

DOCUMENTATION MANUAL

2018-2019

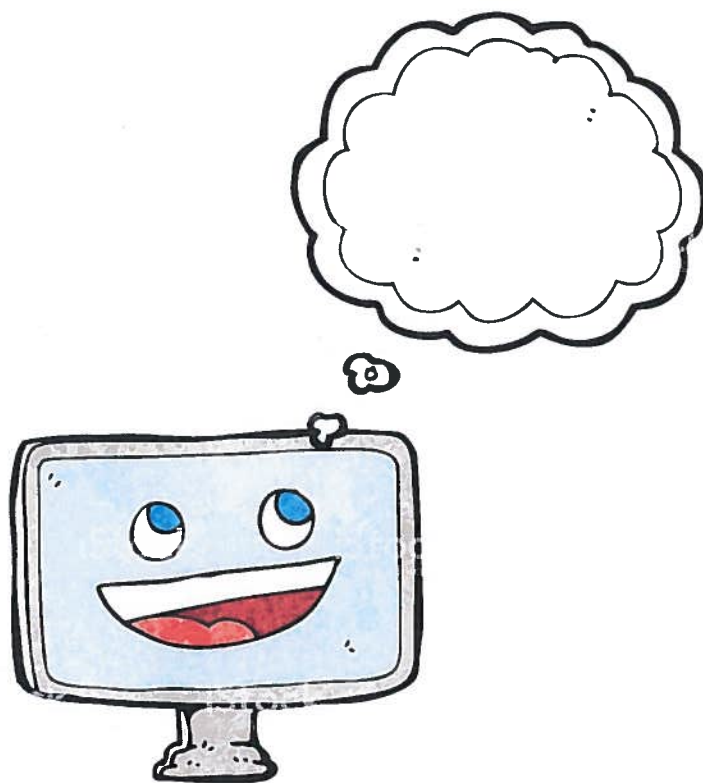
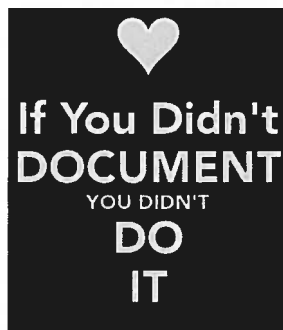


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MANDATED Requirements for Documentation of Related Services

All related services are to be provided starting with the first week of school. Students are to receive services on a WEEKLY BASIS. If an IEP says a session is to be provided weekly, providers are required to provide the sessions on a WEEKLY BASIS. If there is a school holiday or professional development day during the week, it is recommended that you still try to provide the service for that week. If you cannot and you are concerned that the student has not received enough services for the month, please contact the clinical coordinator to discuss the situation. Sessions that are missed are required to be made up.

ALL (DC and Maryland) documentation of related services MUST be completed within 5 working-days of the day the service is provided or was scheduled to be provided if the service does not occur.

For all DC documentation, please finalize each entry as you complete it (do not leave in draft form).



Recommendation – schedule a block of time on a weekly basis to complete documentation for the week. By the end of the week make sure you have checked that all required documentation for the week is complete. Feel free to review one another's documentation at the site to make sure it is correct.

This requirement is mandatory due to changes in regulations. It is imperative that you keep abreast on documentation and complete it within the 5 days of service delivery on each student on your caseload. Please make this a priority as you plan your schedule.

IMPORTANT TO REMEMBER FOR MARYLAND DOCUMENTATION--COMMON MISTAKES

- Put the actual time that you provided the service to the student--example 9:00 am to 10:00 am.
- Make sure you pick a goal for each service. If you pick more than one, your notes must document the progress for each goal with specific examples.
- Pick a service for each entry--if you fail to do this, your notes will print out of order.

Maryland Related Service Documentation

GENERAL INFORMATION

The following information is for **all related service documentation**—individual and group therapy, speech and language therapy and occupational therapy.

- Documentation of services is required for each related service provided to a Pathways student.
- Each therapist is required to complete and maintain **ALL** documentation for the students on their individual caseloads.
- The site primary therapist is the individual who completes the individual therapy and group therapy documentation.
- **WHEN A CASE IS TRANSFERRED TO A NEW THERAPIST**, the two therapists need to agree on when documentation of services will change between the two service providers.
- **PRIOR TO AN IEP BEING CLOSED**, all related services documentation must be completed. You cannot enter your documentation into a closed IEP.
- **WHEN A STUDENT IS BEING DISCHARGED**, all related services documentation must be completed as soon as possible before the IEP is closed and transferred to the new placement.

New Students—Review of IEP

- Service provider reviews the IEP “Section V—Services” as soon as a student is enrolled (see sample below)
- Note number of sessions, length of time, frequency, begin date, end date (duration), provider and summary of service (total service time)
- If there are questions or need for an amendment of service delivery, notify the principal.
- Review the section “*Discussion of service(s) delivery including description of Transportation services if provided:*” to determine how services may be delivered. The required wording to provide services in multiple sessions is listed in the example below.
- **IF YOU DO NOT HAVE ACCESS** to the student’s online IEP, contact your principal.

RELATED SERVICES								
Service Nature	Location	Service Description			Begin Date	End Date	Provider(s): (P)=Primary, (O)=Other	Summary of Service
Counseling Services	Outside General Education	Number of Sessions: 2	Length of Time: 0 Hr. 30 Min.	Frequency: Weekly	09/20/2016	09/19/2017 Duration: 36 Weeks	(P) School Therapist	Total service time: Weekly 1 Hr. 0 Min.
Speech/Language Therapy as a Related Service	Outside General Education	Number of Sessions: 1	Length of Time: 0 Hr. 30 Min.	Frequency: Weekly	09/20/2016	09/19/2017 Duration: 36 Weeks	(P) Speech/Language Pathologist	Total service time: Weekly 0 Hr. 30 Min.
Transportation					09/20/2016	09/19/2017		
Discussion of service(s) delivery including description of Transportation services if provided:								
<p>Related Services - Counseling Services: _____ will be seen for 30 minutes 2 times per week, individually or in a small group, which may be delivered over multiple sessions at the discretion of the clinician.</p> <p>Related Services - Speech/Language Therapy as a Related Service: _____ will receive 30 minutes of speech/language services weekly, which may be delivered over multiple sessions</p>								

Provision of Services on the IEP

All IEP related services **MUST BE** provided as they are written in the IEP. (Needed changes must be addressed through an amendment—see below)

Writing/Amending Related Services Included on the IEP

1. *Examples of issues that may need to be addressed through an IEP amendment or included when writing an IEP:* number of sessions; length of time; weeks of service; name of service provider; method of delivery of services (in the notes section)
2. *List service provider as:* individual and group therapy—"therapist"; OT—"occupational therapist"; speech and language—"speech therapist"
3. Related services **CLARIFIER FOR COUNSELING SERVICES**—"Counseling services can be delivered in multiple sessions (individual and/or group), totaling _____ minutes."
4. Process to amend the IEP: the principal initiates an IEP meeting with the LSS and parent/guardian to make necessary changes. The **AMENDMENT APPROVAL DATE IS THE DATE OF THE CHANGE IN SERVICE** delivery. The principal will inform staff when changes are approved.

Notification to LSS of Non-Provision of Related Services
for The Pathways Schools
(COMAR 13A.09.10.17G(6))

Policy Statement

It is the policy of The Pathways Schools to notify the Local School System (LSS) when there is an interruption of related services caused by staff vacancies, illness or approved leave of absence and/or student refusal of services, illness, hospitalization(s) or detention/incarceration. Service time will not be made up when: a student is absent for all or a portion of the day for reasons other than LSS transportation issues; a student has been suspended for disciplinary infractions up to 10 days; school is closed due to a holiday or in-service day on the MSDE-approved calendar; or a waiver is granted by the State Superintendent of schools.

Procedures

1. The LSS will be notified in writing by the Director of Programs of service interruptions due to staff vacancies. Within a 45-day timeframe, Pathways will hire staff or contract with a service provider(s).
2. The interruption of student services due to intermittent student absences because of illness and hospitalization(s) will be reported by the Principal in accordance with *the MSDE Funding Policy for Students in Attendance*.
3. The interruption of student services due to more than 10 days of suspension for disciplinary infractions will be reported by the Principal to the LSS Placement Specialist by phone or email with a follow-up notice. They will determine if an IEP meeting needs to be held to discuss related service issues, whether a change of service delivery is required, and whether the service is to be made up by the school.
4. Complete refusal of services by the student for one month will be reported by the Principal to the LSS Placement Specialist. They will determine if an IEP meeting needs to be held to discuss related service issues, whether a change of service delivery is required, and whether the service is to be made up by the school.
5. Intermittent refusal of services will be reported to the LSS Placement Specialist by the Principal and options will be discussed whether to convene an IEP meeting to review student participation in related service activities, to determine if a change in service delivery is required, and whether the service is to be made up by the school.
6. Missed related services will be made up within 60 days or by the end of the school year unless another schedule is agreed to by the school and the LSS.

Signature below indicates approval of the above referenced policy regarding related services.

LSS Representative Signature and Date

Documenting in the MD Online IEP System

How to Put Your Name In As A Provider Into The MD Online IEP

Step 1—Choose a student to complete your related service documentation. Go to **“Forms and Logs”**. Click **“Access Log”**.

The screenshot shows the main menu of the MD Online IEP System. At the top, there is a search bar and a "Lookup Students" button. Below this is a navigation bar with tabs: "Students", "Monitoring", "Meetings", "Reports", and "Administration". Under the "Students" tab, there are sub-tabs: "Notifications", "Monitoring", "Profile", "IEP Summary", "Meetings", and "Forms and Logs". The "Forms and Logs" tab is selected, and the "Notifications" sub-tab is also selected. The main content area shows "Notifications" with a message: "There are no notifications at this time".

The screenshot shows the "Related Services Log" interface. It has three tabs: "Related Services Log", "Access Log", and "Parent Contact". The "Related Services Log" tab is selected. Below the tabs, there is a "Service Log" section with a "Provider Overview" button and a "+Add a New Entry" button. There are filters for "PROVIDER" (a dropdown menu) and a date range "31 THROUGH 31". There are also buttons for "Print Log Data" and "Print Blank Log". Below these filters is a table with the following columns: "Date", "Start Time", "End Time", "Type of Session / Absence Code", "Description of Service Provided and Related Goal", "Progress Code", and "Service Location". The table is currently empty, with a message "No data available in table". At the bottom right of the table, there are "Previous" and "Next" navigation buttons.

Step 2—Once at Access Log. Click on **“+Add a New Entry”**.

The screenshot shows the "Access Log" interface. It has three tabs: "Related Services Log", "Access Log", and "Parent Contact". The "Access Log" tab is selected. Below the tabs, there is an "Access Log" section with a "+Add a New Entry" button. There are filters for a date range "31 THROUGH 31" and buttons for "Print Log Data" and "Print Blank Log". Below these filters is a table with the following columns: "Date/Time", "Name", "Title", "Agency", and "Purpose". The table is currently empty, with a message "No data available in table". At the bottom right of the table, there are "Previous" and "Next" navigation buttons.

Step 3—The form below titled, “Access Log Entry” comes up. Fill in entire log. Check the box that says “Enter new information”. Click “Save”.

Step 4—Return to “Related Service Log” page. See below. Click on “+Add a New Entry”.

Step 5—Complete the “Service Log Entry”. Click “Save”. You must do this prior to adding your name as a provider. Steps for completion of this section when student is absent. DO NOT put any time. Pick "--" under both start and end time. Pick Type of Session/Absence Code. DO NOT pick a service. DO NOT pick a goal. Complete the Description of Services and Related Goal section. DO NOT put progress code or service location.

Step 6—Once you have completed your entry and saved it, click “**Provider Overview**” and complete your name and position. And click “**Save**”. Your name should be listed with this service entry. All Service Providers should access the Provider Overview and verify/update their information.

Provider Overview updated with new fields (Sample on the right) 2017

1. Provider Position is a drop down list of positions . Licensed Clinical Professional Counselors please pick other .
2. Provider Certification/Licensure designation

The screenshot shows the 'Provider Overview' form. It includes a text field for 'Provider Name (include professional Abbreviations, eg Jane Doe, MFT)', a dropdown menu for 'Provider Position', and radio buttons for 'Provider Certification/Licensure' with options: Certified, Licensure, Provisional, and Other. Below these is a section titled 'Student Overview FOR MA USE ONLY' with fields for 'MA Number', 'Date of parent consent for MA filing', and 'Diagnostic Code'. At the bottom are 'Save' and 'Cancel' buttons.

This screenshot shows the updated 'Provider Overview' form. The 'Provider Name' field is filled with 'JeAnn Baskley, LCPC'. The 'Provider Position' dropdown is set to 'Other Service Provider'. The 'Provider Certification/Licensure' radio buttons are now set to 'Licensure'. The 'Student Overview' section remains the same. 'Save' and 'Cancel' buttons are at the bottom.

Entering Documentation Online

- ALL (DC and Maryland) documentation of related services **MUST** be completed within 5 working-days of the day the service is provided or was scheduled to be provided if the service does not occur.
- Each entry needs to include the following components:
 - Indicate the **date** of the related service session.
 - Under **length of session** put in actual time of service provided. Do not write times if you did not see the student for a session.
 - Indicate **type of session**—individual or group
 - **Goals**—pick a goal for your session
 - **Description of Services Provided and Related Goal**—write a detailed description of the services provided as it relates to the goal. You are required to write at least two sentences. You must write indicate what you did in the session as it relates to the goal AND indicate the progress the student made towards the goal. *EXAMPLE:* The current IEP goal is -- student will ask for help when needed. “Mary attended an individual therapy session and talked about it being hard to raise her hand when she is having difficulty in her math class. Alternative ways to ask for assistance were discussed.”
 - If a service is not provided use **Absence Codes**, document the reason and indicate if make-up session is required in the description of services section.

- For ***MISSED RELATED SERVICE SESSIONS***—In the “description of services” section indicate if the session missed is a group therapy session, individual therapy session. For speech and OT please also write if your session was an individual or group session.
- If ***RELATED SERVICES ARE NOT PROVIDED***, the Length of Session, Progress Code and Service Location should all be left blank.
- ***DOCUMENTATION OF MAKE-UP SESSIONS***—when entering the make-up session, indicate the date the time is being made up for. Go back to the missed date of service entry and write “session made up on _____” or “_____ minutes used from ***date(s)*** for make-up”.

Sessions Required to be Made Up

Sessions required to be made up	Sessions not required to be made up
Emergency school closing*	Student absent *
Therapist absent	Student suspended **
Student unavailable OR Therapist Unavailable	Student tardy (indicate reason for tardy)*
Student refused	State Superintendent waiver for closing
Student in crisis	
Student in In-School Suspension/ALE	
School wide activity	
Field trip	
Bus late*	
Student receiving other therapy	
Student testing	
Student at work crew	
Student on job/internship	

* Please check student attendance record to make certain documentation is consistent.

** Student suspended for disciplinary infractions up to 10 days. The need for make-up time for any missed related services during the suspension will be determined at the IEP/MDT meeting.

