



LEA Special Education Point of Contact Monthly Webinar

April 10, 2024

OSSE Division of Systems and Supports, K-12 (K12SS)
OSSE Division of the Chief Information Officer (CIO)
OSSE Division of Student Transportation (DOT)
OSSE Division of Teaching and Learning (TAL)

The LEA Special Education Point of Contact Monthly Webinar will begin momentarily. A copy of today's presentation is available for download through Go To Webinar. To access, expand the 'Handouts' menu.

Agenda

- Introduction
- Policy Reminders and Updates
- Individuals with Disabilities Education Act (IDEA) Monitoring Reminders and Updates
- Transportation Reminders and Updates
- Special Programs Reminders and Updates
- Nonpublic Reminders and Updates
- Teaching and Learning Reminders and Updates
- Announcements and Reminders



Policy Reminders and Updates

Child Find Model Poster

- The Office of the State Superintendent of Education (OSSE) provides a model poster for local education agencies (LEAs) to use in school buildings as part of public awareness activities in support of child find obligations.
- LEAs may download a printable version of the poster on OSSE's child find and initial evaluation website:
 - [Model Child Find Poster \(color\)](#)
 - [Model Child Find Poster \(black & white\)](#)

I have concerns about my child's

LEARNING SPEECH BEHAVIOR DEVELOPMENT

SPECIAL EDUCATION IS HERE TO SUPPORT!

For more information on special education at your child's school, please contact

HOW DO I ACCESS FREE SPECIAL EDUCATION SERVICES?

- 1. WHO can refer a child for a special education evaluation?**
Anyone, including a parent, concerned about a child's learning, development, speech, or behavior can make a referral (or request) for a special education evaluation. If the school determines an evaluation is necessary, **written consent from the child's parent is required** before an evaluation is conducted.
- 2. WHAT is an evaluation?**
An evaluation may involve **observations and tests** with the child and interviews with the parent.
- 3. HOW is special education eligibility determined?**
A school-based team, including the parent, will review the evaluation results and determine if the child has a disability and needs special education services.
- 4. WHAT will happen if a child is determined eligible for special education services?**
A team, including the parent, will convene to **develop an individualized education program (IEP)** to support the child. All of this is provided free of charge.

SPECIAL EDUCATION IDENTIFICATION TIMELINE

Special Education Referral

↓

School Review

↓

Parent Consent to Evaluate

↓

Evaluation
within 30 days of parent consent

↓

Review of Evaluation Results
within 60 days of parent consent

↓

Eligibility Determination

↓

Individualized Education Program (IEP)

What is Child Find? Child find is a process required by the *Individuals with Disabilities Education Act (IDEA)* to **identify, locate, and evaluate** all children from birth through 22 years of age who may have disabilities and may need special education services. Child find is an ongoing process of public awareness and screening activities that help to ensure all students who need special education receive these services.

osse.dc.gov

OSSE

WE ARE DC GOVERNMENT OF THE DISTRICT OF COLUMBIA MURIEL BOWSER, MAYOR

Referral for Initial Evaluation

- LEAs may accept referrals from any source, but must treat referrals from the following sources as a request for initial evaluation:
 - Parents;
 - The student, provided that the student holds educational rights;
 - An employee of the LEA who has knowledge of the student; and
 - An employee of a public agency who has knowledge of the student. (5A DCMR §3004.2)
- For children younger than age 6, LEAs must also accept referrals from:
 - Pediatrician or other medical professional (including physicians, hospitals, and other health providers);
 - Child development facilities (including day care centers, child care centers, and early childhood programs);
 - District agencies and programs, including IDEA Part C programs (such as Strong Start);
 - Community and civic organizations; and
 - Advocacy organizations. (5A DCMR §3004.3)

LEA Obligations for Early Childhood Special Education Referrals

- **Public charter school LEAs are responsible for:**
 - Currently enrolled children; and
 - Children who have completed the registration process for the upcoming school year (5A DCMR §3001.3; 5A DCMR §3001.11).
- **District of Columbia Public Schools (DCPS) is responsible for:**
 - Currently enrolled children;
 - Any child who is a resident of the District and not enrolled in a public charter school LEA (5A DCMR §3001.2; 5A DCMR §3003.2(a)); and
 - Any child who is homeschooled as well as a resident and nonresident parentally-placed private school child (5A DCMR §3003.4)

