY** be used by adult-only programs.

EXIT CODE ADDITIONS

CODE	CODE NAME	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
2014	Received an ESL certificate, continuing adult education in the same LEA	<ol style="list-style-type: none">1. PWN documenting exit initiated by parent/ student. PWN must include language advising the student of the right to access FAPE until age 22.2. Copy of the ESL certificate.	Request for administrative removal ONLY if all documentation have been validated in SEDS.



Appendix B: Entry and Exit Codes

Stage 5 Exit Codes: Adult-Only Codes

This exit code should **ONLY** be used by adult-only programs.

EXIT CODE ADDITIONS

CODE	CODE NAME	LEA SEDS PROCESS FOR EXIT	OSSE REVIEW
2015	Received a certificate of completion for a technical or vocational course of study, continuing adult education in the same LEA	<ol style="list-style-type: none">1. PWN documenting exit initiated by parent/ student. PWN must include language advising the student of the right to access FAPE until age 22.2. Copy of the certificate.	Request for administrative removal ONLY if all documentation have been validated