****ANY DAYS AFTER A 10 DAY SUSPENSION, RELATED SERVICES MUST BE PROVIDED UNDER THE PROVISION OF FAPE.**

Additional Guidelines

- If a student is in a crisis at the scheduled session time, determine if it is still possible to provide the service.
- If you notice a pattern in a student’s lack of progress or their refusal to work on an issue, please note this in the “Notes” section. This pattern of refusal or lack of progress should be discussed with the principal. It may be necessary to have an IEP meeting to address the issue and develop new goals. The school principal will follow Pathways policy regarding notifying the LSS
- If a student misses therapy services for 3 weeks for any reason and services are not being provided, please notify the principal so that the non-provision of related services policy can be implemented.
- If sessions need to be made up, the policy states that ***MISSED RELATED SERVICES WILL BE MADE UP WITHIN 60 DAYS*** or by the end of the school year unless another schedule is agreed to by the school and LSS.

Printing and Signing of Related Services Documentation

- All MD online related service documentation is to be printed, **AT MINIMUM ON A MONTHLY BASIS.**
- Signing—sign your name and credentials at the top of each page. Always sign your name in the same manner. You cannot change your signature pattern.
- **Please sign your name in the MA box as the provider (Provider Signature). If you are an LGSW/LGPC, you will need your supervisor to sign as the Supervisor Signature.**
- **If there is more than one service provider**, each individual provider signs their name and credentials at the top of the page (e.g., interns, multiple group leaders)
- Service providers initial each entry under the “Initials” column for the date they provided service
- A copy is given to the site principal for review and for availability to the LSS representative
- This footer is to be on the bottom of all Maryland related services documentation.

(P) Progress has been made and if the current rate of progress continues the goal should be achieved by the end of the duration of the IEP; (S) Some progress has been made, but it may not be sufficient to achieve the goal by the end of the duration of the IEP; (N) Progress is not sufficient to achieve the goal by the end of the duration of the IEP; (I) Individual, (G) Group, (Ind) Indirect, (M/U) Make-up session

SAMPLE MARYLAND RELATED SERVICES LOG NOTES

Jane Jones, OTRIL
Related Services Log Notes

Provider Name: Jane Jones, OTRIL Position: Occupational Therapist
Student's Name: remard m adams SASID:
School: Carol Anne Elementary Student's DOB: 05/06/1972

FOR MA USE ONLY MA#: Date of parental consent for MA Billing:
Diagnostic Code: Position: ☐ Certified ☐ Provisional
Provider Name: ☐ Licensure ☐ Other
Jane Jones, OTRIL **MUST BE SIGNED BY SUPERVISOR IF LGSW or LGPC**
Supervisor Signature (if service provider is not credentialed)

Services (from IEP)

Service Nature	Number Of Sessions	Length of Time	Frequency	Begin Date	End Date
Occupational Therapy	2	00 hrs. 30 mins	Weekly	07/08/2007	08/25/2008

Date	Length of Session	Type of Session/ Absence Code	Description of Service Provided and Related Goal	Progress Code	Service Location	Initials
06/20/2008	Start time: 9:00 AM End time: 9:30 AM	1	Student Name: remard m adams Goal: Remard will increase his ability to participate independently within the school environment. Description: Remard was able to walk twenty steps in the hallway. He did this without assistance. He stated that this is the fastest that he has walked at school.	P	School	<i>JJ</i>

Service Description: Provide detailed description of assessment or services/treatment (must be at least two sentences)
Progress Code: (P) Progress has been made and if the current rate of progress continues the goal should be achieved by the end of the duration of the IEP, (S) Some progress has been made, but it may not be sufficient to achieve the goal by the end of the duration of the IEP, (N) Progress is not sufficient to achieve the goal by the end of the duration of the IEP
Service Location: School, Home, Other (specify)
Type of Session: (I) Individual, (G) Group, (Ind) Indirect, (M/U) Make-up session, (MT) Music Therapy, (AT) Art Therapy
Absence Code: (A) Student absent, (B) school closed, (C) student unavailable, (D) clinician/therapist absent, (E) clinician/therapist unavailable e.g., IEP team meeting Note: Absences for codes C through E must be rescheduled

MA ONLY:
Initials, Service Provider and Supervisor (if Service Provider is not credentialed)

Filing Of All Related Services Documentation

All original copies of related service documentation are filed in Section 15 of the student notebook.

Section A—Individual therapy and group therapy

Section B—Speech therapy

Section C—Occupational therapy

District of Columbia Related Service Documentation

GENERAL INFORMATION

All DC documentation is to be completed online. You can find resources on the SEDS website for additional training. On the SEDS website you will see a tab titled "SEDS Resource Site". On that tab are additional tabs that include information that may be useful to you as you utilize the SEDS site. The additional tabs are "SEDS Trainings" and "SEDS Help Resources".

REMINDERS—

1. ALL (DC and Maryland) documentation of related services MUST be completed within 5 working-days of the day the service is provided or was scheduled to be provided if the service does not occur.
2. When you make an error, you must request that it be removed. You CANNOT remove it yourself.
3. After completing each entry, you must finalize the entry. DO NOT LEAVE IT IN DRAFT FORM.

KEY POINTS WHEN DOCUMENTING IN THE DC SEDS SYSTEM

You must put the minutes that are listed in the IEP regardless if you provided the service or not. YOU NEVER PUT "0" minutes.

In your notes section--

- list the type of activity that you provided in your therapy session
- student's reaction to the activity
- any level of measurement that is documented in the student's goals and objectives--example 4 out of 5; 80%, etc.

Information from the 2017-2018 DCPS Non-Public Unit Handbook

The next page includes information from DCPS for the 2017-2018 school year which outlines the expectations for the delivery of related services.

Please read this page carefully. There is a chart which details what must happen when a student misses a related service session.

Information did not change from the 2017-2018 handbook.

SEDS SERVICE LOGGING WIZARD PAGES

On the following pages you will find information regarding how to log your related service entries in the SEDS Online IEP system. If you have difficulties and require assistance with any issues related to entering your documentation, contact the Clinical Coordinator. You are not allowed to contact OSSE/DCPS directly for any concerns related to the SEDS Online IEP System.

10.2 Service Logging Wizard (Individual)

10.3 Service Logging Wizard (Group)

10.4 Printing a Service Ticket—directions on how to print your Service Tracker Form

10.2 Service Logging Wizard (Individual)

To begin logging service, click on the Wizards tab

To log services for individual students, click on the Services Logging Wizard link.



TIP: You will only see a logging wizard for the services you are able to provide as indicated by your user account.
For the student to appear on your list, he or she must have a finalized IEP in the system with that particular service on the finalized IEP.

All students who are prescribed that service according to their IEP will appear. You can select any of the students listed.

1. Identify the students you want to log services for by checking or deselecting the box next to their names.
2. Click the **Continue** button.

Log Out | **Main Menu** | Students | My Docs | **Wizards** | School System | My Info | Smart Logbook



Available Wizards

[New Mail](#)

[Progress Report Wizard](#)

[Behavioral Support Services Logging Wizard](#)

[Behavioral Support Services Group Logging Wizard](#)

[Caseload Setup Wizard](#)

Behavioral Support Services Logging Wizard (Select Students) [New Mail](#)

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

Check All

Check None

<input type="checkbox"/> Antwon Test	<input type="checkbox"/> Hassan Test	<input type="checkbox"/> Raynoce Test
<input type="checkbox"/> Breon Test	<input type="checkbox"/> Jasmine Test	<input type="checkbox"/> Robert Test
<input type="checkbox"/> Daante Test	<input type="checkbox"/> Jayquan Test	<input type="checkbox"/> Ronnell Test
<input type="checkbox"/> Dalonte Test	<input checked="" type="checkbox"/> Kenya Test	<input checked="" type="checkbox"/> Steven Test
<input type="checkbox"/> Damingo Test	<input type="checkbox"/> Khamari Test	<input checked="" type="checkbox"/> Taylor Test
<input type="checkbox"/> Deamonte Test	<input type="checkbox"/> Khiri Test	<input type="checkbox"/> Tymal Test
<input type="checkbox"/> Demetri Test	<input type="checkbox"/> Odavils Test	<input type="checkbox"/> Tyrique Test
<input type="checkbox"/> Elhadji Test	<input type="checkbox"/> Qundre Test	<input type="checkbox"/> Victor C Test
<input type="checkbox"/> Emmanuel Test	<input type="checkbox"/> Rashade Test	<input type="checkbox"/> Westley Test

(27 available students)

Continue

Once the students are identified, the logging screen will appear.



All **Service Tracker** fields are required. Below is a description of all the fields and some of the drop-down menu options.

- **Date of Service:** Document date or select calendar  to the right of the date field.
- **Service Type:** This will identify whether the service was provided to the student or whether the service was not delivered and why.
 - "Direct Service": Direct contact with a student/prescribed IEP services
 - "Consultation": Direct contact with a student/consultation services prescribed in IEP
 - "Student Absent": Student absent from school
 - "Student Unavailable": Student in school but not able to attend session
 - "Provider Unavailable": Provider not available for scheduled session
 - "School Closure": School closed for holiday or emergency


Add New Service Log Entry for Kenya Test (Behavioral Support Services) (Student 1 of 3)


(from IEP Meeting: 11/06/2008 Begin: 11/06/2008 End: 11/05/2009)

Begin/End Date: 11/06/2008..11/05/2009 Time Spent: 60 min/day
Location: Outside General Education Serving School: Savoy Elementary School

Date of Service:  **Service Type:**  *

Duration of Service: Hours: Minutes: **Group Size:** *

Progress Report:  *

Comments:  *

Areas Covered/Assessed: *

- | | | |
|-------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------|
| <input type="checkbox"/> Adaptive Behavior Scale Assessment | <input type="checkbox"/> Individual Counseling | <input type="checkbox"/> Psycho-Social Counseling |
| <input type="checkbox"/> Assistive Technology Service | <input type="checkbox"/> Group Counseling | <input type="checkbox"/> Social Work Services/Treatment |
| <input type="checkbox"/> Behavioral Management | <input type="checkbox"/> Parent Counseling and Training with student present | <input type="checkbox"/> Student Progress Assessment |
| <input type="checkbox"/> Functional Behavioral Assessment | <input type="checkbox"/> Psychological Services/Treatment | <input type="checkbox"/> Total Communication Skills Training |

Update the database

Skip this Student/Service

- **Duration of Service:** Document amount of service delivered for Direct Service or Consultation.
- **Group Size:** Indicate the number of students attending session.
- **Progress Report:** Select student's progress.
- **Comments:** Actual Progress Report; Three components are required for Medicaid reimbursement when documenting Direct Services for a student: (1) Type of activity, (2) Student reaction to activity, and (3) Any levels of measurement documented in the student's goals and objectives.
- **Areas Covered/Assessed:** Select one to document the procedure of focus for the session.

When all fields have been documented, click the **Update the database** button.



TIP: If the session was not actually held (because the student was absent, provider unavailable, etc.), you should log the number of minutes you had planned to see the student for Duration of Service.

Add New Service Log Entry for Kenya Test (Behavioral Support Services) (Student 1 of 3) [New M](#)

(from IEP Meeting: 11/06/2008 Begin: 11/06/2008 End: 11/05/2009)

Begin/End Date: 11/06/2008..11/05/2009 Time Spent: 60 min/day
Location: Outside General Education Serving School: Savoy Elementary School

Date of Service: 07/10/2009 **Service Type:** **Direct Service**

Duration of Service: Hours: Minutes: **Group Size:** 1

Progress Report: **Progressing**
Student is making progress.

Comments:

Areas Covered/Assessed:

- | | | |
|-------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------|
| <input type="checkbox"/> Adaptive Behavior Scale Assessment | <input checked="" type="checkbox"/> Individual Counseling | <input type="checkbox"/> Psycho-Social Counseling |
| <input type="checkbox"/> Assistive Technology Service | <input type="checkbox"/> Group Counseling | <input type="checkbox"/> Social Work Services/Treatment |
| <input type="checkbox"/> Behavioral Management | <input type="checkbox"/> Parent Counseling and Training with student present | <input type="checkbox"/> Student Progress Assessment |
| <input type="checkbox"/> Functional Behavioral Assessment | <input type="checkbox"/> Psychological Services/Treatment | <input type="checkbox"/> Total Communication Skills Training |

Update the database

Skip this Student/Service

Once you select the button, a verification screen will appear.

This is your opportunity to review the information you have entered and verify that everything you entered is accurate.

IMPORTANT TIP: It is very important that you review the information you entered at this time. Once you confirm the accuracy of this information and save the record, it is not possible to make any changes. If you make an error, you must submit a "request for deletion" and you will then have to reenter the entire log again.

Confirm Service Log Entry for Kenya Test (Behavioral Support Services) (Student 1 of 3)
(from **IEP Meeting: 11/06/2008 Begin: 11/06/2008 End: 11/05/2009**)

Begin/End Date: 11/06/2008..11/05/2009 **Time Spent:** 60 min/day
Location: Outside General Education **Serving School:** Savoy Elementary School

Do you, **Testing White**, confirm that the following information is correct?

Service:	Behavioral Support Services
Service Provided by:	Testing White
Student's Name:	Kenya Test
Date of Service:	07/01/2009
Service Type:	Direct Service
Duration of Service:	30 mins
Group Size:	1
Progress Report:	Progressing
Comments:	Student is makin' progress.
Areas Covered/Assessed:	Individual Counseling

(Please use this button to make corrections)

Please be sure to review the information before selecting the next button. See below for a description of the available buttons to accept or revise the information.

Yes, log this service

Clicking this button will finalize the session documented. You will not have editing capabilities. This selection will return you to your **Available Caseload Wizards** page.

Yes, log this service, then allow me to log

Clicking this button will finalize the session documented and will advance you to the record of the next student you selected to document services.

No, allow me to correct this information

Clicking this button will return you to the previous screen to edit documentation for the session.

No, I wish to abort this entry

Clicking this button will return you to the **Available Wizards** page.

Confirm Service Log Entry for Kenya Test (Behavioral Support Services) (Student (from IEP Meeting: 11/06/2008 Begin: 11/06/2008 End: 11/05/2009)

Begin/End Date: 11/06/2008..11/05/2009 **Time Spent:** 60 min/day

Location: Outside General Education **Serving School:** Savoy Elementary School

Do you, **Testing White**, confirm that the following information is correct?

Service:	Behavioral Support Services
Service Provided by:	Testing White
Student's Name:	Kenya Test
Date of Service:	07/01/2009
Service Type:	Direct Service
Duration of Service:	30 mins
Group Size:	1
Progress Report:	Progressing
Comments:	Student is making progress.
Areas Covered/Assessed:	Individual Counseling

Yes, log this service

Yes, log this service, then allow me to log another instance for this student/service

No, allow me to correct this information

(Please use this button to make corrections)

No, I wish to abort this entry

10.3 Service Logging Wizard (Group)

To begin logging service, click on the Wizards tab

To log services for individual students, click on the Services Group Logging Wizard link.



TIP: You will only see a logging wizard for the services you are able to provide as indicated by your user account.

For the student to appear on your list, he or she must have a finalized IEP in the system with that particular service on the finalized IEP.

All students who are prescribed that service according to their IEP will appear. You can select any of the students listed.

When you begin working with the Group Logging Wizard, you can establish group names for easy selection in the future.