LEA Obligations for Early Childhood Transition

- In accordance with 34 CFR §300.124 and 5A DCMR §3001.11, LEAs must ensure the smooth and effective transition for children transitioning from Individuals with Disabilities Education Act (IDEA) Part C early intervention services to IDEA Part B school-based special education and related services, including:
 - Attending transition planning conferences, when invited by IDEA Part C early intervention program (Strong Start);
 - Determining Part B eligibility and developing an individualized education program (IEP) by the child's third birthday; and
 - Implementing the IEP by the child's third birthday, in accordance with state-established timeframes.

Any questions, please contact Sarah Peisch at Sarah.Peisch1@dc.gov

2024 Extended School Year (ESY) Data System Deadlines

Data System	ESY Required Tasks	Final Deadline
eSchoolPLUS	Create ESY calendar <i>(LEA Data Managers)</i>	Friday, April 19, 2024
Integrated Data Submission (IDS) Transportation Request Tool	Complete calendar details	
Special Programs	Finalize ESY eligibility and ESY transportation eligibility on all IEPs <i>(shows in IDS next business day)</i>	Friday, May 3, 2024
	Enter ESY progress report dates	
DC Statewide Longitudinal Education Data (SLED) ESY Module	Input ESY site location(s)	
IDS Transportation Request Tool	Complete Transportation Request Form (TRF) for each eligible student	Monday, May 6, 2024

2024 ESY Data System Deadlines

Data System	ESY Required Tasks	Final Deadline
SLED ESY Module	Assign ESY-eligible students to ESY site locations	Two days prior to the first day of ESY for the LEA
	Document student ESY attendance	Within five business days after ESY ends for LEA
Special Programs	Complete Service Trackers	
	Complete Progress Reports	

For more information, please see the [2024 ESY Preparation Guide](#), available on OSSE's [Special Education Guidance page](#).

2024-25 Early Access to Students with Disabilities Data Application

This data application gives LEAs timely and appropriate access to information for pre-enrolled students with disabilities after the end of the current school year and prior to the start of the next school year.

Access is available to the eSchoolPLUS points of contact (POCs) below:

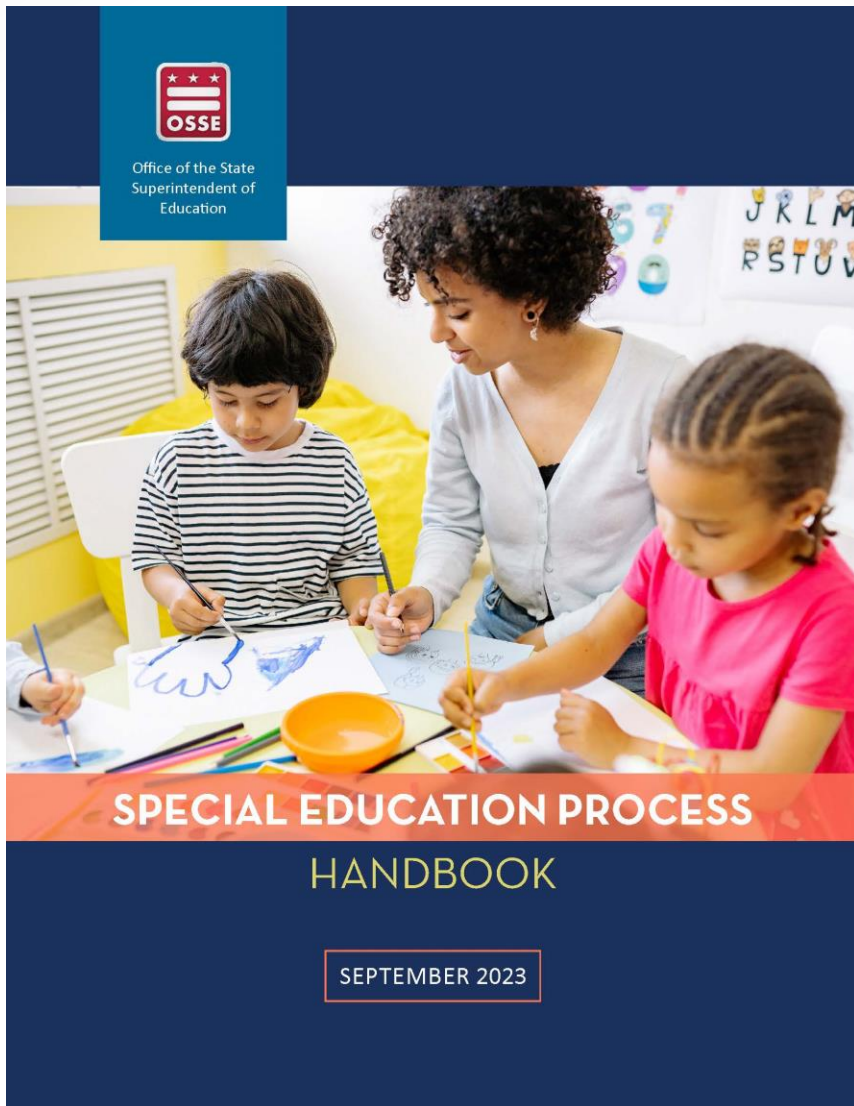
- LEA Data Managers
- Heads of School
- Principals
- Special Education POCs
- Pre-K Special Education POCs
- Early Childhood Transition Coordinators

