



Tracking the Provision of Specialized Instruction

Procedures for Children Under Age 6

Summer 2019 | Division of Systems and Supports, K-12



Agenda

- C-to-B Transition Requirements Overview
- Tracking the First Provision of Specialized Instruction
 - Background and Data Reporting
 - Applicable Student Populations
 - Documentation Process
 - Specialized Instruction Tracking Form
 - Documentation in the Special Education Data System (SEDS)
- LEA Implementation Supports
 - Unified Data Errors and Direct Outreach
 - Resources



C-to-B Transition

Requirements Overview



C-to-B Transition Overview

Under the Individuals with Disabilities Education Act (IDEA), LEAs shall ensure a smooth and effective transition of children from IDEA Part C early intervention services to IDEA Part B preschool special education and related services, including ensuring that:

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

34 C.F.R. §300.124



C-to-B Transition Overview

1) LEA participates in transition planning conferences

- Transition conference invitation sent by DC Strong Start/ Early Intervention Program (EIP) constitutes referral for the purposes of initial evaluation.
- When invited, an LEA must attend the transition planning conference to provide information on the LEA and its programming.
- Reasonable efforts for the purposes of C-to-B transition includes attempting to obtain parental consent for evaluation at the transition conference.

34 C.F.R. §300.124(c)



C-to-B Transition Overview

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

- This includes:
 - Adhering to the initial evaluation process and timeline;
 - Completion of the eligibility determination; and
 - Development of the IEP, if the child is found eligible for IDEA Part B services.
- LEAs are encouraged to use the data and information provided by DC EIP and the child's parent to inform the initial evaluation process and IEP development.

34 C.F.R. §300.124(b)



C-to-B Transition Overview

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 3 on a non-school 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 3 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).

34 C.F.R. §300.124(b);
34 C.F.R §300.101(b)



Tracking the First Provision of Specialized Instruction



Specialized Instruction Tracking Background

- DL v. DC: Class action lawsuit regarding special education services for District children ages 3 through 5 years old
 - Court determined that the District of Columbia violated the IDEA and District law by failing to identify children with disabilities aged 3-5, timely issue eligibility determinations, and smoothly and effectively transition them from Part C to Part B services by age 3.
- The Court ordered the District to comply with specific performance metrics for children ages 3-5 years old:
 - District-wide Child Find rate of 8.5%
 - 95% timely eligibility determinations
 - 95% smooth and effective C-to-B transition

[OSSE's DL v. DC Dear Colleague Letter \(August 2017\)](#)



Specialized Instruction Tracking Background

Court Ordered Requirements for Specialized Instruction Tracking:

- Child Find:** “The District shall **record and track when children first receive each service (including special education** and related services) required pursuant to an IEP or extended IFSP.”
- C-B Transition:** “The District may report that there was **no disruption in services as long as (1) all of the child’s special education services begin on the child’s third birthday or, if that is a weekend or holiday, on the first school day after the child’s third birthday** (which, in the case of a child whose birthday falls during the summer and qualifies for ESY services, will be ESY services). . .”.



Specialized Instruction Tracking Student Populations

For the 2019-20 school year, LEAs are required to document the first provision of specialized instruction for the following students with disabilities:

- Students under the age of 6, including:
 - Students at/ around the age of 3 transitioning from Part C;
 - Students at/ around the age of 4 transitioning from an Extended IFSP; and
 - Students ages 3 through 5 newly determined eligible for special education, including children transferring from out-of-state.

LEAs are only required to document the FIRST provision of specialized instruction, and are not required to document specialized instruction for a student with a disability on an ongoing basis.



Specialized Instruction Tracking Student Populations

LEAs are not required to document the first provision of specialized instruction after a student's IEP has been revised or amended if the LEA has previously documented the provision of specialized instruction under the prior IEP.