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

Available Wizards  [New Mail](#)

[Progress Report Wizard](#)

[Behavioral Support Services Logging Wizard](#)

[Behavioral Support Services Group Logging Wizard](#)

[Caseload Setup Wizard](#)

Behavioral Support Services Group Logging Wizard (Select Students)

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

Check All

Check None

Select Saved Group:

<input checked="" type="checkbox"/> Antwon Test	<input checked="" type="checkbox"/> Hassun Test	<input checked="" type="checkbox"/> Raynece Test
<input checked="" type="checkbox"/> Breon Test	<input checked="" type="checkbox"/> Jasmine Test	<input checked="" type="checkbox"/> Robert Test
<input checked="" type="checkbox"/> Daante Test	<input checked="" type="checkbox"/> Jayquan Test	<input checked="" type="checkbox"/> Ronnell Test
<input checked="" type="checkbox"/> Dalonte Test	<input checked="" type="checkbox"/> Kenya Test	<input checked="" type="checkbox"/> Steven Test
<input checked="" type="checkbox"/> Damingo Test	<input checked="" type="checkbox"/> Khamari Test	<input checked="" type="checkbox"/> Taylor Test
<input checked="" type="checkbox"/> Deamonte Test	<input checked="" type="checkbox"/> Khin Test	<input checked="" type="checkbox"/> Tymel Test
<input checked="" type="checkbox"/> Demetri Test	<input checked="" type="checkbox"/> Odavis Test	<input checked="" type="checkbox"/> Tyrique Test
<input checked="" type="checkbox"/> Elhadji Test	<input checked="" type="checkbox"/> Qundre Test	<input checked="" type="checkbox"/> Victor C Test
<input checked="" type="checkbox"/> Emmanuel Test	<input checked="" type="checkbox"/> Rashade Test	<input checked="" type="checkbox"/> Westley Test

Save Group As ->

<- Delete Group

(27 available students)

Continue

To create a group:

1. Identify the students you want to include in a group by checking or deselecting the box next to their name.
2. Type in a name for the group using any description you choose.
3. Select the **Save Group As ->** button.

Once you have saved the group name, you will be able to access it in the drop-down menu for future documentation for that group.

Once you have created groups, you will have a drop-down menu of all possible groups. Select the group you want to log services for.

Behavioral Support Services Group Logging Wizard (Select Students)

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

Select Saved Group:

<input type="checkbox"/> Anhwon Test	<input type="checkbox"/> Hassun Test	<input type="checkbox"/> Raynece Test
<input type="checkbox"/> Breon Test	<input type="checkbox"/> Jasmine Test	<input checked="" type="checkbox"/> Robert Test
<input type="checkbox"/> Daante Test	<input type="checkbox"/> Jayquan Test	<input type="checkbox"/> Ronnell Test
<input checked="" type="checkbox"/> Dalonte Test	<input checked="" type="checkbox"/> Kenya Test	<input type="checkbox"/> Steven Test
<input type="checkbox"/> Damingo Test	<input type="checkbox"/> Khamari Test	<input type="checkbox"/> Taylor Test
<input type="checkbox"/> Deamonte Test	<input type="checkbox"/> Khiri Test	<input type="checkbox"/> Tymel Test
<input type="checkbox"/> Demetri Test	<input type="checkbox"/> Odaviis Test	<input type="checkbox"/> Tyrque Test
<input type="checkbox"/> Elhadji Test	<input type="checkbox"/> Qundre Test	<input checked="" type="checkbox"/> Victor C Test
<input type="checkbox"/> Emmanuel Test	<input type="checkbox"/> Rashade Test	<input type="checkbox"/> Westley Test

(27 available students)

Behavioral Support Services Group Logging Wizard (Select Students)

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

Select Saved Group:

<input type="checkbox"/> Anhwon Test	<input type="checkbox"/> Hassun Test	<input type="text" value="Monday 10:00AM"/>
<input type="checkbox"/> Breon Test	<input type="checkbox"/> Jasmine Test	<input type="text" value="Thursday 2:00PM"/>
<input type="checkbox"/> Daante Test	<input type="checkbox"/> Jayquan Test	<input type="text" value="Tuesday 10:00AM"/>
<input type="checkbox"/> Dalonte Test	<input type="checkbox"/> Kenya Test	<input type="text" value="Tuesday 2:00PM"/>
<input type="checkbox"/> Steven Test		<input type="text" value="Wednesday 10:00AM"/>

Once you have selected the group, verify that the students checked are the actual students in the group and select the **Continue** button.

Once you have selected the group, the logging screen will appear.

A subset of fields will be available for you to complete. What you enter will be applied to all students, but you will have the opportunity to edit some of the fields once you start entering student-specific information.

Behavioral Support Services Group Logging Wizard (Select Students)

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

Select Saved Group: **Tuesday 2:00PM**

- | | | |
|--------------------------------------------------|---------------------------------------------------|----------------------------------------|
| <input type="checkbox"/> Antwon Test | <input type="checkbox"/> Hassun Test | <input type="checkbox"/> Raynece Test |
| <input type="checkbox"/> Breon Test | <input type="checkbox"/> Jasmine Test | <input type="checkbox"/> Robert Test |
| <input type="checkbox"/> Daante Test | <input type="checkbox"/> Jayquan Test | <input type="checkbox"/> Ronnell Test |
| <input type="checkbox"/> Dalonte Test | <input type="checkbox"/> Kenya Test | <input type="checkbox"/> Steven Test |
| <input type="checkbox"/> Domingo Test | <input type="checkbox"/> Khamari Test | <input type="checkbox"/> Taylor Test |
| <input type="checkbox"/> Deamonte Test | <input type="checkbox"/> Khiri Test | <input type="checkbox"/> Tynel Test |
| <input type="checkbox"/> Demetri Test | <input checked="" type="checkbox"/> Odawilis Test | <input type="checkbox"/> Tyrrique Test |
| <input checked="" type="checkbox"/> Elhadji Test | <input type="checkbox"/> Qundre Test | <input type="checkbox"/> Victor C Test |
| <input type="checkbox"/> Emmanuel Test | <input type="checkbox"/> Rashade Test | <input type="checkbox"/> Westley Test |

(27 available students)


Add Group Service Log Info Behavioral Support Services (Tuesday 2:00PM Group, 3 Students) [New](#)

Date of Service: Service Type:
Duration of Service: Hours Minutes Group Size:




Areas Covered/Assessed:


- | | | |
|-------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------|
| <input type="checkbox"/> Adaptive Behavior Scale Assessment | <input type="checkbox"/> Individual Counseling | <input type="checkbox"/> Psycho-Social Counseling |
| <input type="checkbox"/> Assistive Technology Service | <input type="checkbox"/> Group Counseling | <input type="checkbox"/> Social Work Services/Treatment |
| <input type="checkbox"/> Behavioral Management | <input type="checkbox"/> Parent Counseling and Training with student present | <input type="checkbox"/> Student Progress Assessment |
| <input type="checkbox"/> Functional Behavioral Assessment | <input type="checkbox"/> Psychological Services/Treatment | <input type="checkbox"/> Total Communication Skills Training |

Below is a description of all the fields and some of the drop-down menu options.

- **Date of Service:** Document date or select calendar  to the right of the date field.
- **Service Type:** This will identify whether the service was provided to the student or whether the service was not delivered and why.
 - "Direct Service": Direct contact with a student/prescribed IEP services
 - "Consultation": Direct contact with a student/consultation services prescribed on IEP
 - "Student Absent": Student absent from school
 - "Student Unavailable": Student in school but not able to attend session
 - "Provider Unavailable": Provider not available for scheduled session
 - "School Closure": School closed for holiday or emergency
- **Duration of Service:** Document amount of service delivered for Direct Service or Consultation.
- **Group Size:** Indicate the number of students attending session.

Add Group Service Log Info Behavioral Support Services (Tuesday 2:00PM Group, 3 Students)

Date of Service:	07/01/2009 	Service Type:	Direct Service 
Duration of Service:	Hours: <input type="text"/> Minutes: <input type="text"/>	Group Size:	2-3 

Areas Covered/Assessed: 

<input type="checkbox"/> Adaptive Behavior Scale Assessment	<input checked="" type="checkbox"/> Individual Counseling	<input type="checkbox"/> Psycho-Social Counseling
<input type="checkbox"/> Assistive Technology Service	<input type="checkbox"/> Group Counseling	<input type="checkbox"/> Social Work Services/Treatment
<input type="checkbox"/> Behavioral Management	<input type="checkbox"/> Parent Counseling and Training with student present	<input type="checkbox"/> Student Progress Assessment
<input type="checkbox"/> Functional Behavioral Assessment	<input type="checkbox"/> Psychological Services/Treatment	<input type="checkbox"/> Total Communication Skills Training

Add Student Specific Information

Next, there will be a section for each student within the group. All fields are required. You must enter the following for each student:

- **Progress Report:** Select student's progress
- **Comments:** Actual Progress Report; three components are required for Medicaid reimbursement when documenting Direct Services for a student: (1) Type of activity, (2) Student reaction to activity, and (3) Any levels of measurement documented in the student's goals and objectives.

You can edit the following fields for the individual student if the information you entered for the group does not apply:

- **Service Type**
- **Areas Covered/Assessed**

Individual Student Information

NOTE: If a student appears with a gray background, the wizard will log services for that student on that student's current IEP

Elhadji Test (Behavioral Support Services)	
Begin/End Date: 03/19/2009 - 03/18/2010 Time Spent: 1 hr/wk Location: Outside General Education	
Service Type:	Direct Service
Progress Report:	
Comments:	
Areas Covered/Assessed:	
<input type="checkbox"/> Adaptive Behavior Scale Assessment <input type="checkbox"/> Assistive Technology Service <input type="checkbox"/> Behavioral Management <input type="checkbox"/> Functional Behavioral Assessment	<input checked="" type="checkbox"/> Individual Counseling <input type="checkbox"/> Group Counseling <input type="checkbox"/> Parent Counseling and Training with student present <input type="checkbox"/> Psychological Services/Treatment
	<input type="checkbox"/> Psycho-Social Counseling <input type="checkbox"/> Social Work Services/Treatment <input type="checkbox"/> Student Progress Assessment <input type="checkbox"/> Total Communication Skills Training
Octaviis Test (Behavioral Support Services)	
Begin/End Date: 01/15/2009 - 01/13/2010 Time Spent: 30 min/wk Location: Outside General Education	
Service Type:	Direct Service
Progress Report:	
Comments:	
Areas Covered/Assessed:	
<input type="checkbox"/> Adaptive Behavior Scale Assessment <input type="checkbox"/> Assistive Technology Service <input type="checkbox"/> Behavioral Management <input type="checkbox"/> Functional Behavioral Assessment	<input checked="" type="checkbox"/> Individual Counseling <input type="checkbox"/> Group Counseling <input type="checkbox"/> Parent Counseling and Training with student present <input type="checkbox"/> Psychological Services/Treatment
	<input type="checkbox"/> Psycho-Social Counseling <input type="checkbox"/> Social Work Services/Treatment <input type="checkbox"/> Student Progress Assessment <input type="checkbox"/> Total Communication Skills Training

Once you have entered all the required information for all the students, click on the **Update the database** button.

IMPORTANT TIP: It is very important that you review the information you entered at this time. Once you confirm the accuracy of this information and save the record, you will not be able to make any changes. If you made an error, you must submit "a request for deletion" and you will then have to reenter the entire log again.

Octaviis Test (Technical Support Services)

Begin/End Date: 01/15/2009 01/13/2010 Time Spent: 30 min/wk
Location: Outside General Education

Service Type: **Direct Service**

Progress Report: **Progressing**

Comments: Student is making progress.

Areas Covered/Assessed:

- ☐ Adaptive Behavior Scale Assessment ☒ Individual Counseling ☐ Psycho-Social Counseling
- ☐ Assistive Technology Service ☐ Group Counseling ☐ Social Work Services/Treatment
- ☐ Behavioral Management ☐ Parent Counseling and Training with student present ☐ Student Progress Assessment
- ☐ Functional Behavioral Assessment ☐ Psychological Services/Treatment ☐ Total Communication Skills Training

Raynece Test (Technical Support Services)

Begin/End Date: 03/17/2009 03/16/2010 Time Spent: 60 min/wk
Location: Outside General Education

Service Type: **Direct Service**

Progress Report: **Maintaining**

Comments: Student is making progress.

Areas Covered/Assessed:

- ☐ Adaptive Behavior Scale Assessment ☒ Individual Counseling ☐ Psycho-Social Counseling
- ☐ Assistive Technology Service ☐ Group Counseling ☐ Social Work Services/Treatment
- ☐ Behavioral Management ☐ Parent Counseling and Training with student present ☐ Student Progress Assessment
- ☐ Functional Behavioral Assessment ☐ Psychological Services/Treatment ☐ Total Communication Skills Training

[Update the database](#)

Please be sure to review the information before clicking the next button. See below for a description of the available buttons to accept or revise the information.

YES, LOG THE SERVICE

Clicking this button will finalize the session documented. You will not have editing capabilities. This selection will return you to your **Available Caseload Wizards** page.

Yes, log this service, then allow me to log.

Clicking this button will finalize the session documented and will advance you to the record of the next student you selected to document services.

No, allow me to correct this information.

Clicking this button will return you to the previous screen to edit documentation for the session.

No, I wish to abort this entry

Clicking this button will return you to the **Available Wizards** page.



Confirm Group Service Log Entries [New Mail](#)

Do you, **Testing White**, confirm that the following information is correct?

Student:	Ehadji Test
Service:	Behavioral Support Services
Service Provided by:	Testing White
Date of Service:	07/01/2009
Service Type:	Direct Service
Duration of Service:	30 mins
Group Size:	2-3
Progress Report:	Maintaining
Comments:	Student is making progress.
Areas Covered/Assessed:	Individual Counseling

Student:	Raynece Test
Service:	Behavioral Support Services
Service Provided by:	Testing White
Date of Service:	07/01/2009
Service Type:	Direct Service
Duration of Service:	30 mins
Group Size:	2-3
Progress Report:	Maintaining
Comments:	Student is making progress.
Areas Covered/Assessed:	Individual Counseling

No, edit these log entries

Yes, log these services

Yes, log these services, then allow me to log another group service

No, I wish to abort this entry

10.4 Printing a Service Ticket

Once you have entered service logs for your students, you will need to print a Service Ticket. It is a requirement that Service Tickets be printed, signed, and faxed back into the system.

To print a Service Ticket:

1. Click on the **Students** tab.
2. Click on the **View My Caseload** button.

A list of all of your students will appear.

To access the student for whom you want to print a Service Ticket, click on the hyperlink of the Student's Name.