The application became available on **April 1, 2024**, is updated daily and reflects changes in enrollment. If you experience challenges with the Early Access application or the data contained therein, please submit an OSSE Support Tool (OST) ticket.

Early Access to Students with Disabilities Data Application

Provides student demographic information from the Statewide Longitudinal Education Data (SLED) system as well as data points from Special Programs including:

- Primary disability category
- Eligibility start and end dates
- IEP start and end dates
- Special education level
- Weekly service hours
- Related services: setting, time, frequency
- Assistive technology
- Least restrictive environment
- Dedicated aide and hours
- Transportation eligibility and mode
- ESY eligibility
- IDEA Part C services



Access the Special Education Process Handbook on OSSE's [Special Education Guidance](#) site.

2024-25 School Year Special Education Process Handbook

OSSE is in the process of reviewing and updating the Special Education Process Handbook for the 2024-25 school year.

Share your feedback, edits, or additions with Alex Millson at Alexandra.Millson@dc.gov.

Physical Restraint Trainings

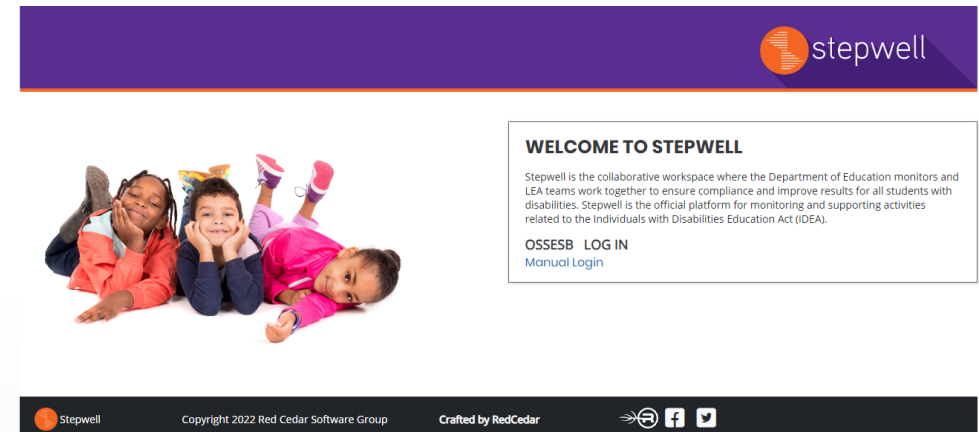
- OSSE is again providing in-person training for certification in the Mandt System, a de-escalation and physical restraint training program. All trainings are provided by Onyx Therapy Group.
- Trainings will be held in the spring and summer at LEA/school sites and at OSSE. Trainings to be held at OSSE will be announced soon.
- Requirements to host on-site Mandt training at your LEA include:
 - Pre-training coordination and confirmation of ability to meet requirements;
 - Physical meeting space to accommodate up to 10 participants with open floor space, supported by necessary access to technology (Wi-Fi, projector, power source, etc.);
 - Training participants must be school-based staff who may apply physical restraints in the course of their regular work with students with disabilities; and
 - Training participants must fully attend both days without interruption.
- For more information on available dates and requirements related to physical space, technology and staff attendance, please contact Christie Weaver-Harris at Christie.Weaver-Harris@dc.gov



