Division of Special Education LEA Quarterly Meeting

Friday, September 9, 2011

AGENDA

1:00- 1:15 Welcome, Introductions, and Leadership Updates
Amy Maisterra, Interim Assistant Superintendent of Special Education

1:15- 2:00 Unit Updates

2:00- 3:00 Reflecting on Our Work

How can we do what we care about most effectively?

- What are we doing well?
- What do we need to do better?
- What do we need to do less?
- What do we need to stop doing?

3:00 Adjournment

The Division of Special Education

Quarterly LEA Meeting

September 9, 2011

Agenda

- Welcome and Leadership Updates (1:00- 1:15)
- Brief Unit Updates (1:15- 2:00)
- Reflecting on Our Work (2:00-3:00):
  - How can we do what we care about most effectively?

    What are we doing well?
    What do we need to do better?
    What do we need to do less?
    What do we need to stop doing?
- Adjournment (3:00)

Office of the
State Superintendent of Education

Leadership Updates

- Strong Start Public Awareness Campaign- September 26, 2011
- Special Education Quality Campaign
- DSE LEA Field Trips
- LEA Medicaid Update
- DSE Distribution List Update
- OSSE Website Update

Office of the
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Quality Assurance and Monitoring Updates

- Hearing Officer Determination/Settlement Agreement Guidelines: Training and Implementation
- Quarterly Compliance Summaries
- Other Monitoring Updates

Office of the
State Superintendent of Education

Policy Updates

- Extended School Year (ESY) Services Policy
  - ESY Services Guidance and Framework Tool
- Individualized Education Program (IEP) Process Policy
- National Instructional Materials Accessibility Standard (NIMAS) Policy
- Hearing Officer Determination/Settlement Agreement Guidelines
- DSE Summer Releases:
  - Spanish Procedural Safeguards Notice
  - Child Find Brochure (Part B and C)
  - Exit Code Guidance

Training and Technical Assistance Updates

- SI-1: Individualized Education Program (IEP) Process and Effective IEP Goal Writing - *September 15, 2011*
- SU-2: Universal Design for Learning - *September 20, 2011*
- WT-2: The Write Tools 101 and The Common Core State Standards: Two Day Foundation Seminar - *September 26-27, 2011*
- SL-1: Effective Supervision: Supporting the Art and Science of Teaching - *October 6-7, 2011*

Office of the
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Data Updates

- LEA Special Education Data Calendar
- LEA Monthly Data Reports
- SEDS 4.2 Release and Training
- Withdrawal Code Review Process

Office of the
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Fiscal Updates
Sub-grantee Burn Rate Updates

- As of August 23, 2011, LEAs have submitted, and our office has approved, reimbursement requests for approximately 96% of FFY 2009 Annual Part B Section 611 and Section 619 funds. Remaining LEA balances are below:
  - Section 611 - $621K
  - Section 619 - $8K

- As of August 23, 2011, LEAs have submitted, and our office has approved, reimbursement requests for approximately 98% of FFY 2009 ARRA Part B Section 611 and 92% Section 619 funds. Remaining LEA balances are below:
  - Section 611 - $336K
  - Section 619 - $19K

- As of August 23, 2011, LEAs have submitted, and our office has approved, reimbursement requests for approximately 61% of FFY 2010 Annual Part B Section 611 and 78% of Section 619 funds. Remaining LEA balances are below:
  - Section 611 - $5.6M
  - Section 619 - $39K

Office of the
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LEA Feedback

- LEA Questions
- For Additional Information:

Fiscal: OSSE.DSE-PartBFinance@dc.gov
Data: osse.ideadata@dc.gov
TTA: osse.tta@dc.gov
General: amy.maisterra@dc.gov

Office of the
State Superintendent of Education

Office of the
State Superintendent of Education

AUGUST 30, 2011

Dear Local Education Agency Leaders,

As many of you are aware, OSSE has been engaged in the process of developing a plan that ensures sustainable management of the process and related data system for complying with Hearing Officer Determinations (HODs) and Settlement Agreement (SAs) in compliance with requirements related to the Individuals with Disabilities Education Act (IDEA) and the 2006 Blackman Jones Consent Decree.

Two components of this plan that will be executed this fall are: 1) the issuance of State-level guidelines for HOD/SA implementation, including required action documentation and materials detailing database responsibilities and training and 2) the transition to OSSE of the management of all functions related to supporting independent charter Local Education Agency (LEA) compliance with requirements.

To that end, attached please find OSSE's final guidelines related to HOD/SA implementation. These guidelines, which were developed with input from LEAs, have an effective date of September 1, 2011. The guidelines are designed to standardize requirements and clarify the way in which implementation of required actions for each component of an HOD/SA will be measured.

OSSE will be providing LEAs with an opportunity to review these guidelines at the first quarterly LEA meeting on September 9, 2011. In addition, OSSE will be providing a webinar for case management staff regarding the guidelines and functionality changes on September 15, 2011. Please identify one staff member to serve as case manager for your LEA and submit their name and email address to Victoria Glick at victoria.glick@dc.gov. Identified case managers will receive an email invitation to register for OSSE's training.

If you have any questions about the guidelines or related matters, please contact Mary Boatright at mary.boatright@dc.gov or 202-741-0264.

Sincerely,

Mary Boatright for Melanie Chisholm

Melanie Byrd Chisholm, Esq.
Director, Quality Assurance and Monitoring

Cc: Amy Maisterra, Ed.D.

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Supporting Documentation for HOD/SA Implementation

The following list outlines documents that will be used to confirm that a Hearing Officer Determination (HOD) or Settlement Agreement (SA) is timely implemented. Please note that these are minimum guidelines established by OSSE for all Local Education Agencies (LEAs). LEAs may establish additional guidelines for staff within the LEA to support compliance. Please contact Mary Boatright at 202-741-0264 or Victoria Glick at 202-724-7860 with any questions regarding OSSE's Required Action documentation submission guidelines.

Required Documents by Action Type

1. **Convening of a Meeting:**

    a. Meeting sign-in page with date and parent signature and signatures of all meeting attendees; or

    b. In the case of an IEP Meeting, a revised IEP, dated and signed by all required IEP Team members.

    c. If the HOD or SA addresses a meeting to review evaluation results and requires a timeline to hold the meeting within a specific number of days from the date that the evaluation is received by LEA, with documentation based upon an email, mail, or fax to confirm date of receipt of completed evaluation; and a or b from above.

    d. If the LEA and parent or parent's counsel were unable to find a mutually agreeable time to meet prior to the deadline indicated in the HOD or SA, all documentation required under the "Extension of Timelines" section must be uploaded into the Blackman Jones Database.

2. **Nonpublic Placement:**

    Prior Notice of Placement (PNOP) signed by LEA personnel with email, mail, or fax confirmation to indicate that the document was uploaded into SEDS and sent to parent or parent's counsel.

3. **Transportation:**

    a. Transportation Request Form with email, mail, or fax confirmation verifying that the document has been submitted to DOT and sent to the parent or parent's counsel; and

    b. Signed statement or email from the parent or parent's counsel indicating transportation has commenced.

4. **Evaluation:**

    Completion of Evaluation

    a. Evaluation report with date; and

    b. In the case of an independent evaluation, a signed statement or email from the LEA confirming the date that the evaluation report was delivered to the LEA; or in the case that the LEA completed the evaluation, a signed statement or email from the parent or parent's counsel indicating that the evaluation report was delivered to the parent or parent's counsel.

    Payment for Independent Evaluation

    a. Cancelled check or signed receipt of payment from evaluator.

5. **Compensatory Education Services:**

    a. Service logs or signed attendance records beginning on the date or in the week specified in the HOD or SA.

    b. For independent compensatory education services, documentation listed in (a) above, and receipt of payment for services or cancelled check or other documentation of payment.

6. **Educational Goods or Materials/Assistive Technology:**

    a. Receipt, signed by the parent or parent's counsel, confirming receipt of the specified item; and

    b. Purchase order, invoice, or other documentation of payment for the item.

7. **Reimbursement:**

    a. Cancelled check or other documentation of payment.

8. **Providing Documents to Parent or Parent's Counsel:**

    a. An email, mail, or fax confirmation verifying that the documents were sent to parent or parent's counsel; or

    b. Signed statement or email from parent or parent's counsel that document was delivered.

<u>Extension of Timelines</u>

1. In no case shall an LEA seek to extend timelines based solely on the LEA's failure to timely begin or continue implementation of any provision of the SA or HOD.