Criteria for Selecting Students to View [New Mail](#)

Grade Level:

School: (* Limited to those schools you have access to)

Student Last Name: ☐ Exact Match

Student First Name: ☐ Exact Match

Student Middle Name: ☐ Exact Match

Student ID: ☐ Exact Match

State ID: ☐ Exact Match

Status: ☐ General Ed ☐ Child Study ☐ Special Ed
☐ IFSP Referral ☐ Ages 3 and Above Referral ☐ IEP
☐ IFSP Eligibility ☐ Eligibility ☐ Discontinued
☐ IFSP

Sort List By:

[View Students](#)

[Advanced Student Search](#)

[View My Caseload](#)

Select a Student (Caseload of Testing White) [New Mail](#)

CP	Pro Elig	IEP End	School	Grade	Name	Student ID	Age	Date of Birth	Dis	Case Manager
✓	03/16/2012	03/15/2010	SES	5	Anthony Test	TEST2	11 Years 10 Months	09/14/1997	ED	Joyce Phipps-Arthur
✓	04/24/2010	02/16/2010	BES4	5	Breon Test	TEST20	11 Years 0 Months	06/25/1998	ED	Deborah Lyons
✓	03/20/2012	03/19/2010	BES4	5	Calvin Test	TEST39	10 Years 10 Months	08/31/1998	SLD	Deborah Lyons
✓	05/26/2012	05/25/2010	SES	5	Daame Test	TEST36	11 Years 7 Months	12/19/1997	ED	Joyce Phipps-Arthur
✓	02/19/2012	02/18/2010	SES	3	Dajah Test	TEST16	9 Years 3 Months	04/01/2000	SLD	Joyce Phipps-Arthur
✓	06/12/2011	10/23/2009	SES	4	Dalonte Test	TEST24	10 Years 10 Months	09/08/1998	SLD	Joyce Phipps-Arthur

Once you are in the student's actual record, click on the **Documents** tab.

1. Select the radio button next to *Service Tracker*.
2. Click on the **Create Final Document** button.



TIP: There is no need to create a Draft document for a Service Ticket. At this point, you have already finalized all your entries and all the information you have entered into the system will be reflected in the Final Service Ticket Document. If you do decide to create a Draft document first, there will be a Draft watermark on the document and you will need to create a final document before faxing it back into the system.

Student/Parent Information for Antwon Test

Page Instructions

Review your student's Personal and School information for accuracy. This info comes from your school's student information record, and you may not modify it on this page. If you discover errors, you must work with the staff person who is responsible for updating the student demographic information at your school. At the bottom of this page, please review/add information on parents, guardians, or other individuals who may be involved in the student's education. To add additional individuals to this list, hit the "Add Parent/Other" button.

Student's Personal Information

Name:	Antwon Test
Student ID:	TEST2



Documents for Antwon Test

☒ New Mail

Documents:

- | | |
|--------------------------------------------------------|------------------------------------------------------------------------|
| <input checked="" type="radio"/> Service Tracker | <input type="radio"/> Compensatory Education Plan/Notes Cover Sheet |
| <input type="radio"/> Intake Preparation | <input type="radio"/> Certified Mail Receipt Blank forms |
| <input type="radio"/> Blank Prior Notice Letter | <input type="radio"/> EasyFAX Historical IEP Cover Sheet |
| <input type="radio"/> Blank Letter of Invitation | <input type="radio"/> Amendment Letter Cover Sheet |
| <input type="radio"/> HOD/SAExternal Cover Sheet | <input type="radio"/> Blank Letter of Invitation "Three Dates Offered" |
| <input type="radio"/> Miscellaneous Letter Cover Sheet | <input type="radio"/> Justification and Plan for Dedicated Aide |

Letters: (none)

Create Draft (will be saved for 30 days)

Create Final Document (will be saved)

Select the *Date Range* you want the Service Ticket to reflect. Click on the Calendar icon and a calendar will appear. You can select a date from the calendar or type a date directly into the field.

Select an *Area* from the drop-down menu. You should only select the service that you have delivered to the student.

Click on the **Create Final Document** button.

A hyperlink for the document will appear. To view the document you have created, click on the view the Service Tracker hyperlink.



Create Final document for Antwon Test

[New Mail!](#)

The following information is required before you can create this Final Document

Date Range: From to
Area: Behavioral Support Services

Create Final Document



Download Document for Antwon Test

[New Mail!](#)

[Click here to view the Service Tracker](#)

(0.17 secs.)



District of Columbia Public Schools
825 North Capitol Street, NE
Washington, DC, 20002

SERVICE TRACKER

Service Date Range: 07/01/2009 to 07/15/2009
Student Name: Antwon Test
Student ID: TEST2
Student DOB: 09/14/1997
Attending School: Savoy Elementary School

Provider Name: Testing White
Provider Type:


IEP Start Date: 03/16/2009
IEP End Date: 03/15/2010
Service Code: Behavioral Support Services
Report Date: 07/20/2009

Once you have created the Service Ticket, you can print and/or save the document.

Once you have printed the Service Ticket, there is a place to initial each entry to the right of the entry.

There is also a place to sign the document at the bottom of the page.

If you are provisionally certified or under supervision, there is also a place for your Supervisor to sign the document. If you are fully certified, it is not necessary to have your supervisor sign the document.

 **District of Columbia Public Schools**
825 North Capitol Street, NE
Washington, DC, 20002

SERVICE TRACKER

Service Date Range: 07/01/2009 to 07/15/2009
Student Name: Antwon Test
Student ID: TEST2
Student DOB: 09/14/1997
Attending School: Savoy Elementary School

Provider Name: Testing White
Provider Type:

IEP Start Date: 03/16/2009
IEP End Date: 03/15/2010
Service Code: Behavioral Support Services
Report Date: 07/20/2009

Date of Service	Service Type	Duration	Group Size	Area Covered	Response	Provider Initials
07/01/2009	Direct Service	30	2-3	Group Counseling	Maintaining	
Progress Notes: Student is making progress.						
07/06/2009	Direct Service	30	2-3	Group Counseling	Progressing	
Progress Notes: Student is making progress.						
07/08/2009	Student Unavailable	30	2-3	Group Counseling	Not applicable	
Progress Notes: Student was absent and not available for session.						
07/11/2009	Direct Service	30	2-3	Group Counseling	Progressing	
Progress Notes: Student is making progress.						

I have agreed that by signing and dating this service tracker report implies that all documented direct services are complete and accurate.


Provider Signature: _____ Date: _____
Credentialed: _____ Date: _____
Supervisor Signature: _____ Date: _____

Once you have signed the Service Ticket, fax it back into the system, and it will be associated with the correct student in the correct location based on the bar code at the bottom of the form.

The fax number is on the form for easy reference. DO NOT use a cover sheet. The bar code must be on the first page the system receives.

The fax number is 1-866-610-8030. With some fax machines, you must dial a "9" first. Make sure your fax machine is set to high resolution. Also, pay attention to the appearance of the bar code when you print it out. The bar code is very sensitive and if it is smudged or smeared in any way, the system will not recognize the bar code and the system will not receive the fax.

TIP: If you have difficulty faxing documents into the system. Please refer to the [EasyFax Tips.pdf](#) link on the Main Menu page.



District of Columbia Public Schools
825 North Capitol Street, NE
Washington, DC, 20002

SERVICE TRACKER

Service Date Range: 07/01/2009 to 07/15/2009
Student Number: Aarvea Test
Student ID#: 12572
Student DOB: 09/14/1997
Attending School: Savoy Elementary School

Provider Name: Testing White
Provider Type:


IEP Start Date: 03/16/2009
IEP End Date: 03/15/2010
Service Code: Behavioral Support Services
Report Date: 07/20/2009

Date of Service	Service Type	Duration	Group Size	Area Covered	Response	Provider Initials
07/01/2009	Direct Service	30	2-3	Group Counseling	Measuring	
Progress Note: Student is making progress.						
07/06/2009	Direct Service	30	2-3	Group Counseling	Progressing	
Progress Note: Student is making progress.						
07/08/2009	Unavailable	30	2-3	Group Counseling	Not applicable	
Progress Note: Student was absent and not available for session.						
07/11/2009	Direct Service	30	2-3	Group Counseling	Progressing	
Progress Note: Student is making progress.						

I have agreed that by signing and dating this service tracker report implies that all documented direct services are complete and accurate.

Provider Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____



1-866-610-8030
Fax Generated on: 07/20/2009
10/11/00031667

TEST2

Savoy Elementary School

Test, Aarvea
Page: 1

FORGOT YOUR PASSWORD?

EasyIEP by PCG Education

District of Columbia Public Schools

Name

Password

[Forgot Your Password?](#)

Student Success Planning - PCG Education is a leading national provider of data solutions that promote student success. We combine K-12 consulting expertise with innovative technology and research-based methodology to help educators make informed decisions that lead to improved student outcomes.

[Download Adobe Reader](#)

Services include:

- Response to Intervention (RTI) Management
- Special Education Management
- Student Behavior Management
- Student Support Plans

[See Version 2.0 Contract](#)

Forgotten Password

Directions: Accessing the system using the Forgotten Password feature is a 5 step process. In order to use this function you must enter your name and e-mail address as they are in the EasyIEP™ system.

The steps are as follows:

Step 1: Enter your name and e-mail address and verify image
Step 2: Answer your verification questions
Step 3: Generate temporary log-in
Step 4: Obtain authorization code
Step 5: Enter authorization code

Once you gain access to the system, you will be prompted to enter a new password.

PCG Education

Finalizing, Printing and Filing of DC Related Service Documentation

1. All related service documentation is filed in Section 15 of the student notebook.
 - i. **Individual therapy** and **group therapy** related services are to be filed in Section A.
 - ii. **Speech** service documentation is filed in Section B.
 - iii. **OT** service documentation is filed in Section C.
2. **FINALIZE each entry when it is completed—do not leave it in DRAFT form**. Print each session—do not wait to print at the end of the month.
3. You must print and sign your documentation prior to filing.
4. Sign each sheet on the line “provider signature”. Make sure to put your credentials and date the page. Sign your provider initials next to the entry. If you are an LGSW/LGPC, your supervisor must also sign your documentation prior to filing in the student notebook.

Suggestions and Common Documentation Errors

All providers may want to cross-check documentation with another individual in order to avoid careless mistakes.

Consistency of dates has been an issue. Please use the appointment calendars provided at the beginning of the year to track times more carefully. This includes attendance, reasons for absence, sessions not held, etc. These must coincide in order to be credible and meet regulation requirements.

Logging Related Service Provision in SEDS

(4 PowerPoint slides follow)

These slides give you pointers on how to log your services. There are tips to help you avoid mistakes.



Creating a Delivered Service Log

LEA SE POCs must ensure all related service providers know how to accurately log a service in SEDS. Incorrect logs may affect service trackers, monitoring and compliance, Medicaid billing, the Related Services Management Report, etc.

Date of Service:	04/12/2017 *	Service Type:	▼	*
<input type="checkbox"/> This is a make-up Service.			Direct Service	
Service Delivery:	Attempted Delivered Not Attempted		Consultation Student Absent Student Unavailable School Closure Provider Unavailable	
Duration of Service:	Hours	Minutes	Group Size:	
			2-3 *	
Progress Report:	Maintaining ▼ *			
Comments:	Type notes here about the session, for easy reference later. These notes will appear on the Service Tracker and in the Related Services Management Report (RSMR) in Qlik.			

When "Direct Service" is selected, delivery status must be "Delivered."

Individual service logs are still required for group sessions.

☐ abc *



Steps for Logging and Verifying Services

When a related service provider (RSP) provides, or attempts to provide, a service to a student, it must be documented in SEDS in the following order:

STEP 1: Create **service log** using logging wizard (within **five business days** of each session).

STEP 2: Generate **service tracker** (at least on a monthly basis).

STEP 3: Complete **progress report** (at end of progress reporting period).

[Wizards](#) | [School System](#) | [My Calendar](#) | [My](#)

Available Wizards

[New Mail!](#)

3

[Progress Report Wizard](#)

2

[Service Tracker Wizard](#)

1

[Behavioral Support Services Logging Wizard](#)

[Behavioral Support Services Group Logging Wizard](#)

[Speech-Language Pathology Logging Wizard](#)

[Speech-Language Pathology Group Logging Wizard](#)

[Caseload Setup Wizard](#)

[Caseload Administration Wizard](#)



Creating a Missed Service Log

When a service is **scheduled, but is missed**, the RSP must still create a service log to reflect the missed session. An incorrect service log can affect the RSMR, service tracker, Medicaid billing, monitoring, etc.

Never put zero minutes. Always log the minutes that were scheduled to happen.

Date of Service:	04/13/2017 *	Service Type:	▼ *
<input type="checkbox"/> This is a make-up Service.	Attempted Delivered Not Attempted *	Direct Service Consultation Student Absent Student Unavailable School Closure Provider Unavailable *	
Service Delivery:	Group Size: 2-3 *		
Duration of Service:	Hours: <input type="text"/> Minutes: <input type="text"/> 30 *	Select group size that would have occurred if service was delivered as planned. *	
Progress Report :	Not applicable ▼ *		
Comments:	Type notes here about why the session was missed for documentation purposes. These comments will show up on the service tracker and the Related Services Management Report (RSMR).		



Confirming a Service Log Entry

Do you, New Trainer1270, confirm that the following information is correct?

Service: Speech-Language Pathology

Service Provided by: New Trainer1270

Student's Name: Adele Adult1221

Date of Service: 04/12/2016

Service Type: Student Absent

Date Service was Originally Due:

Service Delivery: Attempted

Duration of Service: 30 mins

Group Size: 1

Progress Report: Not applicable

Comments: Type notes here about why the session was missed for documentation purposes. These comments will show up on the service tracker and the Related Services Management Report (RSMR).

Areas Covered/Assessed: Speech/Language Service/Treatment

NOTE: Once a service log is saved, the provider has one more chance to verify that its contents are correct, prior to final submission. If an incorrect log is submitted, the provider must ask the LEA SE POC to delete the incorrect log as soon as possible, and then create the correct log to replace it.

Yes, Log this Service

Yes, Log this Service, then Allow me to Log Another Instance for this Student/Service

No, Allow me to Correct this Information

(Please use this button to make corrections)

No, I Wish to Abort this Entry

2015 UPDATES to SEDS—Video presentation about updates to SEDS 8.0

This is screen of the service logging wizard.

There is now a category under service delivery—**attempted, delivered and not attempted.**

The directions for the use of these options are included below:

Scenario 1—STUDENT IS ABSENT. You would write **“Attempted”**. You were there to see the student, even though they were absent. You would check “Service Type” as well. When you go to make up the session, you will check the box that states, “This is a make-up Service”. This means you will have two entries for the session.

Scenario 2—PROVIDER IS ABSENT. You would write **“Not Attempted”**. You were not there to provide the session. You would check “Service Type” as well. When you go to make up the session, you will check the box that states, “This is a make-up Service.” This means you will have two entries for the session.

Scenario 3—SCHOOL CLOSED. You would write **“Not Attempted”**. You were not there to provide the session. You would check “Service Type” as well. When you go to make up the session, you will check the box that states, “This is a make-up Service.” This means you will have two entries for the session.

IMPORTANT—

Comments section on the Service Logging Wizard page—**Be extremely explicit in this comments of why the service was not rendered.** Write why the student was absent; include contact and phone conversations with parents, principal, LEA representative, etc. **This is the section that the OSSE monitors review when they are reviewing documentation on line.** If you do not write explicit reasons why the session was not held, then it could be determined that you are out of compliance for not providing the service.

In the documents section for an individual student, you will now see that the service trackers will be labeled according to the type of tracker that is in the system. Also all documents are now grouped by school year in a drop down menu. *For example*—related services will be labeled “Behavioral Support Service—Service Tracker”; Speech Language Pathology—Service Tracker”; “OT—Service Tracker”. In the past ALL service trackers just stated “Service Tracker”.

Service Trackers

Development Item

Add service type to service tracker document title.