Individuals with Disabilities Education Act (IDEA) Monitoring Reminders and Updates

New Monitoring and Compliance Tracking System Updates

- The transition from the District of Columbia Corrective Action Tracking System (DCCATS) to Stepwell has been postponed.
- More information regarding trainings will be available once OSSE confirms the transition date for Stepwell.
- Please continue to use DCCATS until you are notified regarding the transition.



Current IDEA Monitoring Activities

Monitoring Activity	Time Period Being Monitored	Monitoring Report Dates
<p align="center">Secondary Transition Requirements (Indicator 13)</p>	<p align="center">Oct. 1, 2023 – March 31, 2024</p>	<p align="center">Initial Report – April 2024 Final Report – May 2024</p>
<p align="center">Reevaluation Timeliness</p>	<p align="center">Oct. 1, 2023 – March 31, 2024</p>	<p align="center">Initial Report – April 2024 Final Report – May 2024</p>



Reports in DC Corrective Action Tracking System (DC CATS)

Report Name	Year in DCCATS	Date of Notification	Prong 1 Due	Prong 2 Due
1. Secondary Transition	2022-23	June 5, 2023	Sept. 3, 2023	June 5, 2024
2. Reevaluation Timeliness	2022-23	June 5, 2023	Sept. 3, 2023	June 5, 2024
3. Initial Evaluation	2022-23	Aug. 11, 2023	Nov. 9, 2023	Aug. 11, 2024
4. C to B Transition Timeliness*	2023-24	Nov. 6, 2023	Feb. 4, 2024	Nov. 6, 2024

Questions about your LEA's open reports? Please contact Debra Melville at Debra.Melville@dc.gov.



Extension Granted - Available Resources for Students with Visual Impairments: Federal Quota Program

The Federal Quota Program provides free materials to eligible visually impaired students.

Congress appropriates funds to American Printing House (APH) to conduct an annual census, maintain data, and provide student materials.

Action Needed: If you have a student that qualifies as having a visual impairment as part of a multiple disability, please contact Dana.Hodges@dc.gov by **April 24, 2024**.

Secondary Transition Monitoring

- OSSE will conclude the Secondary Transition initial file review this week which began on April 1, 2024.
- Please be on the lookout for the release of your LEA's initial Secondary Transition Monitoring report in DCCATS.
- LEAs will have **30 days from the release of the initial report** to complete correction of noncompliance prior to the review and release of the final report.
- **Please be sure to adhere to any updated guidance enclosed in the release notification email.**
- If you have any questions, please reach out to LaShonda Wilson at LaShonda.Wilson@dc.gov.



Transportation Reminders and Updates

Calendars and Transportation Request Forms

Calendars and Transportation Request Forms (TRFs) provide the following guidance for OSSE DOT:

- Determining the appropriate bus route placement for the student;
- Understanding student accommodations and transportation needs;
- Determining accurate pick up and drop off times for each student; and
- Understanding each school’s scheduling needs: holidays, breaks, early releases, staging, etc.

OSSE DOT provides transportation services to more than 300 schools.