For the 2020-2021 school year, LEAs will not be required to document the first provision of specialized instruction for the following students:

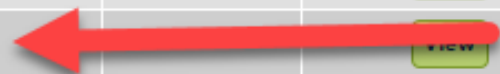
- Students under the age of 6 continuing within the LEA with a current eligibility determination and who have previously received specialized instruction; and
- Students under the age of 6 transferring from another LEA who have previously received specialized instruction.



Specialized Instruction Tracking SEDS Access

LEA staff that manages SEDS access and roles (usually LEA Data Administrators or Special Education POCs) are responsible for ensuring appropriate SEDS access for case managers (and/or LEA-designated staff responsible for documenting specialized instruction in SEDS).

Service Certifications			
Special Ed Services			
Services:	Can Provide	Certified	Certifications
Adapted Physical Education	<input type="checkbox"/>		View
Specialized Instruction	<input checked="" type="checkbox"/>		View
Related Services			
Services:	Can Provide	Certified	Certifications
Audiology	<input type="checkbox"/>		View
Behavioral Support Services	<input type="checkbox"/>		View
Occupational Therapy	<input checked="" type="checkbox"/>		View
Orientation and Mobility	<input type="checkbox"/>		View
Parent Counseling and Training	<input type="checkbox"/>		View
Physical Therapy	<input type="checkbox"/>		View
Recreation	<input type="checkbox"/>		View
Rehabilitation Counseling	<input type="checkbox"/>		View





Specialized Instruction Tracking Process

STEP 1

Service provider completes and signs hard copy Provision of Specialized Instruction Form

STEP 2

In SEDS, case manager creates a service log in the Specialized Instruction Logging Wizard

STEP 3

Generate a Specialized Instruction Service Tracker

STEP 4

Attach to the service tracker the uploaded Provision of Specialized Instruction Form



Specialized Instruction Tracking Form

STEP 1: Service provider completes and signs hard copy
Provision of Specialized Instruction Form.

Specialized Instruction Service Receipt		
Student Information		
Student Name:	State USI:	
LEA:	DOB:	
Teaching Staff Name:	IEP Date:	

Service Delivery Information		
Initial Service Delivery Date ¹	Delivery Status (check one)	Teaching Staff Type (check one)
	<input type="checkbox"/> Attempted: _____	<input type="checkbox"/> General Education Teacher
	<input type="checkbox"/> Delivered	<input type="checkbox"/> Special Education Teacher

By signing and dating this service receipt, I confirm that all documented direct services are complete and accurate.

Teaching Staff Signature: _____ Date: _____

Special Education Administrator Name: _____

Special Education Administrator Signature: _____ Date: _____

¹ LEAs must ensure that students' records are updated in the Special Education Data System (SEDS) within a maximum of five (5) business days from the date of this service. (OSSE LEA Data Management Policy (Revised December 2017). Available at: <https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2017%20OSSE%20LEA%20Data%20Management%20Policy%20%28updated%20Dec%202017%29.pdf>)



Specialized Instruction Tracking Form

STEP 1: Service provider completes and signs hard copy
Provision of Specialized Instruction Form.

Specialized Instruction Service Receipt

Student Information

Student Name:	State USI:
LEA:	DOB:
Teaching Staff Name:	IEP Date:



Specialized Instruction Tracking Form

STEP 1: Service provider completes and signs hard copy
Provision of Specialized Instruction Form.

Service Delivery Information		
Initial Service Delivery Date ¹	Delivery Status (check one)	Teaching Staff Type (check one)
	<input type="checkbox"/> Attempted: _____ <input type="checkbox"/> Delivered	<input type="checkbox"/> General Education Teacher <input type="checkbox"/> Special Education Teacher

¹LEAs must ensure that students' records are updated in the Special Education Data System (SEDS) within a maximum of five business days from the date of this service. ([OSSE LEA Data Management Policy](#) (Revised December 2017))



Specialized Instruction Tracking Form

STEP 1: Service provider completes and signs hard copy
Provision of Specialized Instruction Form.