Purpose

Improve the ability for the end user to identify service trackers.

Before the Release:

Documents created for Sandy Student

(School Year: 2014-2015)

Doc ID	Date Generated	Generated By	Document	Document	Reviewed
3157087	05/01/2015	Karen Tamm	Speech Tracker	PDF	<input type="checkbox"/>
3118788	05/04/2015	Judith Adams	Speech Tracker	PDF	<input type="checkbox"/>

After the Release:

Documents created for Sandy Student

(School Year: 2015-2016)

Doc ID	Date Generated	Generated By	Document	Document	Reviewed
3185325	09/01/2015	Judith Adams	Behavioral Support Services - Service Tracker	PDF	<input type="checkbox"/>
3185323	09/01/2015	Judith Adams	Behavioral Support Services - Service Tracker	PDF	<input type="checkbox"/>

Module 10 of SEDS Manual--Wizards
Notes from website on Fall 2015 Training for Related Service Providers

Progress Report Wizard

- Select the reporting period from the drop down list
- Check the box next to the student the provider anticipates updating
- Click the Continue button
- Click the plus sign next to the provider's discipline (i.e. Motor Skills)
- Select a progress level status from the drop down list
- Enter comments in the space provided
- Click the Save or Save and Continue to the next student button

Individual Logging Wizard

Logging Wizard:

- Check the box next to the students' name and click the Continue button
- Enter the date of the service (check makeup services box if applicable)
- Enter the service type (e.g., direct service, student unavailable, provider unavailable, etc.) & service delivery (attempted, not attempted, or delivered)
- Enter the duration of time (never enter zero, even if missed)
- Enter the Group size
- Enter a progress report status
- Enter a comment
- Select the areas covered or assessed
- Click the Update the database button

Confirm Service Log Entry:

- Review the log previously entered and confirm or correct the log by selecting the appropriate button

Group Logging Wizard

- Check the box next to all the students that are seen in a group
- In the text field between Save Group As and Delete Group enter a name for the group of students (i.e. Monday 9:00am Group)
- Once a name is chosen, click the Save Group As button
- Click the desired group by clicking on the Saved Group drop down menu
- Click the Continue button
- Complete all fields on the Add Group Service Log Info page

Add Service Log Info for Each Group:

- Update the service type, if applicable
- Select a progress report status
- Enter a comment for the specific student
- Click the Update the Database button
- Add student-specific comments if desired

Confirm Group Service Log Entries:

- Review all logs and either confirm or correct the information by selecting the appropriate button

Smart Logbook

- Select a date range to view
- Click the **View Logs for Selected Students** button
- Review the details of the logs. Click the **Show More Details** button
- To create a report, click the **Create PDF Report of this Data** button
- To request the removal of a log, check the box next to the undesired log and click the **Request Removal of Selected Service Log** button
- Answer the two questions on this page and click the **Request Log Removal** button

Documents

Service Tracker Form:

- Search for the student
- Click on the student's hyperlinked name
- Click the Documents tab
- Select Service Tracker
- Check the Create Final Documents button
- Select the appropriate Service period, date range, and area
- Click the Create Final Document button
- Click the View link

My Docs:

- Select the Document Age
- Select Service Tracker
- Click the Search My Document button
- Check the box under Batch to print all document at one time
- Click the View Document Batch button
- View all documents and print
- Initial each log and sign all form. File into the student notebook at your site.

DC Missed Services

DCPS Policies and Guidelines for Missed Related Services

Documenting Missed & Makeup Services

OSSE Related Services Policy:

- “Every LEA should develop its own related service policy that explains the procedure for missed services. This policy must be accessible to parents at all times and should detail the steps taken by the LEA to ensure that missed sessions are rescheduled in a timely manner.”

Nonpublic schools should have a copy of each LEA's related services policy, including the LEA's policy for missed services.

OSSE Related Services Guidance:

VII. Missed Related Services Sessions

1. How should LEAs determine whether to make up a missed related service session?

LEAs should develop guidance for IEP teams and related service providers that clarifies criteria for determining in what circumstances a related service provider should make up a missed related service session, set timelines for making up any missed related service sessions, and provide instructions for the documentation of such make up sessions. LEAs must align the development of such policies and procedures to federal IDEA requirements related to the provision of FAPE, and policy letters formally issued by the U.S. Department of Education, Office of Special Education Programs (OSEP).³⁸ In its authority as the State Education Agency (SEA), the OSSE will review LEA policies regarding related service delivery through the course of regular monitoring activities.

2. Are LEAs required to document missed and make up related service sessions in SEDS?

Yes. In terms of related service provision, to fulfill the documentation requirement,³⁹ LEAs must ensure that service logs are completed for all missed, attempted, and made-up related service sessions, according to the LEA's policies and procedures, and that corresponding service tracker forms are created, signed, and stored in SEDS.

3. How should LEAs demonstrate due diligence when making up missed related service sessions?

When making up service sessions, LEAs should make at least three attempts to make up the missed service session. LEAs should schedule make up sessions in the timeliest manner possible since missed services sessions may adversely affect a student's educational performance and progress toward IEP goals.

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Documenting Missed & Makeup Services

Information captured on the service log entry page includes the ability to specify why the service was not delivered. The user can also provide the originally scheduled date of service, in addition to the makeup date.

Add New Service Log Entry
(from IEP Meeting: 11/20/2014 Begin: 11/20/2014 End: 11/18/2015)

Begin/End Date: 11/20/2014 - 11/18/2015 Time Spent: 1 min
Provider: Sheila Spence Location: General Education
Parental Consent to bill for Medicaid Services: Not on File

Date of Service	Service Type
Date Service was Originally Due	Direct Service Consultation Student Absent Student Unavailable Student Closure Provider Unavailable
Duration of Service	Service Delivery
Progress Report	Attempted Delivered
Comments	Group Size

Service Type:
Describes the
circumstances.

Date of Original Service: Identifies the date the service was originally scheduled for. This box is left blank unless you are logging a makeup service delivered/attempted.

Service Delivery: Describes if the service was attempted or delivered.

Documenting Missed & Makeup Services

- If a regularly-scheduled service is missed, the attempted delivery must still be documented.

The screenshot shows a service documentation form with the following fields:

- Date of Service:** 11/05/2014
- Date Service was Originally Due:** (empty)
- Duration of Service:** 0 hours, 45 minutes (highlighted with a red box)
- Service Type:** Student Absent
- Service Delivery:** Attempted
- Group Size:** 1
- Progress Report:** Not applicable
- Comments:** Student was absent today for a field trip to the Smithsonian

- Type the number of minutes/hours the student should have received. (Never enter "zero" for the duration of time.)
- The "Service Type" should indicate why the service was missed.
- Add comments to clarify why the student missed the service.

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Documenting Missed & Makeup Services

If a service is a makeup service, the user must include the original due date, as well as the date the service was actually delivered.

The screenshot shows a service documentation form with the following fields:

- Date of Service:** 11/12/2014
- Date Service was Originally Due:** 11/05/2014 (highlighted with a red box)
- Duration of Service:** 0 hours, 45 minutes
- Service Type:** Direct Service
- Service Delivery:** Delivered
- Group Size:** 1
- Progress Report:** Progressing
- Comments:** Student was absent last week, so today adds a makeup service. The student is progressing at a rapid pace

There will now be two logs associated with this session:

1. Log created for the missed service on 11/5/2014
2. Log created for the makeup service on 11/12/2014

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Make-up Missed Services Plan Form



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Specialized Instruction

MAKE-UP MISSED SERVICES PLAN

Student		Student ID Number	
Date of Birth		School	
Discipline		Provider Name	
Date		Signature	

Instructions:

- (1) Follow DCPS guidelines regarding Due Diligence Missed Related Service Guidelines
- (2) Notify the student's parent and teacher of missed sessions and make-up plan and document in Communications Log in SEDS
- (3) Work with teachers to determine best times for providing make-up services
- (4) Submit a copy of this form to assigned Program Manager by the end of the quarter

Reason for Missed Service	Options for Making-Up Services
Select: T1 – Provider unavailable due to student/district/building meetings T2 – Provider – illness; personal; professional development T3 – Not provider to cover school	Select: 1. Add time before or after the student's scheduled session 2. Add a session another day 3. Incorporate the student into other students' sessions 4. Integrate service into classroom activities 5. Schedule before/after school if permissible by the district

Dates of missed sessions	Amount of time missed (in minutes)	Reason	Option selected for make-up services	Dates services will be made up	Estimated completion date	Make up plan confirmed with teacher and parent	Date make-up was completed and documented

**DCPS Missed Related Service Sessions,
Truancy and Due Diligence Guidelines**

(document follows)



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Special Education

Updated August 2014

Missed Related Service Sessions, Truancy and Due Diligence Guidelines

Version 3.0

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Purpose

The purpose of this document is to provide guidance to related service providers (RSPs) about required actions in the event of a missed service. The purpose is also to clarify our roles and obligations relating to when a missed related service session must be made up, how to document missed, make-up, and attempted make-up service sessions, and timelines by which the sessions are to be made up.

DCPS is federally mandated to adhere to the IEP prescription, which may include related services. As such, it must be the goal of each RSP to provide consistent services designed to help students function more independently in areas impacted by their disability. Related service providers are also responsible for completing service documentation and actions to ensure student access to needed services. In the instances where the delivery of a service is impeded, guidelines have been developed to assist the RSP with completing service documentation that reflects due diligence.

Truancy is an agency-wide problem in DC Public Schools. Truancy is the unexcused absence from school by a minor (5-17 years of age), either with or without parental knowledge, approval, or consent. Since regular school attendance is critical to academic success, chronic truancy must be addressed. Absences impact the number of instructional hours that a student receives and may result in failing grades, disengagement from the school environment, and ultimately, increase the likelihood of students dropping out of school.

During the 2011-2012 school year special education students made up 18% of the overall truancy rate. In an effort to address our troubling graduation rate and truancy problem, DCPS raised awareness about this issue across the agency and increased staffing support. These supports help but they are not enough to meet the enormous challenge of reducing truancy rates as aggressively as the need requires.

Truant students often miss related services. Related service providers are in a unique position to assist with increasing attendance and reducing truancy for special education students. This guidance will incorporate truancy into due diligence activity and RSPs will utilize the guidance outlined in this document to support truancy prevention. Every RSP discipline will follow this guidance for the students on their individual caseloads. The guidelines provide all of the information necessary to monitor student engagement with services, engage parents in problem solving, and adhere to district reporting requirements for student attendance.

Missed Related Service Sessions and Due Diligence Guidelines

Missed Related Service Session Scenarios and Due Diligence

Provider Unavailable: Provider not available for scheduled service session(s) (e.g., sick leave, annual leave, attending an IEP meeting).

When a service session(s) is missed due to the provider being unavailable to deliver the service, DCPS has the following two options:

1. The RSP must schedule a make-up service session for the missed service session(s) during the quarter in which the missed session occurs. If the missed session(s) occurs during the last week of the quarter it must be made up within the first week of the following quarter. This is to ensure that all relevant information will be provided in the quarterly progress report. In most cases, this is the option that should be utilized. If the RSP cannot make up the session(s), he/she must notify the program manager via email;
2. When the RSP absolutely cannot make up the session(s), and notifies the program manager, the program manager must then assign a substitute provider to make up the missed service session(s) during the quarter in which it occurs or develop an alternative option with the RSP and LEA. If the missed session(s) occurs during the last week of the quarter it must be made up within the first week of the following quarter.

Student Unavailable: Student in school, but not able to attend session.

Student Attendance at School-Related Activities (e.g., field trip, assemblies)

If a service session(s) is missed because of student attendance at a school-related activity the RSP must:

- Document the missed service session (see *Procedures for Documentation*);
- Consider and document the impact of the missed session on the child's progress and performance and determine next steps to ensure the provision of FAPE. One goal is to ensure the students have the opportunity to participate in activities with their non-disabled peers; and
- If the missed session due to the student's unavailability caused a negative impact on the student's performance, the missed session must be made up.

The goal of DCPS is to ensure that related services are delivered despite the reason for the missed sessions. Therefore, the IEP team should consider alternative service delivery options or a change in services when the missed sessions are significantly impacting service implementation and the student's progress. Examples of alternative service delivery options include: service delivery in the classroom, a consultation delivery model or transition out of the current service type and replacement with different services (e.g. exit from speech / language services and increase research – based reading intervention).

Does not include inclusionary delivery of services during the school activity as a delivered session (e.g., RSP attends assembly with student as part of his/her service session).

Student Refuses to Participate or Attend (e.g., verbal refusal, student is unable to be located)

1. When a student misses 3 service sessions because the **student refuses to participate or attend** the RSP must:

- Document each missed service session (see *Procedures for Documentation*); and
- Notify the LEA or case manager via email within 24 hours of the last missed service session. This notification prompts an IEP meeting. The LEA or case manager must convene the IEP meeting within 15 school days of the 3rd missed service session to consider the impact of the missed session on the student's progress and performance, and determine how to ensure the continued provision of a free appropriate public education (FAPE). Student attendance records should be reviewed at the meeting when making the determination.

The parent/guardian and DCPS can agree in writing that the attendance of certain IEP Team members is not necessary for this meeting depending on the member's area of curriculum or related services; allowing a partial team to meet to address this particular situation. **However, the RSP for the service session in question must be in attendance.** If the parent/guardian cannot physically attend the IEP meeting an alternative means of participation may be used (e.g., individual or conference telephone calls). The parent's/guardian's signature must be obtained on the IEP and/or the Prior Written Notice (PWN) before the delivery of services. The LEA or case manager is responsible for obtaining the parent's/guardian's signature on the amended IEP within 5 days of a telephone conference.

While there is not a requirement to make up missed service sessions due to student absence or refusal the goal of DCPS is to ensure that related services are delivered despite the reason for the missed sessions. Therefore, the IEP team should consider alternative service delivery options or a change in services when student absence or refusal is significantly impacting service implementation as outlined above. Examples of alternative service delivery options include: service delivery in the classroom, a consultation delivery model, or transition out of the current service type and replacement with different services (e.g., exit from speech/language services and increase research-based reading intervention).

2. When a student misses 5 service sessions because the **student refuses to participate or attend** the RSP must:

- Document each missed service session (see *Procedures for Documentation*); and
- Notify the LEA or case manager via email within 24 hours of the last missed service session. This notification prompts an IEP meeting. The LEA or case manager must convene the IEP meeting within 15 school days of the 5th missed service session to consider the impact of the missed session on the student's progress and performance, and determine how to ensure the continued provision of FAPE. Student attendance records should be reviewed at the meeting when making the determination.

The parent/guardian and DCPS can agree in writing that the attendance of certain IEP Team members is not necessary for this meeting depending on the member's area of curriculum or related services; allowing a partial team to meet to address this particular situation. **However, the RSP for the service session in question must be in attendance.** If the parent/guardian cannot physically attend the IEP meeting an alternative means of participation may be used (e.g., individual or conference telephone calls). The parent's/guardian's signature must be obtained on the IEP and/or the PWN before the delivery of services. The LEA or case manager is responsible for obtaining the parent's/guardian's signature on the amended IEP within 5 days of a telephone conference

Again, while it is not a requirement to make up missed service sessions due to student absence or refusal to participate or attend the goal of DCPS is to ensure that related services are delivered despite the reason for the missed service session(s). Therefore, the IEP team should consider alternative service delivery options or a change in services when student absence or refusal is significantly impacting service implementation as outlined above. Examples of alternative service delivery options include: service delivery in the classroom, a consultation delivery model, or transition out of the current service type and replacement with different services (e.g., exit from speech/language services and increase research-based reading intervention).