2. In no case shall an LEA seek to extend timelines while waiting for the parent to complete a "precursor" event (i.e., provide an independent evaluation), unless that extension accurately reflects the amount of time during which the LEA was both 1) waiting for the "precursor" event, and 2) making diligent efforts to obtain the precursor.

3. The LEA and the parent or parent's counsel must agree, in writing, to an extension of timelines specified in the SA or HOD.

4. The written agreement to extend a timeline must be uploaded into the Blackman Jones database within three business days of the written agreement, which may be evidenced by a signed statement from the parties or email correspondence between the parties.
5. In the case that the LEA is unable to obtain written agreement, and the LEA seeks to extend a timeline, the LEA may not award itself an extension without ensuring that requirements related to diligent efforts are met. The LEA must alsoupload a document that 1) details both the reason for the timeline extension and the assistance offered to avoid the need for such an extension, 2) documents contemporaneously the offers of assistance and efforts made by the case manager, and 3) contains a justification by the Head of the LEA or case manager supervisor as to why the extension was granted and that the extension is not longer than necessary based on the facts presented.

Documentation of Diligent Efforts Required Prior to Granting an Extension of Timeline

1. For Convening a Meeting –
    a. Within 15 days:

        i. In cases where HODs/SAs require meetings to be held within 15 days after (a) the HOD or SA requiring the meeting, or (b) a precursor event (i.e., completion of an independent evaluation (IEE)), documentation of correspondence from LEA to parent or parent's counsel within two (2) business days of (a) or (b) requesting three (3) meeting dates to parent or parent's counsel, before the deadline in the HOD/SA.

        ii. If the parent or parent's counsel did not respond to the request for dates, a Letter of Invitation (LOI) sent within two (2) business days that proposed two (2) dates and/or times before the deadline in the HOD/SA.

    b. 15 Days or More:

        i. In cases where HODs and SAs require meetings to be held 15 days or more after (a) the HOD or SA requiring the meeting, or (b) a precursor event (i.e., completion of an independent evaluation (IEE)), documentation of correspondence from LEA to parent or parent's counsel within three (3) business days of (a) or (b) requesting three (3) meeting dates to parents or parent's counsel prior the deadline in the HOD/SA.

        ii. If the parent or parent's counsel did not respond to the request for dates, a Letter of Invitation (LOI) sent within two (2) business days that proposed two (2) dates and/or times before the deadline in the HOD/SA.

2. For Nonpublic Placement – signed document from parent or parent's counsel that indicates nonpublic placement is no longer desired and student is enrolled and attending another school; or documentation that LEA has implemented truancy procedures. A PNOP is always required.

3. For Transportation –
    a. Original documentation that the transportation request form was submitted to DOT and additional written correspondence to OSSE regarding the transportation route and start date; and

b. Documentation that written notice was provided to OSSE within 24 hours of the LEA receiving notice from the parent or parent's counsel that transportation has not been implemented.

4. For Independent Evaluations- IEE funding letter which provides information regarding local providers and rates and documentation of receipt of the funding letter by parent or parent's counsel (via email, mail or fax, and correspondence to parent or parent's counsel with reminder of deadline.

5. For Independent Compensatory Education Services –documentation of parent or parent's counsel receipt of a Compensatory Education Authorization Letter which provides information regarding local providers and rates, and correspondence to parent or parent's counsel with reminder of deadline.

6. For Goods or Materials/Assistive Technology – documentation of at least three communications in at least two different modalities, between LEA and parent or parent's counsel, regarding availability of goods or materials.

7. For Reimbursement – documentation of at least three communications in at least two different modalities, between LEA and parent or parent's counsel, regarding availability of funding and guidance related to steps for payment.

<u>Notes on Timeliness and Signatures</u>

1. **Payment Date Requirements:**
   a. Timely compliance with all HOD or SA requirements for payment on or before a specific date is measured by the date on the check.

2. **Required Action Due Dates:**
   a. Timely compliance with all HOD or SA requirements for a required action in a specified number of days will be presumed to mean calendar days, unless otherwise noted.

3. **Signature Requirement:**
   a. Where a parent's signature is required, the signature of the parent's counsel will suffice with the exception of a student's IEP.

Office of the
State Superintendent of Education

August 30, 2011

Dear LEA Leaders,

Welcome to the start of the 2011-2012 school year! I am thrilled to continue building a strong partnership between OSSE and your LEA – our collaboration is critical to ensuring the success of the children and families that we all serve.

I am very pleased to share with you OSSE's Individualized Education Program (IEP) Process Policy, our first policy release of the year. This policy, effective today, is designed to assist LEAs with addressing concerns identified by both the federal Office of Special Education Programs (OSEP) and the Blackman Jones Evaluation Team regarding current rates of local education agency (LEA) compliance with the Individual with Disabilities Education Act (IDEA). Audited data revealed that student records did not consistently demonstrate that IEP Teams included all of the participants required by the IDEA, and furthermore, that convened IEP Teams did not understand the legal obligations involved in developing compliant IEPs. The attached policy provides the clarifications necessary to improve compliance by:

- Restating federally mandated factors of consideration when developing, reviewing and revising an IEP, 34 CFR §300.324(a)(1) and (2) (p. 1-2);
- Distinguishing between IEP Team participation and the legal requirement for parental consent prior to the initial provision of services as required by 34 CFR §300.300(b) (p. 2);
- Specifying explicit categories for mandatory and additional IEP Team participants that align to the intent of 34 CFR §300.321 (p. 2-5);
- Affirming the responsibility of the LEAs to participate in IEP Team meetings convened by nonpublic schools, 34 CFR §300.325(b)(2) (p. 3);
- Restating prior written notice requirements for changes to an IEP, 34 CFR §300.503 (p. 5-6); and
- Establishing standards for the demonstration of sufficient documentation of IEPs, which improves accuracy of student records and supports requirements for the timely transmittal of student records, 34 CFR §300.323(g) (p.7).

Issuance of this policy allows for LEAs to:

1) Improve overall compliance with IEP development and implementation;
2) Ensure alignment between practice and the upcoming SEDS release;
3) Address concerns raised by the Blackman Jones court monitor; and
4) Address key Corrective Action Plan (CAP) elements required by OSEP.

I hope that you will circulate the attached policy to all staff upon receipt.

Sincerely,

Hosanna Mahaley

Hosanna Mahaley
State Superintendent

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Office of the
State Superintendent of Education

AUGUST 30, 2011

(X) ACTION REQUIRED
( ) INFORMATIONAL

TO: Local Educational Agencies

CC: Public Charter School Board
De'Shawn Wright, Deputy Mayor of Education

FROM: Hosanna Mahaley, State Superintendent of Education

RE: Individualized Education Program (IEP) Process Policy

CONTACT: Amy Maisterra, Interim Assistant Superintendent for Special Education
Division of Special Education
Email: Amy.Maisterra@dc.gov
(202) 481-3757
OR
Grace Chien, LEA Policy and Charter Implementation Specialist
Division of Special Education
Email: Grace.Chien@dc.gov
(202) 741-5089

INTRODUCTION

The purpose of this Memorandum is to assist local educational agencies (LEAs) with the implementation of the Part B requirements of the Individuals with Disabilities Education Act (IDEA) regarding individualized education programs (IEPs) for students with disabilities. It is the expectation of the Office of the State Superintendent of Education (OSSE) that all LEAs ensure that IEP Teams engage annually in the IEP process to develop compliant IEPs that are timely and include the participation of all appropriate IEP Team members.

MONITORING AND COMPLIANCE

The U.S. Department of Education's Office of Special Education Programs (OSEP) requires that every state education agency (SEA) monitor LEAs to ensure compliance with Part B of the IDEA. A finding of LEA noncompliance by OSSE will result in the requirement to submit an improvement plan containing corrective actions for each area of noncompliance. OSSE may also recommend or require training and technical assistance for LEA staff when crafting corrective actions. All items of noncompliance shall, by federal law, be corrected within one year of the finding; sustained noncompliance by an LEA may result in sanctions that include potential withholding of Part B grant funding.[1] All LEAs shall comply with monitoring requirements established annually by OSSE, which include the collection and submission of both quantitative and qualitative data that support monitoring for regulatory compliance and programmatic quality. Additionally, a subset of LEAs will be selected for OSSE's annual focused monitoring process.