By signing and dating this service receipt, I confirm that all documented direct services are complete and accurate.

Teaching Staff Signature: _____ **Date:** _____

**Special Education
Administrator Name:** _____

**Special Education
Administrator Signature:** _____ **Date:** _____



Specialized Instruction Logging Wizard

STEP 2: Case manager creates a service log in the Specialized Instruction Logging Wizard.

The screenshot shows the user interface of the PCG Education system. At the top left, there is a large green letter 'P' followed by the text 'by PCG Education'. On the top right, it says 'Welcome, Rita | My Caseload | M'. Below this is a green navigation bar with several menu items: 'My Docs', 'Wizards', 'School System', 'My Calendar', a calendar icon, 'My Info', and 'Smart Logboo'. The 'Wizards' menu item is highlighted with a red box, and a mouse cursor is pointing at it. Below the navigation bar, the page title is 'Available Wizards'. A list of four wizards is displayed, each as a blue underlined link: 'Progress Report Wizard', 'Service Tracker Wizard', 'Specialized Instruction Logging Wizard', and 'Specialized Instruction Group Logging Wizard'. A large red arrow points from the left towards the 'Specialized Instruction Logging Wizard' link.



Specialized Instruction Service Tracker

STEP 2: Case manager creates a service log in the Specialized Instruction Logging Wizard.

Specialized Instruction Logging Wizard (Select Students)

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

Adriana Test <input checked="" type="checkbox"/> * Specialized Instruction	Jing Twelve-0 Test III <input checked="" type="checkbox"/> * Specialized Instruction (ESY)	Version9.0 Test3 <input checked="" type="checkbox"/> * Specialized Instruction (ESY)
Eleven Five Test <input checked="" type="checkbox"/> * Specialized Instruction <input checked="" type="checkbox"/> * Specialized Instruction (ESY)	Tiana Test <input checked="" type="checkbox"/> * Specialized Instruction (ESY)	Version11.0 Test5 <input checked="" type="checkbox"/> * Specialized Instruction <input checked="" type="checkbox"/> * Specialized Instruction (ESY)
Jing 11-9 Test <input checked="" type="checkbox"/> * Specialized Instruction (ESY)	Vivian Test <input checked="" type="checkbox"/> * Specialized Instruction	

(8 available Students)





Specialized Instruction Service Tracker

STEP 2: Case manager creates a service log in the Specialized Instruction Logging Wizard.

Add New Service Log Entry **Adriana Test (Specialized Instruction) (Student 1 of 10)**
(from IEP Meeting: 07/02/2019 Begin: 07/02/2019 End: 07/01/2020)

Begin/End Date: 07/02/2019..06/30/2020 Time Spent: 30 min/day
Provider: OT RSP TEST Location: General Education
Parental Consent to bill for Medicaid Services: Not on File
IEP Date: 07/02/2019..07/01/2020

Date of Service:	<input type="text"/>  *	Service Type:	<input type="text"/> *
<input type="checkbox"/> This is a make-up Service.			
Service Delivery:	<input type="text"/>		
Duration of Service:	Hours	Minutes	Group Size: <input type="text"/> 1 *
	<input type="text"/>	: <input type="text"/> *	
Comments:	<input type="text"/>		

 *





Specialized Instruction Service Tracker

STEP 3: Case manager generates a service tracker.

Service Tracker

[Skip this Student](#)

Service Period:	School Year
Date Range:	From 07/01/2019  to 07/31/2019 
Area:	Specialized Instruction

[Create Draft and Move to Next Student](#)

[Create Final and Move to Next Student](#)

[Just Update the Database](#)

[Update and Move to Next Student](#)



Specialized Instruction Service Tracker

STEP 3: Case manager generates a service tracker.