Student Withdrawn from STARS but showing in SEDS: Student withdrawn from STARS but showing on SEDS caseload

The school registrar has completed the steps to withdraw a student from STARS but the student is still showing in SEDS. The RSP must:

- Document the missed service session (see *Procedures for Documentation*);
- Document as "student unavailable"
- The service tracker note must provide:
 - Date student was withdrawn in STARS
 - Reason for withdrawal (noted in STARS)
 - Attending school if known
- Continue to document the missed services until the student is no longer showing in SEDS

Multiple Student Absences/Truancy: Student absent from school and scheduled service sessions

Truancy is the unexcused absence from school by a minor (5-17 years of age) with or without approval, parental knowledge, or consent.

The District of Columbia Compulsory School Attendance Law 8-247 and DC Municipal Regulations Title V Ch. 21 govern mandatory school attendance and the ways schools must respond when students are truant. The Compulsory School Attendance Law states that parents/guardians who fail to have their children attend school are subject to the following:

- Truancy charges may be filed against the student or parent;
- Neglect charges may be filed against the parent;
- Parents may be fined or jailed;

- School-aged students may be picked up by law enforcement officers during school hours for suspected truancy;
- Students may be referred to Court Diversion and other community based interventions; and
- Parents and students may be assigned community service and placed under court supervision/probation.

When a student misses a related services session because of an **excused or unexcused student absence** the RSP must:

- Speak with the teacher and Attendance Counselor / Attendance Designee to determine reason for the student's absence;
- Check STARS if teacher is unable to provide information regarding the student's absence;
- Contact the student's parent, make a home phone call (*if the absence is excused, there is no need to contact the student's parent*); and
- Document the contact with the student's guardian in the SEDS Communication Log
- Document each missed session in service tracker note in SEDS (see example below);
 - "Attempted to provide (state related service), however (name of student) is absent per report of classroom teacher (name teacher). Per STARS the student's absence is excused/unexcused."
 - You may also add information received following phone call with parent/guardian. For example "Per telephone conversation with parent (name the parent/guardian), (student's name) is absent from local school because (state the provided excuse)".
- Notify the LEA or case manager via email within 24 hours of the missed service session.

When a student misses five (5) related service sessions because of **unexcused student absences** the RSP must:

- Contact the student's parent or guardian by making a home phone call;
- Inform the teacher, attendance counselor, and/or attendance POC to determine what staff has already done to address attendance concerns;
- Inform the LEA/Case Manager of the absences and attempts to contact the student's parent or guardian;
- Document the attempts to service the student and contact the student's guardian in the SEDS Communication Log and in the service tracker log.

Per DCPS' Attendance Intervention Protocol, after five unexcused absences:

- The Attendance Counselor / Attendance Designee will mail an Unexcused Absences STARS letter to the student's home requesting an attendance conference
- Student is referred to the Student Support Team (SST)

- Student, parent or guardian and appropriate school officials develop Student Attendance Support Plan to connect the family to in-school or community resources and city agencies, and to make recommendations for next steps
- Follow up within 10-days to track student's progress on next steps identified in attendance conference. Follow up with programs/resources identified for support during attendance conference to determine if student/family is participating.
- Home visit must be conducted, if parent is not responsive to meeting request.

The Attendance Counselor, Attendance Designee or SST chair will request RSP attendance in the SST meeting. RSPs should be prepared to contribute to the development of the Student Attendance Support Plan.

A decision to reduce or remove a related service from a student's IEP due to truancy should not be made without consideration from the MDT to determine whether the student's non-attendance of service sessions is a manifestation of his/her disability.

Refer to the **DCPS Attendance Intervention Protocol** for the detailed protocol.

School Closure: School closed for holiday or emergency. When school is not in session due to a scheduled holiday, delayed opening, or complete closure due to poor weather the missed service session(s) there is no requirement for makeup.

Summary:

The RSP is not required to make up missed service sessions under the following circumstances:

- Student absence (excused or unexcused);
- Student refusal to participate or attend; or
- School closed for holiday or emergency.

However, DCPS has an obligation to ensure appropriate services are delivered. Therefore, the IEP team may consider alternative service delivery options or a change in services based on the student's availability for the particular service type and delivery modality. Examples of this include: service delivery in the classroom, a consultation delivery model, transition out of the current service type and replacement with different services (e.g., exit from speech/language services and increase research-based reading intervention).

Procedures for Documentation

Missed Service Sessions

The RSP must log all missed service sessions in the *SEDS Service Logging Wizard* indicating:

- Date of missed service session;
- Service type (e.g., student absent, student unavailable, provider unavailable, school closure);
- Duration of service scheduled (Service duration must be documented even if a student is absent; if the student receives only partial service, document the altered duration.);
- Group size;
- "Progress Report" (e.g., just introduced, mastered, no progress, not introduced, progressing, regressing); and
- "Comments" box
 - Document why the service session was missed (e.g., student unavailable, student absent, provider unavailable, school closure); and
 - List action taken to ensure service delivery (e.g., contacted the parent/guardian, talked with the teacher, contacted the student).
 - If student absence is the reason for the missed session, provide the impact of the missed session on the child's progress and performance. If the missed session has impacted the student's performance, indicate services will be made up and the make up plan dates. If the missed session has not impacted the student's performance, please indicate and provide supporting data.

Make-Up Service Sessions

The RSP must log all make-up service sessions in the SEDS *Service Logging Wizard* indicating:

- Date and time of service provided;
- Service type (e.g., student absent, student unavailable, provider unavailable, school closure);
- Duration of the service provided;
- Group size;
- "Progress Report" (e.g., just introduced, mastered, no progress, not introduced, progressing, regressing); and
- "Comments" box
 - "MAKE UP SERVICE SESSION for Missed Session on XX/XX/XXXX." In addition, record progress note standards for service sessions delivered; and
 - List action taken to ensure service delivery (e.g., notified the parent/guardian of the make-up service session dates(s)).

Make-Up Service Session Attempts

The RSP is required to attempt to make up a service session three times. Any failed attempt prior to the third scheduled make-up session should be logged in the SEDS communication log. The log should include:

- Attempted date and time of service session; and
- Which attempt it was (e.g., first or last).

Upon the third failed attempt the scheduled missed make-up service session should be logged in the *SEDS Service Logging Wizard* indicating:

- Attempted date and time of service session;
- Service type (e.g., student absent, student unavailable, provider unavailable, school closure);
- Which attempt it was (e.g., third);
- Duration of service attempted (number of minutes or zero minutes);
- Group size;
- "Progress Report" (e.g., just introduced, mastered, no progress, not introduced, progressing, regressing); and
- "Comments" box
 - Add notation "MAKE UP SERVICE SESSION for Missed Session on XX/XX/XXXX."
 - List action taken to ensure service delivery (e.g., contacted parent/guardian, talked with the teacher, contacted the student).

After three attempts have been made and documented in an effort to make up the missed service session(s), and the District has exercised due diligence, attempts to implement a make-up session for the missed session(s) are discontinued.

PLEASE NOTE: When all three attempts to make up a missed service session do not occur only the third make-up attempt should be logged in the *SEDS Service Logging Wizard*. The date of the missed session indicated in the "comments" box (e.g., XX/XX/XXXX) must reflect the date of the regularly scheduled missed service session for which the make-up service was covering. The previous failed attempts must be documented in the contact log (e.g., spoke with the teacher when the student was absent to schedule the make-up session, called parent/guardian) as outlined above.

IEP Amendment Proposed Services Change Form

You can find this form under Main Menu--at the bottom of the screen you click on
"IEP Amendment Proposed Services Change Form"

The screenshot displays the EasyIEP software interface. At the top, the logo "EasyIEP by PEG Education" is visible. The navigation bar includes links for "Log Out", "Main Menu", "Students", "My Docs", "Wizards", "School System", "My Calendar", "My Info", "Smart Logbook", "My Reports", and "SEDS Resource Site". The user is logged in as "Tania".

The main content area is divided into three sections:

- My Compliance:** Features a bar chart showing compliance status. The legend indicates: Green for "In Compliance", Yellow for "Losing Due", and Red for "Out of Compliance". The x-axis is labeled "eligibility" and "IEP".
- My Students (3 Students):** Lists three students: Deanna Paul (checked), Brytany Richardson (marked with a red dot), and Lamar Smith (checked).
- My Reports:** States "No reports have been generated yet for Tania DuBeau".

Below these sections is a "Documents" list with the following links:

- [PAN1-3.pdf](#)
- [PARCC Field Test Accommodations Worksheet](#)
- [2014-2015 PARCC Accommodations Worksheet](#)
- [IEP Amendment Proposed Services Change Form](#)
- [Educational Environments Guidance Document](#)
- [OSSE Medicaid Parental Consent Form](#)
- [Reason for Delay](#)
- [OH! Documentation](#)
- [LTH Documentation](#)

A "Review the License Agreement" link is also present. The footer features the "PUBLIX CONSULTING GROUP" logo.



Individualized Education Program (IEP) Amendment Proposed Services Change Form

Student Name: _____ Date of Birth: ____/____/____

Student Identification Number: _____

Provider Name: _____ Service Provider Type: _____

Type of Service: _____

A. Current Number of
Service Hours/Week: _____ hours/week

B. Proposed Number of
Service Hours/Week: _____ hours/week

Type of Proposed Amendment:

- ☐ Proposed Increase in Service Hours
- ☐ Proposed Decrease in Service Hours
- ☐ Introduction of New Service Type
- ☐ Removal of Existing Service Type

C. Current Total Special Education Service Hours/Week :
*(Sum of all special education and related service hours on
current IEP)* _____ hours/week

D. Proposed Total Special Education Service Hours/Week :
*(Sum of all special education and related service hours,
including proposed change)* _____ hours/week

Service Data
Supporting the
Proposed Change:

Service Provider Signature: _____

Signature Date: _____

LEA Representative Name: _____

LEA Representative Contact Information: _____

Additional SEDS Information

Progress Report Wizard (10.1)

Smart Logbooks--Review/delete Service Logs (11.4)

10.1 Progress Report Wizard

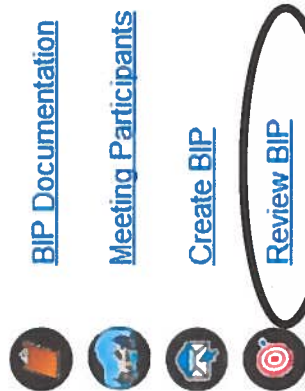
The **Review BIP** page provides a place to document the progress and/or results observed based on the implementation of the BIP. This page should be completed at some point in time after the BIP (created in the first three steps) is implemented.

1. Select the **Review BIP** page to begin.
2. Enter text for steps 1 through 4 in each of the text boxes provided.
3. Set a date for the next BIP review by entering a date in the date field provided.
4. Click the "Save & Continue" button to save entries and return to the main BIP menu.
5. Return to the **Create BIP** page. Select one of these buttons to create a Draft and/or Final BIP document:

Create Draft BIP Document

Create Final BIP Document

TIP: Information from the Review BIP will appear at the end of the BIP document.



[BIP Documentation](#)

[Meeting Participants](#)

[Create BIP](#)

[Review BIP](#)

Review Behavior Intervention Plan

Step 1: Review the current plan. (Is it working? Why/Why not? What are the barriers?)

Step 2: Are reinforcers and consequences appropriate and consistently applied? (If not, why not? What are the barriers?)

Step 3: List additional supports/strategies needed.

Step 4: Changes to Behavior Plan.

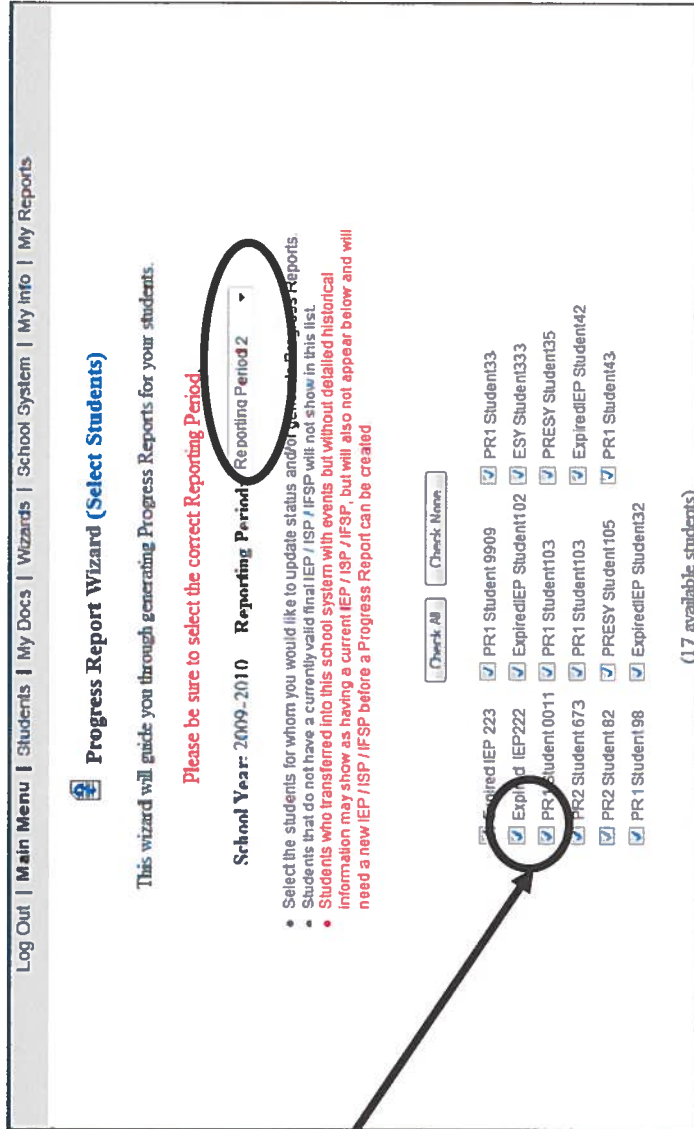
Set time for review of plan (3.6 weeks)

<< Back Save Save & Continue >>


Accessing the Wizard and Selecting Students

- To access the **Progress Report Wizard** page, select the **Wizards** tab. Here you will see a list of all the wizards you have access to. The **Progress Report Wizard** page link will appear first in the list.
- On the **Progress Report Wizard (Select Students)** page, select the desired period in the **Reporting Period** drop-down menu.
- Also on the **Progress Report Wizard (Select Students)** page, you will see a list of all students in your caseload who have finalized IEPs in SEDs. Select the students you will be reporting progress for by checking the box next to their names.

TIP: You must select at least one student before continuing to the next step to avoid an error.