FEDERALLY MANDATED FACTORS OF CONSIDERATION WHEN REVIEWING AND REVISING AN IEP

The IEP process is an opportunity for parents, teachers, LEA personnel, evaluators, and related services providers to pool their collective team knowledge and expertise to ensure that students with disabilities are

[1] 34 C.F.R. §300.604(a)

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provided a free appropriate public education (FAPE) in the least restrictive environment (LRE). Where appropriate, students should be encouraged to participate as members of their IEP Teams in order to contribute feedback and ideas to the design of their programs. Together, IEP Team members develop an effective educational program, enumerated in the IEP document, which results in the delivery of specialized instructional supports, appropriate accommodations, and related services to help a student with disabilities access the curriculum and make meaningful educational progress.

IEP Teams shall consider the following factors when developing, reviewing, and revising an IEP:

- The strengths of the student;
- The concerns of the parents for enhancing the education of the student;
- The results of the initial or most recent evaluation of the student; and
- The academic, developmental, and functional needs of the student.[2]

When appropriate, the IEP Team shall consider the following additional factors:

- The use of positive behavioral interventions, supports, and other strategies to address student behavior that impedes the student's learning or that of other students;
- The language needs of a student with limited English proficiency as those needs relate to the student's IEP;
- The appropriateness of instruction in Braille or the use of Braille for a student who is blind or visually impaired; the comprehensive language and communication needs of a student who is deaf or hard of hearing; and
- The use of assistive technology devices and services.[3]

IEP TEAM MEMBER PARTICIPATION AND PARENTAL CONSENT

For the purposes of this policy, the term *participation* is defined as an opportunity for an individual to attend an IEP Team meeting and provide input toward IEP Team consensus. The term *input*, used in the context of an IEP Team meeting, refers to recommendations based on relevant historic and current student data derived from familial, academic, or service-based interactions. In the context of IEP Team meetings, the opportunity to provide input is distinct from unilateral decision-making. Decisions regarding eligibility or designation of special education and related services under Part B shall be made through IEP Team consensus. The term *consensus*, used in the context of an IEP Team meeting, refers to broad agreement reached through group decision-making such that the opinions of all IEP Team members are considered. However, no one team member can prevent the IEP Team from proceeding as a whole if there is general consensus.

IEP Team members demonstrate their participation in the IEP Team meeting by signing the IEP Meeting Participants Section of the IEP document. The signature of any participant, including the parents, does not constitute agreement or disagreement, in whole or in part, with the content of the resulting IEP document. Individual participant disagreement with the IEP Team consensus on any single issue does not prevent the IEP Team from proceeding with the IEP process as a whole or completing the IEP document. LEAs may not begin to provide special education and related services if the parent has not provided consent for the initial provision of services following the initial determination of eligibility.

[2] 34 C.F.R. §300.324(a)(1)
[3] 34 C.F.R. §300.324(a)(2)

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PARENTAL DISAGREEMENT AND DISPUTE PROCEDURES

The terms set forth in an annual IEP review are not invalidated, in whole or in part, by disagreement from any participant, including the parent. A parent who disagrees with an IEP Team decision regarding the student's eligibility, evaluation, placement, or terms of service may challenge the decision by exercising the rights afforded to all parents under the Part B procedural safeguards including dispute resolution options such as the state complaint process, due process complaints, and impartial mediation to resolve any disagreements at the LEA level. If disagreement about an IEP Team decision arises after the parent's consent to the initial provision of services and development of the IEP, a parent may revoke consent.[4] A parent who revokes consent for Part B services does so fully for all special education and related services listed on the student's IEP.[5]

IEP TEAM PARTICIPATION REQUIREMENTS

Mandatory Participants

The term *mandatory participant* refers to an individual whom the LEA shall ensure is included as a member of the IEP Team because he or she fulfills a team role explicitly identified by the IDEA.[6] The following individuals are mandatory participants:

> Parents of the student:[7] Parents are important members of the IEP Team because, typically, they can offer unique insight regarding the student's strengths and needs, interests, and learning style. Parents can also enhance the student's overall learning experience and performance by providing an educational structure within the family home that is consistent with and builds upon the skills and curriculum that the student is learning at school. To adequately facilitate parent participation, the LEA shall notify parents of the meeting early enough to ensure that they will have an opportunity to attend and schedule the IEP Team meeting at a mutually agreed on time and place.[8] If neither parent can attend an IEP Team meeting, the meeting may be conducted without parent participation if the LEA exercises reasonable efforts to secure the parent's agreement to participate. *Reasonable efforts* are defined as a minimum of three attempts using multiple modalities (*e.g.* phone, mailed correspondence, and in-person) by the LEA.[9] The LEA shall document all attempts to contact the parent in the Special Education Data System (SEDS). The LEA shall also take whatever action necessary to ensure that the parent can understand the discussion and content of the IEP Team meeting, including arranging and providing translation services when needed.[10]
>
> General education teacher of the student:[11] The general education teacher is an important member of the IEP Team because he or she can serve as a primary resource for information regarding the general education curriculum, positive behavioral interventions and supports, strategies for annual goal attainment, and potential opportunities for inclusion both inside and outside of the classroom.[12] A

[4] 34 C.F.R. §300.300(b)(4). Note that disagreement about an IEP Team decision is not necessary in order for a parent to revoke consent; a parent may revoke consent at any time for any reason.

[5] "Under § 300.300(b)(1), parental consent is for the initial provision of special education and related services generally, not for a particular service or services." 73 Fed. Reg. 73011 (December 1, 2008)

[6] 34 C.F.R. §300.321(a) and (b)

[7] 34 C.F.R. §300.321(a)(1); the definition of parent can be found at 34 C.F.R. §300.30. The definition of a foster parent is augmented by District of Columbia law at 5 DCMR §E-3001.1.

[8] 34 C.F.R. §300.322(a)

[9] 34 C.F.R. §300.322(d); OSSE's Part B Initial Evaluation/Reevaluation Policy (March 22, 2010)

[10] 34 C.F.R. §300.322(e)

[11] The LEA must ensure that the IEP Team for each student with a disability includes not less than one regular education teacher of the student if the student is, or may be, participating in the regular education environment. 34 C.F.R. §300.321(a)(2)

[12] 34 C.F.R. §300.320(a)(4); 34 C.F.R. §300.324(a)(3)

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general education teacher's participation is especially important when the IEP Team is considering eligibility under the specific learning disability (SLD) category or a change to the student's existing level of service.

Special education teacher of the student:[13] The special education teacher is an important member of the IEP Team because he or she can contribute both specific information regarding the individualized needs of the student, and more general information on how to educate students with disabilities based on past teaching experiences. The special education teacher may provide suggestions on how to modify the general curriculum, utilize supplementary aids and services, monitor student progress, and identify appropriate testing accommodations. Additionally, the special education teacher often provides specialized instruction, including instruction that is designated as extended school year (ESY) services.

LEA representative: The LEA representative is an important member of the IEP Team because he or she is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of the student, is knowledgeable about the general education curriculum, and is knowledgeable about the availability of resources of the LEA.[14] The LEA representative is often the head administrator of the LEA's special education program or his or her designee. The LEA representative should have the authority to commit resources and ensure that the services designated in the IEP are provided. (Note: District Charters[15] shall invite a representative from the District of Columbia Public Schools (DCPS) to participate in all IEP Team meetings. DCPS shall respond to a District Charter invitation by participating as the LEA representative or by designating[16] an LEA representative at the District Charter to serve on its behalf. A nonpublic school, serving a District of Columbia student, shall invite the LEA to participate in all the student's IEP Team meetings.[17] The LEA shall participate in all IEP Team meetings for students served by nonpublic schools by attending or at minimum designating an LEA representative at the nonpublic school or program to serve on its behalf.[18])

Individual who can interpret the instructional implications of evaluation results:[19] This individual is an important member of the IEP Team because he or she can accurately assess student's current level of performance, identify the student's areas of need, and make suggestions regarding appropriate strategies to address the student's needs. This individual's participation is especially important when the IEP Team is considering decisions regarding eligibility or a change to the student's educational program due to recent evaluation results.

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[13] The LEA must ensure that the IEP Team for each student with a disability includes not less than one special education teacher of the student, or where appropriate, not less than one special education provider of the student. 34 C.F.R. §300.321(a)(3)

[14] 34 C.F.R. §300.321(a)(4)

[15] District Charters are public charter schools that have elected DCPS as the LEA for special education purposes. D.C. Code §38-1802.02(19)

[16] LEA designated representative must be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; knowledgeable about the general education curriculum; and knowledgeable about the availability of resources of the LEA. 34 C.F.R. §300.321(a)(4).