Service Tracker

Student Information

Student: Adriana Test **Local ID:** **State USI:** 295874 **DOB:** 03/11/2004 **Grade:** 4
Last Eligibility Meeting Date: 08/14/2018 **Last IEP Annual Review Meeting Date:** 07/02/2019

LEA/School Information

LEA of Enrollment: District of Columbia Public Schools **Case Manager:** Christie Test
School/Site: Closed - Testing School **School Phone:** 999-999-9999
School Address: 1150 5th St. Se, Washington, DC 20003

Service Date Range: 07/01/2019 to 07/31/2019
Provider Name: Christie Test

IEP Start Date: 07/02/2019
IEP End Date: 07/01/2020
Service Code: Specialized Instruction
Report Date: 07/15/2019

Date of Service	Service Type	Duration	Group Size	Area Covered	Response	ESY Service?	Provider Initials
07/01/2019	Direct Service	30	1	Specialized Instruction Service	Progressing	No	
Progress Notes: testing 123							
07/01/2019	Direct Service	30	1			No	
Progress Notes:							
07/02/2019	Direct Service	30	1	Specialized Instruction Service	Not applicable	No	
Progress Notes: Initial provision of Specialized Instruction service.							
07/02/2019	Direct Service	30	1	Specialized Instruction Service	Maintaining	No	
Progress Notes: ude back on the table							
07/03/2019	Direct Service	30		Specialized Instruction Service		No	
Progress Notes:							

By signing and dating this service tracker report, I agree that all documented direct services are complete and accurate.



Specialized Instruction Tracking Form Upload

STEP 4: In the Documents tab, case manager uploads completed and signed Specialized Instruction Tracking Form and attaches it to the Specialized Instruction Service Tracker, using the Specialized Instruction Cover Sheet

Specialized Instruction Cover Sheet

Student Name: Adriana Test
 Local Student ID: _____
 State USI: 295874
 Grade: 4th Grade
 School Name: Closed - Testing School
 Date of Birth: 03/11/2004
 User Logging service: Christie Test

This cover sheet should be used when the student has initially received specialized instruction.

Specialized Instruction Service Receipt

Student Information

Student Name:	State USI:
LEA:	DOB:
Teaching Staff Name:	IEP Date:

Service Delivery Information

Initial Service Delivery Date ¹	Delivery Status (check one)	Teaching Staff Type (check one)
	<input type="checkbox"/> Attempted	<input type="checkbox"/> General Education Teacher
	<input type="checkbox"/> Delivered	<input type="checkbox"/> Special Education Teacher

By signing and dating this service receipt, I confirm that all documented direct services are complete and accurate.

Teaching Staff Signature: _____ Date: _____

Special Education Administrator Name: _____

Special Education Administrator Signature: _____ Date: _____

¹ LEAs must ensure that students' records are updated in the Special Education Data System (SEDS) within a maximum of five (5) business days from the date of this service. (OSSE LEA Data Management Policy (Revised December 2017), Available at: <https://osse.doe.gov/sites/default/files/662/6621/6621/6621/osse/publication/attachments/2017%20OSSE%20LEA%20Data%20Management%20Policy%20%20-%20revised%2012%2017%20.pdf>)

Service Tracker

Student Information

Student: Adriana Test	Local ID: _____	State USI: 295874	DOB: 03/11/2004	Grade: 4
Last Eligibility Meeting Date: 08/14/2018		Last IEP Annual Review Meeting Date: 07/02/2019		

LEA/School Information

LEA of Enrollment: District of Columbia Public Schools	Case Manager: Christie Test
School/Site: Closed - Testing School	School Phone: 999-999-9999
School Address: 1150 5th St. Se, Washington, DC 20003	

Service Date Range: 07/01/2019 to 07/31/2019
 Provider Name: Christie Test

IEP Start Date: 07/02/2019
 IEP End Date: 07/01/2020
 Service Code: Specialized Instruction
 Report Date: 07/15/2019