Entering Progress Status and Goal Comments

- On the **Progress Report Wizard** main page, the header displays the student's name as well as the student's position in the group selected. You may use the "Skip this student" button to move directly to the next student in the series.
- In the **Document progress toward goals** section, you will see separate rows for each Area of Concern that is addressed in the student's most recent IEP. To enter comments for the goals in each section, select the  symbol to the right of the name of the area.
- Indicate the student's progression toward each goal by making a selection from the **Progress** status drop-down menu.
- Enter comments to describe the student's progress in the text field labeled **Comments**. Multiple users may enter individual comments for the same goal. Save the comments by clicking any of the "Save" buttons at the bottom of the page.
- When comments are submitted, they will appear in a separate row above the **Comments** box with an automatic date and time stamp.

IMPORTANT TIP: When you save this page, these comments will no longer be editable by any user except the Case Manager.

TIP: Comments are required for all goals except those with a progress status of "progressing" or "mastered." For those goals, comments are optional.

Progress Report for PRESY Student105 (Student 1 of 3 selected)

Page Instructions

These are the custom progress report page instructions. Set the value of the custom data Item instr_ReportCardWizard to change to the desired content.

Skip this student

Student Information

Student Name: PRESY Student105 Student ID: ESYTEST2 Date of Birth: 03/25/1999 Student Grade:
Eligibility Begin Date: 05/25/2008 Eligibility End Date: 05/25/2011 IEP Begin Date: 06/11/2009 IEP End Date: 06/10/2010

School Information

School Name: Accolink Academy Case Manager: Progress Test

School Year: 2009-2010

Reporting Period 2

07/01/2009 - 07/18/2009

Document progress toward goals

Note: To report progress on goals, check the box next to the area you will be commenting on. You may select more than one area at a time.

Academic Mathematics

Hearing

Communication: Generalized Developmental Delay

Academic Mathematics

Area of Concern: Academic Mathematics

Student Name: PRESY Student105

Annual Goal: Sample math goal

Current Reporting Period

Progress

User and Title

Date

Time

Comment

Progress Test

RSP ID: 07/15/2009

Sample comments for math goal entered here

Sample comments

Comments:



Note: Be sure to review the comments you have entered before submitting them. After comments are submitted, they cannot be edited by anyone except the Case Manager.

Team Member Sign Off

- The final step in the progress report process is the Team Member Sign Off section. All team members are required to sign off by clicking the appropriate button before a student's progress report can be finalized.
- When you have successfully signed off, you will see a green check in the Progress comments completed column and an automatic date and time stamp to the right.

Progress Report Team

- To add or delete members from the progress report team, visit the Progress Report Team tab, located in the dark blue student navigation bar on the far left. This tab is only accessible to the student's Case Manager.
- To add new IEP team members to the progress report team, select the check box to the right of their names. To remove IEP team members, de-select the check box next to their names. Then click the "Update the database" button.

TIP: Be sure to create a draft and review comments before signing off.

Team Member Sign Off			
Student Name:	Student ID: ESYTEST12	School: Accotlink Academy	
Reporting Period: Reporting Period 2: 07/01/2009 - 07/18/2009			
IEP Team Member	Title	Progress comments completed Note: Be sure to create a draft and review the comments you have made before signing off.	Completion date and time
RSP TEST		X	
Progress Test		Sign Off ✓	2009-07-16 10:20:00
Progress Test10		X	
Progress Test3		X	

Only Case Manager (Progress Test) can finalize this progress report after all team members have signed off.

Return to Selected Student Page | Save and Submit Comments | Save and Continue to Next Student | Create Draft

Log Out | Main Menu | Students | My Docs | Wizards | School System | My Info | My Reports
 Student/Parent Information | Eligibility Process | Summary of Performance | IEP Process | Documents | IEP Amendment | Progress Report Team

Progress Report Team for PRESY Student105

IEP Team Member Name	Relationship	Require Sign Off?
Progress Test		<input checked="" type="checkbox"/>
RDP TEST		<input checked="" type="checkbox"/>
Progress Test4		<input checked="" type="checkbox"/>
Progress Test10		<input checked="" type="checkbox"/>
Progress Test3		<input checked="" type="checkbox"/>

Update the database

Completing the Page and Creating Documents

- To create a draft progress report document, click the "Create Draft" button. Any user on the team can create a draft at any time.
NOTE: All unsaved comments on the page will be automatically submitted when a draft is created.
- To create a final progress report, click the "Create Final" button. You must be designated as the student's Case Manager to create a final progress report.
- All progress report documents, both draft and final, will appear on a separate **Documents** page for the student.

Team Member: Sign Off		School Account Academy	
Student Name:	Student ID:	Reporting Period: Reporting Period 1: 08/25/2009 - 11/04/2009	
IEP Team Member	Title	Progress comments completed Note: Be sure to create a draft and review the comments you have made before signing off.	Completion date and time
RSP TEST		✓	2009-07-16 21:57:03
Progress Test		Sign Off ✓	2009-07-17 13:24:03

Only Case Manager (Progress Test) can finalize this progress report after all team members have signed off.

Return to Selected Student Page

Save and Submit Comments

Save and Continue to Next Student

Create Draft

Create Final

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Log Out | Main Menu | Students | My Docs | Wizards | School System | My Info | My Reports



Documents for students of Progress Test

This page lists documents you've created, or that were created by someone else for students for whom you are the Case Manager, within the past year (including draft documents that have not expired), or a subset of those documents if the search page was used or if coming from the Progress Report Wizard. This page appears immediately after running the Progress Report Wizard, and can always be accessed by using the "My Docs" button in the menu above. To print a document, click on the "Document" type entry in the list, then use the printer icon that appears in the toolbar that appears directly above the document itself.

Date Created	Created By	Student	Document	Year / Report ID	Received
07/17/2009	Progress Test	PR1 Student 0011	Progress Report		(Draft)
07/17/2009	Progress Test	PR1 Student 98	Progress Report (2009-2010 RP 4)	2009-2010 / Reporting Period 4	<input type="checkbox"/>
07/17/2009	Progress Test	PR1 Student 98	Progress Report (2009-2010 RP 3)	2009-2010 / Reporting Period 3	<input type="checkbox"/>
07/17/2009	Progress Test	PR1 Student 98	Progress Report (2009-2010 RP 2)	2009-2010 / Reporting Period 2	<input type="checkbox"/>
07/17/2009	Progress Test	PR1 Student 98	Progress Report (2009-2010 RP 1)	2009-2010 / Reporting Period 1	<input type="checkbox"/>

11.4 Smart Logbook—Review/Delete Service Logs

You can review all the service logs you have entered for a student or request for a service log to be deleted by accessing the Smart Logbook.

To access the Smart Logbook, click on the **Smart Logbook** tab.



It is set up so you can view logs based on the date of the actual service or the date the user entered the service into the system. It is defaulted to display the logs based on the date of the actual service.

You will have the ability to select a date range by clicking on a number of radio buttons:

- **Today:** Will show all logs entered for selected student for today's date
- **Yesterday:** Will show all logs entered for selected student for yesterday's date


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Empowering Education with Tools for Special Education

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EasyIEP™ v 8.8 Message Board

[New Mail!](#)

Send us a message: [Question](#) / [Bug Report](#) / [Comment](#) / [Suggestion](#) / [My Messages](#)
[Review the License Agreement](#)

Welcome to the Washington DC EasyIEP™ site!

SmartLogbook for Testing White  [New Mail!](#)

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

Select a Date Range to View

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

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

Select Student(s)

Select Sorting Options:

Primary:

Secondary:

Tertiary:

View Logs for Selected Student(s)

No reports have been generated yet

- **This Week:** Will show all logs entered for selected student for this week (Monday–Friday)
- **Last Week:** Will show all logs entered for selected student for last week (Monday–Friday)
- **This Month:** Will show all logs entered for selected student for this month
- **Select Month:** Will show all logs entered for selected student for the selected month and year

Once you select the date range, a drop-down menu of all students will be available. It will indicate the number of logs that have been entered for the student for the date range you selected.

Select the student you want to review and click on the **View Logs for Selected Student(s)** button.

SmartLogbook for Testing White [New Mail](#)

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

Select a Date Range to View

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

☐ Today ☐ Last Week
☐ Yesterday ☐ This Month (July)
☐ This Week ☒ Select Month: July 2009

Select Student(s)

Antwon Test (4 logs)
Aniwon Test (4 logs)

View Logs for Selected Student(s)

No reports have been generated yet

You will see a list of all service logs that have been entered for the selected student for the selected date range.

At this point, a number of options are available.

You can view the details for a specific service log by clicking on the **Details** button to the right of the actual service log line.

You can view the details for ALL the service logs available based on the search criteria selected by clicking on the **Show More Detail** button.

You can return to the **Select Date Range** page to change the search criteria you entered by clicking on the **Back to Criteria Select Screen** button.

Testing White Service Log Report for July 2009

[New Mail](#)

Log ID	Request Removal	Student Name	Service	Date Provided	Date Logged	Duration
288383	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/01/2009	07/20/2009	0:30
288384	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/06/2009	07/20/2009	0:30
288385	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/08/2009	07/20/2009	0:30
288386	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/11/2009	07/20/2009	0:30

Back to Criteria Select Screen

Show More Detail

Request Removal of Selected Service Logs

Testing White Service Log Report for July 2009

[New Mail](#)

Log ID	Request Removal	Student Name	Service	Date Provided	Date Logged	Duration
288383	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/01/2009	07/20/2009	0:30
288384	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/06/2009	07/20/2009	0:30
288385	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/08/2009	07/20/2009	0:30
288386	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/11/2009	07/20/2009	0:30

Back to Criteria Select Screen

Show More Detail

Request Removal of Selected Service Logs

SmartLogbook requires SmartLogbookReport and SmartLogbookReportDetail to be installed on the system. Please contact your customer representative to have these reports installed.

Requesting Removal of a Service Log

You can either make a request for removal in the brief view or the expanded view.

1. Click the check box under the **Request Removal** column (second column) next to the service log you want to have removed.
2. Click on the **Request Removal of Selected Service Logs** button.

TIP: Make your request for removal in the expanded view so you can see all the details of the service log to ensure you are requesting removal of the correct log.

Testing White Service Log Report for July 2009

[New Mail](#)

Log ID	Request Removal	Student Name	Service	Date Provided	Date Logged	
288383	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/01/2009	07/20/2009	Details
Progress	Service Type	Group Size	Duration			
Maintaining	Direct Service	2-3	0:30			
Comments	Student is making progress.					
288384	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/06/2009	07/20/2009	Details
Progress	Service Type	Group Size	Duration			
Progressing	Direct Service	2-3	0:30			
Comments	Student is making progress.					
288385	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/08/2009	07/20/2009	Details
Progress	Service Type	Group Size	Duration			
Not applicable	Student Unavailable	2-3	0:30			
Comments	Student was absent and not available for session.					
288386	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/11/2009	07/20/2009	Details
Progress	Service Type	Group Size	Duration			
Progressing	Direct Service	2-3	0:30			
Comments	Student is making progress.					

[Back to Criteria Seled Screen](#)

[Show Less Detail](#)

[Request Removal of Selected Service Logs](#)

Requesting removal of a service log -continued-

3. You must select an option from the drop-down menu for *Are you sure you wish to request removal of this service log?*
 - a. If you select "Yes, I wish to request that this log entry be removed," the request for deletion will be submitted.
 - b. If you select "No, I do not want this log entry removed," you will receive a message alerting you that the request has not been submitted and you will need to return to the student list.
4. You must enter a reason for requesting removal of the log.
5. Click on the **Request Log Removal(s)** button.

Request Service Log Removals

[New Mail](#)

Please confirm that you want to request that the following service log entries be removed.

Student	Service Date	Type	Provider	Duration	Group Size	Status	Comments	Areas Covered/Assessed
Antwon Test	07/06/2009	Direct Service	Testing White	0:30	2-3	Progressing	Student is making progress.	Group Counseling
<p>Are you sure you wish to request removal of this service log?</p> <p>Yes, I wish to request that this log entry be removed <input type="button" value="OK"/></p>								
<p>Why does this log need to be removed?</p> <p>Entered the wrong date for this student. This entry should be for a different student. <input type="button" value="OK"/></p>								

NOTE: This page only submits a request that a log be removed. A justification is required, or no request will be submitted. The log will not immediately be removed from the system. To make corrections this service must be re-logged after the existing log is removed.

Request Log Removal(s)

You will see a screen letting you know which service log has been scheduled for deletion.

Click on the [Back to Service Logs](#) button.

The service log will remain in the list, but there will be a red X in the Request Removal column. The service log will remain on the list until the appropriate administrator reviews the request and actually completes the deletion in the system.



TIP: If the administrator does not approve your request for removal or if the administrator has additional questions, you will be notified. Once the administrator approves the request, the service log will be deleted and will no longer appear on any newly created service tickets or on the Smart Logbook.

Request Service Log Removals [New Mail](#)

Please review the following information about your removal requests.

Student	Date	Type	Provider	Duration	Group Size	Status	Comments	Areas Covered/Assessed
Antwon Test	07/06/2009	Direct Service	Testing White	0:30	2-3	Progressing	Student is making progress.	Group Counseling
Service Log has been scheduled for deletion.								

[Back to Service Logs](#)

Testing White Service Log Report for July 2009 [New Mail](#)

Log ID	Request Removal	Student Name	Service	Date Provided	Date Logged	Duration
288383	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/01/2009	07/20/2009	0:30
288384	<input checked="" type="checkbox"/>	Antwon Test	Behavioral Support Services	07/06/2009	07/20/2009	0:30
288385	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/09/2009	07/20/2009	0:30
288386	<input type="checkbox"/>	Antwon Test	Behavioral Support Services	07/11/2009	07/20/2009	0:30

[Back to Criteria Select Screen](#)

[Show More Detail](#)

[Request Removal of Selected Service Logs](#)

Non-Regulatory Guidance to the Related Services Policy

(document follows)

NON-REGULATORY GUIDANCE TO THE RELATED SERVICES POLICY— ISSUED ON JANUARY 5, 2010

The Office of the State Superintendent of Education, Department of Special Education (OSSE DSE), issued the “Related Services Policy” on January 5, 2010. Every Local Education Agency (LEA) is responsible for providing related services to students with disabilities in accordance with their Individualized Education Programs (IEPs). The purpose of this guidance document is to provide additional clarification to assist LEAs in implementing the policy in a manner consistent with the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§1400 *et seq.*

Frequently Asked Questions (FAQ)

I. Eligibility and Determination of Appropriate Related Services

1. How does a student become eligible to receive related services?

A student must be determined, by the student’s IEP team, to be a “child with a disability” in order to be eligible to receive related services. To be considered a “child with a disability,” a student must have one of the disabilities specified by the IDEA and because of the disability, need special education and related services.ⁱ A student may also be found eligible for special education and related services if he or she, once evaluated, is determined to have a developmental delay.ⁱⁱ

2. Who determines which related service(s) should be provided to a student with a disability?

A student’s IEP team determines which related services should be provided. This determination is based on current data which may include formal and informal assessments, progress reports provided by related service providers, and teacher and parent observations. All related services designated on the IEP must assist the student to achieve annual goals and meet the student’s educational needs. Examples of questions that an IEP team should consider include:

- Does the student need the related service to access the general and/or special education curriculum?
- Will the student make educational progress, as described in the IEP, if he or she does not receive the related service?
- Is the related service needed to assist the student to benefit from special education?