[17] An IEP meeting may be initiated and conducted by a nonpublic school at the discretion of the LEA. 34 C.F.R. §300.325(b)

[18] D.C. Code §38-2561.06; 34 C.F.R. §300.325(a) and 5 DCMR §E-3019.9

[19] When appropriate, this participant role may be fulfilled by the general education teacher, special education teacher, LEA representative, a qualified evaluator, related service provider, or other persons with knowledge or expertise regarding the child. 34 C.F.R. §300.321(a)(5)

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Permitted Excusal of Mandatory Participants

Mandatory participants may be excused, in whole or in part, from the IEP Team meeting only if the parent and the LEA agree, in writing, that the attendance of the participant is not necessary because the participant's area of the curriculum or related services is not being modified or discussed in the meeting.[20] When the meeting involves a modification to or discussion of a mandatory participant's area of the curriculum or related services, the participant may be excused from attending the IEP Team meeting, in whole or in part, only if the parent and the LEA consent to the excusal in writing and the participant submits written input into the development of the IEP prior to the IEP Team meeting.[21] The LEA is responsible for ensuring that all written input is received prior to the IEP Team meeting, and that all the required documentation is included in the student's special education file in SEDS.

Additional Participants

The term *additional participant* refers to an individual who does not fulfill a team role explicitly identified by the IDEA, but who may become a mandatory participant due to individual student factors or specific circumstances (*i.e.* IEP Team meeting purpose includes specific topics such as: transition; discussion regarding a change to a specific special education service or related service; or discussion about services provided by a nonpublic school or specialized program outside the LEA). If any of these circumstances applies, the LEA shall, with the consent of the parent when necessary, invite the following additional participants to the IEP Team meeting as appropriate:

> Student: Generally, a student should be invited, and encouraged to, participate in the IEP Team meeting whenever he or she has input to provide, or whenever otherwise deemed appropriate by the IEP Team.[22] The student becomes a mandatory participant if a purpose of the IEP Team meeting is to consider postsecondary goals for the student and the transition services needed to assist the student in reaching those goals.[23] If the student does not attend the IEP Team meeting to discuss secondary transition, the LEA shall take other steps to ensure that the student's preferences and interests are considered, such as allowing the student to submit written input to the IEP Team prior to the occurrence of the meeting.[24] Under District of Columbia law, educational rights under IDEA transfer from the parents to the student at age 18, unless there has been a determination under District of Columbia law that the student is not competent.[25] The student takes the place of the parent upon the transfer of rights, becoming a mandatory participant thereafter.
>
> Early childhood transition participant: In the case of a student who was previously served under Part C of the IDEA, an invitation to the initial IEP Team meeting shall, at the request of the parent, be sent to the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition to Part B services.[26]
>
> Secondary transition participant: If a purpose of the IEP Team meeting is to consider postsecondary goals for the student and the transition services needed to assist the student in reaching those goals,

[20] 34 C.F.R. §300.321(e)(1)
[21] 34 C.F.R. §300.321(e)(2)
[22] 34 C.F.R. § 300.321(a)(7)
[23] IEP Team consideration of appropriate postsecondary goals and transition services for a student with a disability must begin no later than the first IEP to be in effect when the student turns 16 years old or sooner if determined appropriate by the IEP Team. 34 C.F.R. §300.320(b); 34 C.F.R. §300.321(b)(1); 34 C.F.R. §300.322(b)(2)
[24] 34 C.F.R. § 300.321(b)(2)
[25] 34 C.F.R. § 300.520(a)(1)(ii); 5 DCMR §E-3023
[26] 34 C.F.R. §300.321(f)

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the LEA shall, with the consent of the parents or a student who has reached the age of majority,[27] invite a representative of the Rehabilitation Services Administration (RSA)[28] and any other participating agency that is likely to be responsible for providing or paying for postsecondary transition services.[29]

Related service provider:[30] A related service provider's participation is critical when the IEP Team is considering a change to the student's service hours. The LEA shall invite the appropriate special education or related service provider to fulfill the mandatory role of the individual who can interpret the instructional implications of evaluation results if the proposed change to service hours is due to recent evaluation or assessment results in that specific service area.

Individual with knowledge and special expertise: At the discretion of the parent or LEA, the IEP Team shall include any individual who the parent or LEA has determined has knowledge or special expertise regarding the student. [31]

PARTICIPATION THROUGH THE IEP AMENDMENT PROCESS

A student's special education needs may change throughout the year. If it becomes necessary to make changes to the IEP after the annual IEP Team meeting occurs during the school year, the IEP Team may decide to convene an IEP Team meeting to amend the IEP, or the parent and the LEA may agree to amend the student's current IEP through written agreement without convening an IEP Team meeting.[32]

To amend the IEP through written agreement, the LEA and parent shall complete the Standard IEP Amendment Form found in SEDS to indicate that both parties consent to amending the IEP without convening an IEP Team meeting.[33] A refusal of consent by either party or parent non-responsiveness to an LEA's attempts to obtain parent agreement to amend without convening an IEP Team meeting constitutes a request that the IEP Team convene for the purposes of considering the proposed change. In such circumstances, the LEA shall follow the same invitation and notice procedures required for an annual IEP Team meeting.[34]

PROVISION OF APPROPRIATE NOTICE TO IEP TEAM MEMBERS

The LEA shall provide prior written notice (PWN) to the parents every time the IEP Team decides to initiate a change or decides against making a change to the student's IEP.[35] The PWN shall include:[36]

1. A description of the action proposed or refused by the LEA;[37]

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[27] The age of majority in the District of Columbia is 18 years old. 5 DCMR §E-3023.1

[28] OSSE's Secondary Transition Policy requires LEAs, with the consent of the parents or a student who has reached the age of majority, to invite a representative of Rehabilitation Services Administration (RSA) to an IEP Team meeting where secondary transition will be discussed. (January 5, 2010)

[29] 34 C.F.R. §300.321(b)(3)

[30] 34 C.F.R. §300.321(a)(3) & (a)(6)

[31] 34 C.F.R. §300.321(a)(6); 34 C.F.R. §300.321(c)

[32] 34 C.F.R. §300.324(a)(4)

[33] A parent may propose an IEP amendment by contacting the LEA. The LEA will respond to the parent's request by either consenting to the amendment through written agreement or by sending a letter of invitation to the parent to participate in an IEP Team meeting to discuss the proposed IEP amendment.

[34] LEAs may not amend an IEP without convening an IEP Team meeting where the purpose is to discuss and/or make decisions regarding a potential change in least restrictive environment to a nonpublic placement. OSSE's Individualized Education Program Amendment Guidance (April 21, 2010)

[35] 34 C.F.R. §300.503(a)

[36] 34 C.F.R. §300.503(b)

[37] The proposal considered may be a change to the identification, evaluation, or educational placement of the student or the provision of FAPE to the student.

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2. An explanation of why the LEA proposes or refuses to take the action;
3. A description of each evaluation procedure, assessment, record, or report the LEA used as a basis for the proposed or refused action;
4. A statement that the parents of a student with a disability have protection under the Part B procedural safeguards;[38]
5. Resources for parents to contact to obtain assistance in understanding Part B of the IDEA;
6. A description of other options that the IEP Team considered and the reasons why those options were rejected; and
7. A description of other factors which are relevant to the LEA's proposal or refusal.

The PWN shall be sent within a reasonable time[39] before the LEA implements the change.[40] The LEA shall take whatever action is necessary to ensure that the parent understands the PWN, including arranging for translation.[41] LEAs shall provide PWN to all IEP Team members implementing the IEP and the parent, following an amendment to an IEP in the absence of a meeting.[42]

COMPREHENSIVE IEP REVIEW

The IEP meeting type determines the scope and content that the IEP Team shall review. For IEP Team meetings to develop the initial IEP, an IEP Team shall review all required sections of the IEP document including:

- Present levels of performance and annual goals by area of concern;
- Special education and related services;
- Least restrictive environment (LRE);
- Classroom accommodations and state assessment participation;
- Extended school year; and
- Transition and behavior as appropriate.

For annual IEP Team meetings, the IEP Team shall review all current and new data to update and complete all required sections of the IEP and address any other concerns raised by the parent or other IEP Team members. For IEP Team meetings held to discuss changes to the IEP proposed after the annual IEP Team meeting occurs during the school year, the IEP Team shall review, at minimum, all items identified in the Standard IEP Amendment Form and/or any corresponding letter of invitation, and any concerns expressed by the parent prior to or at the meeting. Any additional proposed amendments that are agreed upon or refused, but not initially specified in the Standard Amendment Form shall be documented in the PWN.