Date of Service	Service Type	Duration	Group Size	Area Covered	Response	ESY Service?	Provider Initials
07/01/2019	Direct Service	30	1	Specialized Instruction Service	Progressing	No	
Progress Notes: testing 123							
07/01/2019	Direct Service	30	1			No	
Progress Notes:							
07/02/2019	Direct Service	30	1	Specialized Instruction Service	Not applicable	No	
Progress Notes: Initial provision of Specialized Instruction service.							
07/02/2019	Direct Service	30	1	Specialized Instruction Service	Maintaining	No	
Progress Notes: idle back on the table							
07/03/2019	Direct Service	30		Specialized Instruction Service		No	
Progress Notes:							

By signing and dating this service tracker record, I agree that all documented direct services are complete and accurate.



Specialized Instruction Tracking Form Upload

STEP 5: Go to the Documents tab for each student to verify upload or fax received.

Documents created for Adriana Test (School Year: 2018-2019 ▾)

Del	Doc ID	Date Generated	Document	Batch	Received	Del	Attachment	Batch Attachment	Attachment Cover	Date Received
<input type="checkbox"/>	5423657	07/15/2019	Specialized Instruction Cover Sheet	PDF	<input type="checkbox"/>	<input type="checkbox"/>	Specialized Instruction Services Form			07/23/2019
						<input type="checkbox"/>	Fax	<input type="checkbox"/>	Cover	07/23/2019
<input type="checkbox"/>	5423656	07/15/2019	Specialized Instruction - Service Tracker	PDF	<input type="checkbox"/>					



LEA Implementation Supports



Error Flags, Monitoring & LEA Support

- **Unified Data Errors (UDE)** – A UDE flag will be generated if specialized instruction is not fully documented in accordance with the proscribed process. Correction will be required, including the following:
 1. Creation of a specialized instruction service log,
 2. Creation of a specialized instruction tracker, and
 3. Upload of the signed Specialized Instruction Tracking Form in the student's SEDS file.
- **Monitoring** – OSSE will conduct monthly monitoring of LEA compliance with the specialized instruction service tracking requirement. Upon identification of an LEA's failure to complete the student record, OSSE will:
 - Connect directly with LEA Special Education Points of Contact (LEA SE POCs) and heads of school to correct student files in SEDS, and
 - Provide targeted support to address LEA barriers to compliance.



Resources – Child Find and C-to-B Transition

Child Find and Initial Evaluation Resources

<https://osse.dc.gov/page/child-find-and-initial-evaluation-resources>

- Specialized Instruction Tracking Form (also available in the Documents section of the SEDS homepage)
- Dear Colleague Letter Regarding Specialized Instruction Service Delivery
- Dear Colleague Letter Regarding DL v. DC
- Model Child Find Policy
- Turnkey Child Find Training Materials
- Referral and Initial Evaluation guidance documents
- Parental Delay Analysis Review Protocols



Resources – Special Education

OSSE Special Education Law and Regulations:

<https://osse.dc.gov/service/special-education-laws-and-regulations>

- [Policy Notices, Hearings, and Comments \(including proposed regulations\)](#)

OSSE Special Education Policy:

<https://osse.dc.gov/service/specialized-education-local-policies>

- [OSSE Early Childhood Transition Policy](#)
- [OSSE Early Childhood Transition Guidelines](#)



OSSE Points of Contact

- OSSE Part B Special Education Policy: Christie Weaver-Harris (Christie.Weaver-Harris@dc.gov)
- SEDS Questions: OSSE Support Tool (OST) or your Data Liaison
- DC Early Intervention Program (EIP/ Strong Start) Director: Andres Alvarado (Andres.Alvarado@dc.gov)
 - DC EIP Hotline: (202) 727-3665
- IDEA Part B Section 619 (children ages 3-5): Dr. Margareth Legaspi (Margareth.Legaspi@dc.gov)



| Thank you for your
participation!