3. What is meant by the frequency, location, and duration of a related service?

Frequency refers to how often a related service will be provided (i.e. the number of sessions per week and the length of each session). *Duration* refers to how long the LEA will continue to provide the related service (i.e. how many months of service as indicated by start and end date). *Location* refers to the physical site at which the related service will be provided. An IEP must state the frequency, duration, and location of the related services provided to the student.

4. Should related service decisions be based on a student’s disability category?

No. Students who fall in the same disability category may not, by default, have the same needs. The IEP team must determine appropriate related service provisions based on the unique educational needs of each student with a disability. Services should be designed to assist the student to benefit from his or her individualized educational program.

5. Should related service decisions be based on a student’s special education level?

No. Special education level is a classification based on the total number of hours of special education service provided to a student with a disability. A student’s special education level is only known after the IEP team determines the terms of service provision. Therefore, a student’s special education level is not a diagnostic tool and should not play a role in related service decisions.



NON-REGULATORY GUIDANCE TO THE RELATED SERVICES POLICY— ISSUED ON JANUARY 5, 2010

6. Can a related service be added or removed from a student's IEP?

Yes. The IEP team determines if it is appropriate to add or remove a related service from the student's IEP. A request for such a change may indicate a significant change in the student's needs. The IDEA encourages IEP teams to meet throughout the year when necessary to review and revise the IEP as appropriate to address a student's lack of progress toward the annual goals or any new areas of concern.ⁱⁱⁱ

II. Documentation of Related Services

1. How should a related service session be documented?

Individual related service providers must complete a service log for each completed related service session. The purpose of a related service log is to capture data concerning the nature of the session (i.e. description of the IEP goal and corresponding skill/functionality taught) and any indicators of student progress demonstrated during the session. To be deemed complete, a related service log must include the date, start time, duration and location of the service, and the signature of the related service provider or qualified supervisor.

2. Are LEAs required to document related service provision in the Special Education Data System (SEDS)?

Yes. With the issuance of Title 5, Chapter 30, Section 3019 of the District of Columbia Municipal Regulations (DCMR) on December 4, 2009, all LEAs are required to fully utilize, implement, and enter accurate and complete data into SEDS for all aspects of special education practice.^{iv} In terms of related service provision, to fulfill the documentation requirement, LEAs must ensure that all related service logs are completed, and that corresponding service tracker forms are created, signed, and stored in SEDS. OSSE has developed and issued a new tool in SEDS, the Related Services Management Report (RSMR), to assist LEAs with managing related service delivery. LEAs should use this tool to review trends in service delivery at both the student and LEA level to ensure that services continue to be delivered as prescribed for all students. OSSE will be reviewing RSMR data during its on-site monitoring visits to verify service delivery.

3. Are LEAs responsible for ensuring that related services provided to students placed at nonpublic schools are documented in SEDS?

Yes. With the issuance of Title 5, Chapter 30, Section 3019 of the District of Columbia Municipal Regulations (DCMR) on December 4, 2009, all LEAs are required to ensure that an accurate, complete, and up to date record exists in the SEDS for every student with an IEP enrolled in the LEA, including those placed in nonpublic schools.^v An LEA determines the level of access that the nonpublic school has to student records in SEDS. Nonpublic school staff may be granted edit rights with full or limited responsibilities in SEDS or view only rights with no responsibilities in SEDS. Regardless of the type of access provided to the nonpublic school, the LEA remains responsible for ensuring that all related services are regularly documented and captured in SEDS.

III. Implementation of Related Services

1. Can an LEA be excused from its responsibilities to provide related services if it lacks resources or expertise?

No. An LEA's lack of resources or expertise does not release it from its legal responsibilities to provide appropriate and timely related services. LEAs are responsible for ensuring that qualified related service providers implement related services according to the terms outlined in each student's IEP. An LEA must make equitable, alternative arrangements if it is not equipped to provide designated related services. It is an LEA's responsibility to seek out guidance and technical assistance, as needed, when it has questions regarding related service implementation.

NON-REGULATORY GUIDANCE TO THE RELATED SERVICES POLICY— ISSUED ON JANUARY 5, 2010

2. What responsibilities do LEAs have regarding the oversight of related services?

LEAs must regularly monitor related service provision to ensure that service delivery occurs as required by the student's IEP, and that qualified related service providers implement, document and capture the delivery of services and the student's rate of progress in SEDS. Missed services must be addressed and documented in a timely manner, according to the LEA's policies and procedures, and reported to the IEP team when appropriate.

3. Are LEAs responsible for the oversight of related services provided to students placed at nonpublic school?

Yes. The responsibility for the oversight of related services in compliance with the IDEA remains with the LEA, even if a nonpublic school implements a student's IEP.^{vi} The LEA is responsible for taking the appropriate steps to ensure that the student is receiving a Free Appropriate Public Education (FAPE) at the nonpublic school. The LEA must initiate the nonpublic school's access to SEDS, participate in the annual IEP review, communicate regularly with the nonpublic school to receive progress reports, confirm that appropriate related services are being designated and provided, and take steps to work toward transitioning the student back into the Least Restrictive Environment (LRE). The LEA must also make certain that any amendments made to the student's IEP are justified and implemented.^{vii}

IV. Specially Designed Instruction

1. What is the difference between special education services and related services?

The term *special education services* refers to specially designed instruction provided at no cost to the parent which meet the unique needs of a student with a disability.^{viii} *Related services* are services that are required to assist a student with a disability with benefiting from special education.^{ix} Related services support special education services by directly or indirectly addressing an identified impairment resulting from a student's disability.

2. What is specially designed instruction?

The term *specially designed instruction* refers to the adaptation of content, methodology, or delivery of instruction as appropriate to meet the unique needs of a child with a disability. Specially designed instruction assists the student in accessing the general education curriculum, so that the student can meet the educational standards that apply to each student within the jurisdiction of the District.^x

3. Can a student have a disability or developmental delay that requires a related service, but not special education services?

A student may experience a delay or deficit that does not negatively impact academic performance. For example, a student may not require additional academic supports or accommodations, but instead may only need a specific related service to address a specific physical impairment. In these cases, the related service is considered specially designed instruction if it otherwise meets the requirements of special education.^{xi}

4. Which related services may be designated as specially designed instruction?

In the District of Columbia, related services that can be considered specially designed instruction under special education include: speech-language pathology services, vocational education, travel training, and instruction in physical education.^{xii}

5. Is physical education the same thing as physical therapy?

No. In the District of Columbia, physical education includes: (a) physical and motor fitness; (b) fundamental motor skills and patterns; and (c) skills in aquatics, dance, and individual and group games and sports, including intramural and lifetime sports. Students with disabilities must be provided physical education, specially designed if necessary, to the extent that physical education is provided to children without disabilities.^{xiii} Physical therapy may be a related service and it is defined as services provided by a qualified physical therapist.^{xiv}



NON-REGULATORY GUIDANCE TO THE RELATED SERVICES POLICY— ISSUED ON JANUARY 5, 2010

V. Parent Participation

1. Are parents involved in the determination and provision of related services?

Yes. Parents participate in the determination of appropriate related services through the IEP team decision-making process. Parents continue to play an active role even after services are designated. LEAs should regularly provide timely information regarding a student's related service delivery to parents, and afford parents opportunities to discuss the provision of related services with the related service providers. LEAs must notify parents of any proposed changes in service provision and provide parents with sufficient opportunities to participate in the IEP amendment process.

2. What if a parent disagrees with the terms of related service designation or implementation of a related service?

If the parent desires changes that are non-substantive in nature, such as scheduling changes regarding the date or time of service, the LEA should document the request and the agreed upon arrangement before implementing the change. However, more substantive changes such as type of related service or total service hours will require an amendment to the IEP. It is important for the related service provider to be present at any meetings that involve discussions about service implementation, so that the dialogue between parent and related service provider is captured as part of the student's special education record.

3. Can a parent refuse or revoke consent for related services on his or her student's behalf?

Yes. A parent may refuse to provide consent for special education and related services.^{xv} A parent may also revoke parental consent for special education and related services.^{xvi} A parent's revocation of consent must be submitted in writing. If a parent verbally revokes consent, the LEA should exercise due diligence in soliciting written documentation formally through calls, emails, and/or letters to the parent's residence.

4. Can a parent revoke consent to some related services and not others?

No. A parent's right to revoke consent applies to the provision of all special education and related services listed in the student's IEP. Once an LEA receives a parent's written revocation of consent for the continued provision of special education and related services and provides the parent with Prior Written Notice (PWN), the LEA must discontinue the delivery of all special education and related services to the student. In situations where a parent disagrees with the provision of a particular special education or related service and the parent and LEA disagree about whether the student would be provided with FAPE if the student did not receive a particular special education or related service, the parent may use due process procedures to obtain a ruling that the service with which the parent disagrees is not appropriate for the student.

5. How should an LEA respond to a parent who revokes consent for the provision of special education and related services?

Upon receiving written revocation of consent, an LEA must provide the parent with prior written notice before ceasing the provision of special education and related services.^{xvii} LEAs may not challenge the parent's decision to discontinue a student's special education and related services through mediation or a due process hearing.^{xviii} An LEA should continue to offer all interventions and supports available to students in general education. A student whose parent has revoked consent should be treated the same as any other general education student with regard to the LEA's Child Find and disciplinary procedures.



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VI. Transportation

1. Who is eligible for transportation as a related service?

Eligibility for transportation services is different from eligibility for special education services. Students who qualify for special education services do not automatically qualify for transportation services. It is the responsibility of a student's IEP team to determine if transportation, as a related service, is necessary in order for the student to receive FAPE and benefit from special education.

2. How should an IEP team determine whether a student is eligible for transportation as a related service?

When determining if transportation, as a related service, is necessary in order for the student to receive FAPE and benefit from special education, the IEP team should consider whether the student can readily access services and be transported safely to and from school without specialized transportation. If so, then the student can likely benefit from the special education services provided as a part of FAPE without transportation services. In cases such as this, it would not be appropriate for the IEP team to designate transportation as a related service due solely to factors such as distance or convenience to the parent or student.

3. How often does an IEP team need to review the appropriateness of transportation as a related service once it is designated on a student's IEP?

IEP teams must review the appropriateness of transportation as a designated related service a minimum of once a year during the annual IEP review process, and complete the corresponding documentation required in SEDS.

4. Can a student still receive transportation as a related service if the parent revokes consent for special education and related services?

No. Once an LEA receives a parent's written revocation of consent for the continued provision of special education and related services and provides the parent with PWN, the LEA must discontinue the delivery of all related services to the student, including transportation.

VII. Missed Related Services Sessions

1. How should LEAs determine whether to make up a missed related service session?

LEAs should develop guidance for IEP teams and related service providers that clarifies criteria for determining in what circumstances a related service provider should make up a missed related service session, set timelines for making up any missed related service sessions, and provide instructions for the documentation of such make up sessions. LEAs must align the development of such policies and procedures to federal IDEA requirements related to the provision of FAPE, and policy letters formally issued by the U.S. Department of Education, Office of Special Education Programs (OSEP).^{xix} In its authority as the State Education Agency (SEA), the OSSE will review LEA policies regarding related service delivery through the course of regular monitoring activities.

2. Are LEAs required to document missed and make up related service sessions in SEDS?

Yes. In terms of related service provision, to fulfill the documentation requirement,^{xx} LEAs must ensure that service logs are completed for all missed, attempted, and made-up related service sessions, according to the LEA's policies and procedures, and that corresponding service tracker forms are created, signed, and stored in SEDS.

3. How should LEAs demonstrate due diligence when making up missed related service sessions?

When making up service sessions, LEAs should make at least three attempts to make up the missed service session. LEAs should schedule make up sessions in the timeliest manner possible since missed services sessions may adversely affect a student's educational performance and progress toward IEP goals.



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4. Is it acceptable to “suspend” a related service when a student repeatedly misses the service?

No. The related service provider must be accessible onsite at scheduled session times, regardless of the number of previous sessions missed, unless alternative arrangements are agreed upon in advance by the parent. In cases of frequent/chronic absence, the LEA should contact the parent to provide notification of the missed service sessions and reschedule the sessions. If the parent does not respond to the first attempt, the next two attempts should vary in method of communication (e.g. phone call, email, letter sent home, etc.). The LEA should document each attempt in writing, recording the date, method of communication, summary of conversation or message left, and outcome. It may become necessary for an LEA to review the terms of service provision and amend the IEP. It is never appropriate for an LEA to amend the terms of service provision without first providing notice to the parent.

Additional Guidance

For additional information, please reference the “Related Services Policy” located on the OSSE website at <http://www.osse.dc.gov>. Please direct any questions regarding the content of this document to **Grace Chien, LEA Policy and Charter Implementation Specialist**, at (202) 741-5098 or by email at Grace.Chien@dc.gov. The OSSE has the authority as the SEA to issue additional guidance regarding LEA policy and related practice.

ⁱ “Child with a disability” means a child evaluated in accordance with §§300.304 through 300.311 as having mental retardation, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services. 34 C.F.R. §300.8(a)(1)

ⁱⁱ The District of Columbia has adopted the term “developmental delay” to apply to a child aged 3 through 7 who (a) experiences severe developmental delays of at least two years below his or her chronological age and/or at least two standard deviations below the mean, as measured by appropriate standardized diagnostic instruments and procedures, in one or more of the following areas: 1) physical development, 2) language and communication development, 3) social or emotional development, 4) cognitive development, or 5) adaptive development; and (b) due to the delay(s) described above, requires special education and related services. No student shall be classified as having developmental delay based solely on deficits in the area of social and/or emotional development. Developmental delay does not apply to children with the following disabilities: (a) autism; (b) traumatic brain injury; (c) mental retardation; (d) emotional disturbance; (e) other health impairment; (f) orthopedic impairment; (g) visual impairment, including blindness; (h) hearing impairment, including deafness; or (i) speech/language impairment. District of Columbia Municipal Regulations (DCMR) Title 5, Chapter 30, §3001.1

ⁱⁱⁱ 34 C.F.R. §300.324(b)

^{iv} 5 DCMR §§3019.3(g) and 3019.4(d)

^v 5 DCMR §§3019.3(g), 3019.4(d) and 3019.9

^{vi} 5 DCMR §3019.9

^{vii} 34 C.F.R. §300.325; see generally 5 DCMR §3019

^{viii} Specially designed instruction can be conducted in the classroom, in the home, in hospitals and institutions, and in other settings. 34 C.F.R. §300.39(a)(1)

^{ix} Related services include speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training. Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device. 20 U.S.C. §1401(26); 34 C.F.R. §300.34

^x 34 C.F.R. §300.39(b)(3); 5 DCMR §3001.1

^{xi} 34 C.F.R. §300.39(a)(2)

^{xii} 5 DCMR §3001.1

^{xiii} 34 C.F.R. §300.108

^{xiv} 5 DCMR §3001.1

^{xv} 34 C.F.R. §300.300(b)(3)

^{xvi} 34 C.F.R. §300.300(b)(4)

^{xvii} Prior written notice must be submitted in accordance with 34 C.F.R. §300.503.

^{xviii} 34 C.F.R. §300.300(b)(4)

^{xix} Letter to Clarke, 48 IDELR 77 (March 8, 2007); Letter to Balkman, 23 IDELR 646 (April 10, 1995); Letter to Copenhaver, 108 LRP 33574 (March 11, 2008)

^{xx} 5 DCMR §3019.3(g); 5 DCMR §3019.4(d)