IEP DOCUMENTATION REQUIREMENTS

Once the IEP Team has reviewed and come to a consensus on all required items according to meeting type, the IEP Team shall complete each required section of the IEP in SEDS (including the documentation of all eligibility and service decisions). The resulting finalized draft of the IEP and all corresponding documentation shall be captured in or uploaded in SEDS within 5 business days of the IEP Team meeting (or completion of the IEP amendment process as appropriate).[43] All LEAs are required to update student files in SEDS regularly

[38] If the PWN is not an initial referral for evaluation, the notice must also include the means by which a copy of a description of the procedural safeguards can be obtained. A copy of the procedural safeguards must be given to parents upon initial referral for evaluation. 34 C.F.R. §300.504(a)

[39] The determination of what constitutes a reasonable amount of time is made on a case by case basis. The term "reasonable" generally means without undue delay and within a timeframe that does not interfere with a student's right to receive FAPE.

[40] 34 C.F.R. §300.503(a)

[41] 34 C.F.R. §300.503(c)

[42] 34 C.F.R. §300.324(a)(4)(ii)

[43] LEA Data Management Policy (December 9, 2010)

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throughout the school year; all new information shall be captured or uploaded in SEDS within 5 business days of receipt.[44] Upon the enrollment of a new student, an LEA shall verify that the student's entire record is complete in SEDS; if the student's record is incomplete, the LEA shall take all appropriate steps to obtain any missing documentation and upload the documentation to SEDS within 10 business days of the student's enrollment.

The IEP document is considered compliant once all the following requirements are met: all notice requirements are fulfilled; all mandatory and appropriate additional IEP members are properly included by the LEA to participate in the IEP Team meeting; the IEP Team has reviewed and completed all required sections of the IEP and uploaded all of the supporting eligibility and evaluation documentation to SEDS; all regulatory and policy timelines are met; and the LEA finalizes the IEP draft. The LEA may implement the IEP once the parent gives consent for initial provision of IDEA service. Parental consent for services continues to be in effect, year after year, unless the parent formally revokes consent and the LEA appropriately issues PWN before discontinuing services.

ADDITIONAL GUIDANCE

This memorandum supersedes all previous policy, memoranda, and/or guidance promulgated by the SEA. Please direct any questions regarding the content of this document to Grace Chien, LEA Policy and Charter Implementation Specialist, at (202) 741-5089 or by email at Grace.Chien@dc.gov.

[44] LEAs must regularly update documentation in SEDS to ensure timely transfer of student records. LEA Data Management Policy (December 9, 2010); *see* 34 C.F.R. §300.323(g) regarding transfer of student records.

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Office of the
State Superintendent of Education

August 30, 2011

TO: Local Education Agencies

CC: Public Charter School Board
De'Shawn Wright, Deputy Mayor of Education

FROM: Hosanna Mahaley
State Superintendent

RE: State Policy Regarding the National Instructional Materials Accessibility Standard (NIMAS) and the National Instructional Materials Access Center (NIMAC)

CONTACT: Desirée Brown, NIMAS/NIMAC Coordinator
Email: desiree.brown@dc.gov
Phone: 202-741-0271

BACKGROUND

The purpose of this Memorandum is to provide notice to LEAs of the adoption of the National Instructional Materials Accessibility Standard (NIMAS) by the Office of the State Superintendent (OSSE) and to set State policy regarding the requirements of the NIMAS and the State Educational Agency's (SEA's) coordination with the National Instructional Materials Access Center (NIMAC) as outlined under sections 612(a)(23)(A) and 674(e) of the Individuals with Disabilities Education Act (IDEA).

MONITORING AND COMPLIANCE

The U.S. Department of Education's Office of Special Education Programs (OSEP) requires that every state education agency (SEA) monitor LEAs to ensure compliance with Part B of the IDEA. A finding of LEA noncompliance by OSSE will result in the requirement to submit an improvement plan containing corrective actions for each area of noncompliance. OSSE may also recommend or require training and technical assistance for LEA staff when crafting corrective actions. All items of noncompliance shall, by federal law, be corrected within one year of the finding; sustained noncompliance by an LEA may result in sanctions that include potential withholding of Part B grant funding.[1] All LEAs shall comply with monitoring requirements established annually by OSSE, which include the collection and submission of both quantitative

[1] 34 C.F.R. §300.604(a)

and qualitative data that support monitoring for regulatory compliance and programmatic quality. Additionally, a subset of LEAs will be selected for OSSE's annual focused monitoring process.

NIMAS AND COORDINATION WITH NIMAC

The IDEA requires states to adopt NIMAS for the purpose of providing instructional materials to persons who are blind or other persons with print disabilities. 20 U.S.C. § 1412(a)(23). NIMAS is the National Instructional Materials Accessibility Standard, established under sections 612(a)(23)(A) and 674(e) of the IDEA. The standard is a file set that includes all information typically prepared for publishing, including metadata, images and text, used to produce accessible instructional materials for students who are blind or who have other print disabilities. Under IDEA, all State educational agencies (SEAs) must adopt NIMAS; however, SEAs and local education agencies (LEAs) may choose whether to coordinate with the National Instructional Materials Access Center (NIMAC), a national repository authorized under section 674(e) of IDEA for NIMAS files received from publishers, SEAs, and LEAs. OSSE, as the State Educational Agency for the District of Columbia, has agreed to coordinate with NIMAC.

Proper coordination with NIMAC and the adoption of the NIMAS standard will support LEAs in their work to ensure that eligible students have the widest range of supports and services available under the law to ensure access to the general curriculum. Eligible students are those who are blind or who have other print disabilities and who may qualify to receive books and other publications produced in specialized formats in accordance with "An Act to Provide Books for Adult Blind," as codified in 2 USC §135a. (See 34 CFR §300.172(e). OSSE's coordination with NIMAC will allow LEAs and eligible students to directly access materials through the District of Columbia's two authorized users, Bookshare and Learning Ally (formerly Recording for the Blind and Dyslexic (RFB & D)).

NIMAC serves as a national repository of the NIMAS source files for accessible media production (AMP) of textbooks and related printed core materials that are written and published primarily for use in elementary school and secondary schools.

NIMAC receives NIMAS file sets from publishers, catalogs these files, and makes them available for download by authorized users, who are identified and registered with the NIMAC by the NIMAS/NIMAC state coordinator. Once downloaded, the file sets are then converted into a student-ready specialized format. These formats are Braille, audio, or digital text which is exclusively for use by eligible students, and includes large print formats when distributed exclusively for use by eligible students.

AUTHORIZED USERS FOR THE DISTRICT OF COLUMBIA

The two authorized users for the District of Columbia are Bookshare and Learning Ally. Any LEA that chooses to access NIMAS materials through NIMAC should work directly with these two authorized users.

Bookshare:
480 S. California Avenue, Suite 201
Palo Alto, CA 94306
Phone: 650-644-3411
Website: http://www.bookshare.org

Learning Ally:
20 Roszel Rd.
Princeton, NJ 08540
Phone: 800-221-4792
Website: http://www.learningally.org

Bookshare supports digital accessible text based on Digital Accessible Information System (DAISY) format and digital Braille Ready Format (BRF). Bookshare's memberships and books are completely free to qualified US students, due to a special award from the U.S Department of Education's Office of Special Education Programs (OSEP).

Learning Ally (formerly RFB&D) provides NIMAS- compliant materials in human-narrated audio format, on CD or downloaded books, in either a navigable DAISY format or standard WMA download for iOS devices and regular Mp3 player. Accessing materials through Learning Ally requires contacting the State NIMAS/NIMAC Coordinator.

The American Printing House for the Blind, Inc. (APH) provides textbooks and magazines in braille, large print, recorded, and digital formats. LEAs requiring materials through (APH) may access those specific formats through Bookshare or Learning Ally.

The official state NIMAS/NIMAC coordinator for the District of Columbia is Ms. Desirée Brown in the Division of Special Education. All specific questions regarding state level responsibilities and coordination should be directed to Ms. Brown, at desiree.brown@dc.gov or (202)-741-0271.

ADDITIONAL LEA REQUIREMENTS

Contract Requirements

In accordance with 34 CFR §300.172(c), LEAs must ensure that all contracts with publishers of print materials require that the publisher prepare and provide to NIMAC electronic files or allow for the purchase of materials from the publisher that are in the specialized formats.

Definition of "Timely Manner"

The IDEA requires that eligible students who are blind or have other print disabilities, as well as other children with disabilities who need instructional materials in accessible formats but who are not included under the definition of blind or other persons with print disabilities, must receive those instructional materials in a timely manner. (*See* 34 CFR §300.172(b)(3) & (c)(2).) OSSE defines "timely manner" as the amount of time necessary to take all reasonable steps to

provide instructional materials to children with disabilities at the same time that children without disabilities receive instructional materials. (See 34 CFR §300.172(b)(4)).

TECHNICAL ASSISTANCE AND SUPPORT

The United States Department of Education has established two national technical assistance centers to directly support LEAs, parents, teachers and students.

National Instructional Materials Access Center (NIMAC)
General website:
http://www.nimac.us/index.html

Frequently Asked Questions - Teachers, Parents, Students:
http://www.nimac.us/faq_teachers.html

National Center on Applied Instructional Materials (AIM)
General website:
http://aim.cast.org/

Frequently Asked Questions:
http://aim.cast.org/learn/policy/federal/faq

ADDITIONAL GUIDANCE

This memorandum supersedes all previous policy, memorandum, and/or guidance promulgated by the SEA. Please direct any questions regarding the content of this document to the State NIMAS/NIMAC Coordinator.

Division of Special Education

August 2011

Weekly Responsibilities

LEAs

- PROACTIV/STARS updated daily
- Plan and convene meetings using SEDS and LEA Performance and Planning Report data
- Timely data entry
- LEA Admin responsibilities

Monthly Responsibilities

LEAs

- Review SEDS Training Calendar
- Maintain requirements for SEDS usage
- SEDS trainer provides training to users
- Perform timely assessments, evaluations, IEPs and implement HODs/SAs
- Update information in SEDS
- Comply with reporting requirements and submission deadlines
- Review DSE trainings and technical assistance calendar and attend trainings
- Compile discipline events for general and special education students
- Review monthly OSSE Management reports.

OSSE

- Conduct DSE trainings and technical assistance
- Calculate and report number of untimely due process hearings, hearing requests and overdue HODs/SAs
- Collect, review and report Blackman Jones data on timeliness of assessments, evaluations and re-evaluations
- Conduct required monitoring, identify and issue findings, verify corrections
- Provide Blackman Jones Reports to Courts
- Comply with OSEP reporting and requests

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 1st SY 11-12 Charter Enrollment Files Entered into PROACTIVE. LEAs Provide Contacts to OSSE . LEAs Assume Administrative Re-sponsibilities in SEDS	2	3	4	5	6
7	8 Blackman Jones Timeliness Reports Provided to Court	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Legend

Green: LEA Responsibilities

Blue: OSSE Responsibilities

Black: DC Government Holiday or Common Responsibilities

August Notes

- Summer data collection, released on July 6 2011, is due on September 6th, 2011.
- Begin COSF form completion for children 3-5 years old entering preschool programs. This form should be completed within 90 days of entry.
- August 1: Rate section of nonpublic Certificate of Approval regulations in effect
- August 1: State Unique Student Identifiers (USIs) in effect.

Division of Special Education

September 2011

Weekly Responsibilities

LEAs

- PROACTIV/STARS updated daily
- Plan and convene meetings using SEDS and LEA Performance and Planning Report data
- Timely data entry
- LEA Admin responsibilities

Monthly Responsibilities

LEAs

- Review SEDS Training Calendar
- Maintain requirements for SEDS usage
- SEDS trainer provides training to users
- Perform timely assessments, evaluations, IEPs and implement HODs/SAs
- Update information in SEDS
- Comply with reporting requirements and submission deadlines
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- Conduct required monitoring, identify and issue findings, verify corrections
- Provide Blackman Jones Reports to Courts
- Comply with OSEP reporting and requests

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2 LEA Performance and Planning Report (LEA P&P), Related Services Management Report (RSMR), Un-transferred Records Report Issued	3
4	5 Labor Day	6 SEDS 4.2 Release: TOT Training Begins	7	8	9 LEA Quarterly Meeting	10
11	12 Blackman Jones Timeliness Reports Provided to Court, DSE Exit/ Withdrawal Code Review Request for Released to LEAs	13	14	15 HOD/ SA Implementation and Database Training	16 ARRA Reporting Deadline	17
18	19 ARRA Reporting Deadline	20 ARRA Reporting Deadline	21 ARRA Reporting Deadline	22 SEDS 4.2 Release: TOT Training Ends	23 DSE Exit / Withdrawal Code Review Request for 2010-2011 Due from LEAs	24
25	26	27 HOD/ SA Implementation and Database Training	28	29	30 FFY 2009 Grant: Last Date to Obligate Expenses OSEP Special Conditions Reporting Period 1 Ends	

Legend

Green: LEA Responsibilities

Blue: OSSE Responsibilities

Black: DC Government Holiday or Common Responsibilities

September Notes

- Continue to update PROACTIV/STARS for enrollment audit.
- Prepare meetings for Child Count and DC-CAS Alt Eligibility decisions.
- Work on COSF form completion for children 3-5 years old entering preschool programs. This form should be completed within 90 days of entry.

Division of Special Education

October 2011

Weekly Responsibilities

LEAs

- PROACTIV/STARS updated daily
- Plan and convene meetings using SEDS and LEA Performance and Planning Report data
- Timely data entry
- LEA Admin responsibilities

Monthly Responsibilities

LEAs

- Review SEDS Training Calendar
- Maintain requirements for SEDS usage
- SEDS trainer provides training to users
- Perform timely assessments, evaluations, IEPs and implement HODs/SAs
- Update information in SEDS
- Comply with reporting requirements and submission deadlines
- Review DSE trainings and technical assistance calendar and attend trainings
- Compile discipline events for general and special education students
- Review monthly OSSE Management reports.

OSSE

- Conduct DSE trainings and technical assistance
- Calculate and report number of untimely due process hearings, hearing requests and overdue HODs/SAs
- Collect, review and report Blackman Jones data on timeliness of assessments, evaluations and re-evaluations
- Conduct required monitoring, identify and issue findings, verify corrections
- Provide Blackman Jones Reports to Courts
- Comply with OSEP reporting and requests

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 OSEP Special Conditions Reporting Period 2 Begins
2	3 FFY10 Grant: Carryover Cycle Begins	4 OSSE Enroll-ment Audit Begins	5	6	7 Blackman Jones Timeliness Reports Provided to Court, LEA P&P, RSMR, Untransferred Records Report Issued	8
9	10 Columbus Day	11	12	13	14	15 SEDS Version 4.2 Release
16	17	18	19	20	21	22
23	24 FFY 2011: Grant Phase II Application Due	25	26	27	28	29
30	31					

Legend

Green: LEA Responsibilities
Blue: OSSE Responsibilities
Black: DC Government Holiday or Common Responsibilities

October Notes

- Continue to ensure update in SEDS in preparation for December Child Count and DC-CAS Alt eligibility decisions.
- Work on COSF Form completion for children 3-5 years old entering preschool programs. This form should be completed within 90 days of entry.

Division of Special Education

November 2011

Weekly Responsibilities

LEAs

- ☐PROACTIV/STARS updated daily
- ☐Plan and convene meetings using SEDS and LEA Performance and Planning Report data
- ☐Timely data entry
- ☐LEA Admin responsibilities

Monthly Responsibilities

LEAs

- ☐Review SEDS Training Calendar
- ☐Maintain requirements for SEDS usage
- ☐SEDS trainer provides training to users
- ☐Perform timely assessments, evaluations, IEPs and implement HODs/SAs
- ☐Update information in SEDS
- ☐Comply with reporting requirements and submission deadlines
- ☐Review DSE trainings and technical assistance calendar and attend trainings
- ☐Compile discipline events for general and special education students
- ☐Review monthly OSSE Management reports.

OSSE

- ☐Conduct DSE trainings and technical assistance
- ☐Calculate and report number of untimely due process hearings, hearing requests and overdue HODs/SAs
- ☐Collect, review and report Blackman Jones data on timeliness of assessments, evaluations and re-evaluations
- ☐Conduct required monitoring, identify and issue findings, verify corrections
- ☐ Provide Blackman Jones Reports to Courts
- ☐Comply with OSEP reporting and requests

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 Submit EDFacts, CSPR Files, IDEA Part B & C Tables to OSEP. Submit OSEP Special Conditions Report.	2	3	4 LEA P&P, RSMR, Untransferred Records Report Issued	5
6	7	8	9	10	11 Veteran's Day Holiday	12
13	14Blackman Jones Timeliness Reports Provided to Court, FFY09 Grant: Last Day To Submit Reimbursement Requests to OSSE	FFY09 Grants: Last Day To Submit Reimbursement Workbooks to OSSE	16	17	18	19
20	21	22	23	24 Thanksgiving	25	26
27	28	29	30			

Legend

Green: LEA Responsibilities

Blue: OSSE Responsibilities

Black: DC Government Holiday or Common Responsibilities

November Notes

- Continue to ensure updated data in SEDS in preparation for December Child Count and DC CAS Alt eligibility decisions.
- Work on COSF form completion for children 3-5 years old entering preschool programs. This form should be completed within 90 days of entry.

Division of Special Education

December 2011

Weekly Responsibilities

LEAs

- PROACTIV/STARS updated daily
- Plan and convene meetings using SEDS and LEA Performance and Planning Report data
- Timely data entry
- LEA Admin responsibilities

Monthly Responsibilities

LEAs

- Review SEDS Training Calendar
- Maintain requirements for SEDS usage
- SEDS trainer provides training to users
- Perform timely assessments, evaluations, IEPs and implement HODs/SAs
- Update information in SEDS
- Comply with reporting requirements and submission deadlines
- Review DSE trainings and technical assistance calendar and attend trainings
- Compile discipline events for general and special education students
- Review monthly OSSE Management reports.

OSSE

- Conduct DSE trainings and technical assistance
- Calculate and report number of untimely due process hearings, hearing requests and overdue HODs/SAs
- Collect, review and report Blackman Jones data on timeliness of assessments, evaluations and re-evaluations
- Conduct required monitoring, identify and issue findings, verify corrections
- Provide Blackman Jones Reports to Courts
- Comply with OSEP reporting and requests

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 Child Count	2 LLEA P&P, RSMR, Untransferred Records Report Issued, LEA Quarterly Meeting	3
4	5 COSF Entry and Exit Forms Due	6	7	8	9	10
11	12 Blackman Jones Timeliness Reports Provided to Court	13	14	15	16 Submit EDFacts Files of LEA Assessment Data to OSEP	17
18	19	20	21	22	23	24
25	26 Christmas Day Observed	27	28	29	30	31 Special Conditions Reporting Period 2 Ends

Legend

Green: LEA Responsibilities
Blue: OSSE Responsibilities
Black: DC Government Holiday or Common Responsibilities

December Notes

- Child Count validation process begins.
- Work on COSF form completion for children 3-5 years old entering or exiting preschool programs. This form should be completed within 90 days of entry and 60 days of program exit.
- Finalize LEA data analysis for FFY2010 Annual Performance Report (APR) reporting.

Division of Special Education

January 2012

Weekly Responsibilities

LEAs

- PROACTIV/STARS updated daily
- Plan and convene meetings using SEDS and LEA Performance and Planning Report data
- Timely data entry
- LEA Admin responsibilities

Monthly Responsibilities

LEAs

- Review SEDS Training Calendar
- Maintain requirements for SEDS usage
- SEDS trainer provides training to users
- Perform timely assessments, evaluations, IEPs and implement HODs/SAs
- Update information in SEDS
- Comply with reporting requirements and submission deadlines
- Review DSE trainings and technical assistance calendar and attend trainings
- Compile discipline events for general and special education students
- Review monthly OSSE Management reports.

OSSE

- Conduct DSE trainings and technical assistance
- Calculate and report number of untimely due process hearings, hearing requests and overdue HODs/SAs
- Collect, review and report Blackman Jones data on timeliness of assessments, evaluations and re-evaluations
- Conduct required monitoring, identify and issue findings, verify corrections
- Provide Blackman Jones Reports to Courts
- Comply with OSEP reporting and requests

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 New Year's Day Observed, OSEP Special Conditions Reporting Period 3 Begins	3 Deadline to Submit and Certify Child Count Data to OSSE	4	5	6 Finalize Drafts of APR B and C FFY 09; LEA P&P, RSMR, Untransferred Records Report Issued	7
8	9	10	11	12	13 Blackman Jones Timeliness Reports Provided to Court	14
15	16 Martin Luther King Day	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Legend

Green: LEA Responsibilities

Blue: OSSE Responsibilities

Black: DC Government Holiday or Common Responsibilities

January Notes

- Final list of students eligible for DC-CAS Alt administration due to OSSE.
- Work on COSF form completion for children 3-5 years old entering or exiting preschool programs.
- Continue to maintain updated data in SEDS.

Division of Special Education

February 2012

Weekly Responsibilities

LEAs

- ☐PROACTIV/STARS updated daily
- ☐Plan and convene meetings using SEDS and LEA Performance and Planning Report data
- ☐Timely data entry
- ☐LEA Admin responsibilities

Monthly Responsibilities

LEAs

- ☐Review SEDS Training Calendar
- ☐Maintain requirements for SEDS usage
- ☐SEDS trainer provides training to users
- ☐Perform timely assessments, evaluations, IEPs and implement HODs/SAs
- ☐Update information in SEDS
- ☐Comply with reporting requirements and submission deadlines
- ☐Review DSE trainings and technical assistance calendar and attend trainings
- ☐Compile discipline events for general and special education students
- ☐Review monthly OSSE Management reports.

OSSE

- ☐Conduct DSE trainings and technical assistance
- ☐Calculate and report number of untimely due process hearings, hearing requests and overdue HODs/SAs
- ☐Collect, review and report Blackman Jones data on timeliness of assessments, evaluations and re-evaluations
- ☐Conduct required monitoring, identify and issue findings, verify corrections
- ☐ Provide Blackman Jones Reports to Courts
- ☐Comply with OSEP reporting and requests

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 Multiple Submissions to OSEP—See Notes Below	2	3 LEA P&P, RSMR, Untransferred Records Report Issued	4
5	6	7	8	9	10	11
12	13 Blackman Jones Timeliness Reports Provided to Court	14	15	16	17	18
19	20 Washington's Birthday	21	22	23	24	25
26	27	28	29			

Legend

Green: LEA Responsibilities

Blue: OSSE Responsibilities

Black: DC Government Holiday or Common Responsibilities

February Notes

- Work on COSF form completion for children 3-5 years old entering or exiting preschool programs.
- Continue to maintain updated data in SEDS.
- OSSE submits FFY2010 Part B & C APR, IDEA 618 Part B & C Tables/Edfacts files and Special Conditions to OSEP.

Division of Special Education

March 2012

Weekly Responsibilities

LEAs

- PROACTIV/STARS updated daily
- Plan and convene meetings using SEDS and LEA Performance and Planning Report data
- Timely data entry
- LEA Admin responsibilities

Monthly Responsibilities

LEAs

- Review SEDS Training Calendar
- Maintain requirements for SEDS usage
- SEDS trainer provides training to users
- Perform timely assessments, evaluations, IEPs and implement HODs/SAs
- Update information in SEDS
- Comply with reporting requirements and submission deadlines
- Review DSE trainings and technical assistance calendar and attend trainings
- Compile discipline events for general and special education students
- Review monthly OSSE Management reports.

OSSE

- Conduct DSE trainings and technical assistance
- Calculate and report number of untimely due process hearings, hearing requests and overdue HODs/SAs
- Collect, review and report Blackman Jones data on timeliness of assessments, evaluations and re-evaluations
- Conduct required monitoring, identify and issue findings, verify corrections
- Provide Blackman Jones Reports to Courts
- Comply with OSEP reporting and requests

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2 LEA P&P, RSMR, Untransferred Records Report Issued LEA Quarterly Meeting	3
4	5 Draft SEA Part B and C Grant Applications Posted for Public Comment	6	7	8	9	10
11	12 Blackman Jones Timeliness Reports Provided to Court	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31 OSEP Special Conditions Reporting Period 3 Ends

Legend

Green: LEA Responsibilities

Blue: OSSE Responsibilities

Black: DC Government Holiday or Common Responsibilities

March Notes

- Work on COSF form completion for children 3-5 years old entering or exiting preschool programs. This form should be completed within 90 days of entry and 60 days of program exit.
- Continue to maintain updated data in SEDS.

Division of Special Education

April 2012

Weekly Responsibilities

LEAs

- PROACTIV/STARS updated daily
- Plan and convene meetings using SEDS and LEA Performance and Planning Report data
- Timely data entry
- LEA Admin responsibilities

Monthly Responsibilities

LEAs

- Review SEDS Training Calendar
- Maintain requirements for SEDS usage
- SEDS trainer provides training to users
- Perform timely assessments, evaluations, IEPs and implement HODs/SAs
- Update information in SEDS
- Comply with reporting requirements and submission deadlines
- Review DSE trainings and technical assistance calendar and attend trainings
- Compile discipline events for general and special education students
- Review monthly OSSE Management reports.

OSSE

- Conduct DSE trainings and technical assistance
- Calculate and report number of untimely due process hearings, hearing requests and overdue HODs/SAs
- Collect, review and report Blackman Jones data on timeliness of assessments, evaluations and re-evaluations
- Conduct required monitoring, identify and issue findings, verify corrections
- Provide Blackman Jones Reports to Courts
- Comply with OSEP reporting and requests

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 SY 11-12 Coordinated Early Intervening Services (CEIS) Data Due to OSSE	3	4	5	6 LEA P&P, RSMR, Untransferred Records Report Issued	7
8	9 Blackman Jones Timeliness Reports Provided to Courts	10	11	12	13	14
15	16 Emancipation Day	17 DC CAS Administration Begins	18	19	20	21
22	23	24	25	26	27 DC CAS Administration Ends	28
29	30 Deadline for New or Expanding LEA Notification form Submission to OSSE					

Legend

Green: LEA Responsibilities
Blue: OSSE Responsibilities
Black: DC Government Holiday or Common Responsibilities

April Notes

- Work on COSF form completion for children 3-5 years old entering or exiting preschool programs.
- Continue to maintain updated data in SEDS.
- Review OSEP requests for clarification of FFY2010 APR submission.
- Revise and submit clarified FFY2010 APR to OSEP.

Division of Special Education

May 2012

Weekly Responsibilities

LEAs

- ☐PROACTIV/STARS updated daily
- ☐Plan and convene meetings using SEDS and LEA Performance and Planning Report data
- ☐Timely data entry
- ☐LEA Admin responsibilities

Monthly Responsibilities

LEAs

- ☐Review SEDS Training Calendar
- ☐Maintain requirements for SEDS usage
- ☐SEDS trainer provides training to users
- ☐Perform timely assessments, evaluations, IEPs and implement HODs/SAs
- ☐Update information in SEDS
- ☐Comply with reporting requirements and submission deadlines
- ☐Review DSE trainings and technical assistance calendar and attend trainings
- ☐Compile discipline events for general and special education students
- ☐Review monthly OSSE Management reports.

OSSE

- ☐Conduct DSE trainings and technical assistance
- ☐Calculate and report number of untimely due process hearings, hearing requests and overdue HODs/SAs
- ☐Collect, review and report Blackman Jones data on timeliness of assessments, evaluations and re-evaluations
- ☐Conduct required monitoring, identify and issue findings, verify corrections
- ☐ Provide Blackman Jones Reports to Courts
- ☐Comply with OSEP reporting and requests

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 Special Conditions Report and SY 11-12 CEIS Data Due to OSEP	2	3 Release of FFY 2012 Phase 1 Applications	4 LEA P&P, RSMR, Untransferred Records Report Issued	5
6	7 Blackman Jones Timeliness Reports Provided to Court, Extended School Year (ESY) Certification Due to DSE and DOT	8	9	10 SEA Part B & C FFY2012 Grant Applications Due to OSEP	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28 Memorial Day	29	30	31		

Legend

Green: LEA Responsibilities
Blue: OSSE Responsibilities
Black: DC Government Holiday or Common Responsibilities

May Notes

- Work on COSF form completion for children 3-5 years old entering or exiting preschool programs.
- Continue to ensure update in SEDS.
- Publically Post FFY2010 APR Performance Data.

Division of Special Education

June 2012

Weekly Responsibilities

LEAs

- PROACTIV/STARS updated daily
- Plan and convene meetings using SEDS and LEA Performance and Planning Report data
- Timely data entry
- LEA Admin responsibilities

Monthly Responsibilities

LEAs

- Review SEDS Training Calendar
- Maintain requirements for SEDS usage
- SEDS trainer provides training to users
- Perform timely assessments, evaluations, IEPs and implement HODs/SAs
- Update information in SEDS
- Comply with reporting requirements and submission deadlines
- Review DSE trainings and technical assistance calendar and attend trainings
- Compile discipline events for general and special education students
- Review monthly OSSE Management reports.

OSSE

- Conduct DSE trainings and technical assistance
- Calculate and report number of untimely due process hearings, hearing requests and overdue HODs/SAs
- Collect, review and report Blackman Jones data on timeliness of assessments, evaluations and re-evaluations
- Conduct required monitoring, identify and issue findings, verify corrections
- Provide Blackman Jones Reports to Courts
- Comply with OSEP reporting and requests

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 LEA P&P, RSMR, Untransferred Records Report Issued	2
3	4 Blackman Jones Timeliness Reports Provided to Court	5	6	7	8	9
10	11	12	13	14	15 Deadline for New or Expanding LEA Notification Form Submission to OSSE	16
17	18	19	20	21	22	23
24	25	26	27	28	29 All Data Due for Closing Charters, Release of LEA IDEA Annual Determinations	30

Legend

Green: LEA Responsibilities

Blue: OSSE Responsibilities

Black: DC Government Holiday or Common Responsibilities

June Notes

- Review DSE Data Management Calendar and Prepare FFY2011 Data for Submission
- Work on COSF form completion for children 3-5 years old entering or exiting preschool programs.
- Continue to maintain updated data in SEDS.

Division of Special Education

July 2012

Weekly Responsibilities

LEAs

- ☐PROACTIV/STARS updated daily
- ☐Plan and convene meetings using SEDS and LEA Performance and Planning Report data
- ☐Timely data entry
- ☐LEA Admin responsibilities

Monthly Responsibilities

LEAs

- ☐Review SEDS Training Calendar
- ☐Maintain requirements for SEDS usage
- ☐SEDS trainer provides training to users
- ☐Perform timely assessments, evaluations, IEPs and implement HODs/SAs
- ☐Update information in SEDS
- ☐Comply with reporting requirements and submission deadlines
- ☐Review DSE trainings and technical assistance calendar and attend trainings
- ☐Compile discipline events for general and special education students
- ☐Review monthly OSSE Management reports.

OSSE

- ☐Conduct DSE trainings and technical assistance
- ☐Calculate and report number of untimely due process hearings, hearing requests and overdue HODs/SAs
- ☐Collect, review and report Blackman Jones data on timeliness of assessments, evaluations and re-evaluations
- ☐Conduct required monitoring, identify and issue findings, verify corrections
- ☐ Provide Blackman Jones Reports to Courts
- ☐Comply with OSEP reporting and requests

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4 Independence Day	5	6 Entry and Exit COSF Forms Due	7
8	9 Blackman Jones Timeliness Reports Provided to Court	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Legend

Green: LEA Responsibilities

Blue: OSSE Responsibilities

Black: DC Government Holiday or Common Responsibilities

July Notes

- Continue to ensure student records are updated in SEDS.

DC Office of the State Superintendent of Education

SEDS

Special Education Data System

LEA System Data Administrator Online Course

The Special Education Data System (SEDS) team would like to announce an online version of the LEA Data Administrator course. This web-based course will prepare LEAs to have additional administrative flexibility and control in SEDS. **This course was previously offered in person and is now available in online format for the duration of the 2011-2012 school year**. Note: LEA representatives who completed the in person course do not need to repeat the course in online format. This course is available for LEA representatives who have not yet taken the course or for LEAs that wish to have additional representatives who will perform the role of LEA Data Administrator.

In August 2011, LEAs assumed additional responsibilities in SEDS. In order to perform these duties, each LEA must have at least one person (and a maximum of three) trained and designated to manage specific tasks in the system.

After completing the course, LEA System Data Administrators will assume the following responsibilities:

- Enter calendar and progress reporting dates annually
- Add, remove, and edit user accounts for new and existing users in order to provide, change or remove access to SEDS
- Ensure that changes to the contact list and/or school/campus information for the LEA are submitted to OSSE annually and as changes occur
- Note: LEA System Data Administrators will be required to complete the second portion of the course in 2012 before assuming additional duties by August 2012.

Who may participate? This training is only for persons who will assume responsibility for the tasks named above and must be designated by the head of LEA. Designees who participate this training will assume responsibility for tasks for the whole LEA. This training is not for representatives from each school within the LEA. This training is not for nonpublic schools.

In order to participate in the LEA Data System Administrator training and then subsequently assume specific responsibilities in the system you meet one of the following prerequisites:

- Currently serve as the SEDS trainer for the LEA; OR
- Completed SEDS basic user training during the 2010-2011 school year

If the LEA does not have anyone who meets either criteria OR wishes to assign a person to assume this role that does not meet one of the criteria listed above, please contact Angel Johnson angelt.johnson@dc.gov in order to obtain information about satisfying the prerequisite.

How can I sign up to participate? Register online: https://octo.quickbase.com/db/bfiacz22d

Additional instructions for completing the online course will be provided within the link sent as part of the registration confirmation email.

Email Rohini Thukral rohini.thukral@dc.gov with questions about this training opportunity.