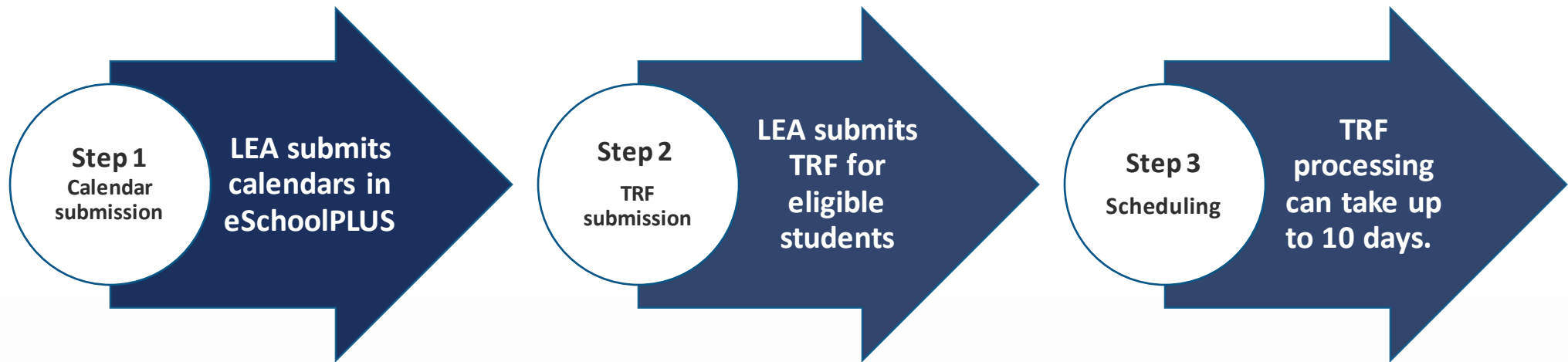
DCPS Schools	Public Charter Schools	Nonpublic Schools
116	135	55

Criteria for Transportation Points of Contact (POCs)

Every Transportation POC needs to know the following information and ensure that they are operationalizing transportation requests within the LEA for students based on the following criteria:

- Calendars must be submitted prior to submitting a TRF.
- Processing a TRF can take up to 10 days.
- Transportation services will not begin until the TRF has been processed.
- Managing Data: Please ensure the information on the calendar is accurate and reflects all non instructional and early release dates.
- OSSE DOT is not able to edit any calendars or TRF submissions

Requesting Transportation



The deadline to submit TRFs for ESY is **Monday May 6, 2024.**



Michael Riley, Director
Division of Student Transportation

Parent Stipend Program

OSSE has launched a new program to provide a monthly payment to eligible parents or guardians that choose to opt out of OSSE Division of Student Transportation (OSSE-DOT)-provided vehicle or bus and self-transport their student to and from school.

- This also includes drop off and pick up for special services the student receives that are related to their education.
- Eligible families who are approved to participate in the program will receive \$400 per month to support self-transportation of students.

OSSE DOT Resources

Resource	Details
<p>Parent Resource Center</p>	<p>The Parent Resource Center (PRC) serves as the primary communication link between OSSE-DOT, families and schools.</p> <p>You can reach the PRC at: (202) 576-5000 from 5 a.m. to 7 p.m., Monday through Friday</p>
<p>Parent Stipend Program Student Transportation Family Handbook Parent Reimbursement Program Information OSSE Inclement Weather Procedures DOT Daily Updates</p>	<p>osse.dc.gov/service/student-transportation</p>
<p>Parent Stipend Program Support</p>	<p>Send an email to osse.financedot@dc.gov.</p>





Special Programs Reminders and Updates

Update Staff Profiles

- Update staff profiles with accurate information about assessments, services, and other relevant details.
- Update Disciplines, Part B Direct Services, Evaluation/Assessment, and Caseload.
- These profiles ensure readiness for IEP services, eligibility evaluations, and caseload assignment.

Evaluation Assessments Part B

- Add new Evaluation Assessment types for staff in the Evaluation Assessment Part B profile.

Search > SYSTEM ADMINISTRATOR STAFF700 (STAFF700)

[Profile](#) Documents Events Security

Evaluation Assessments Part B ▾ | Add New Evaluation Assessment Part B

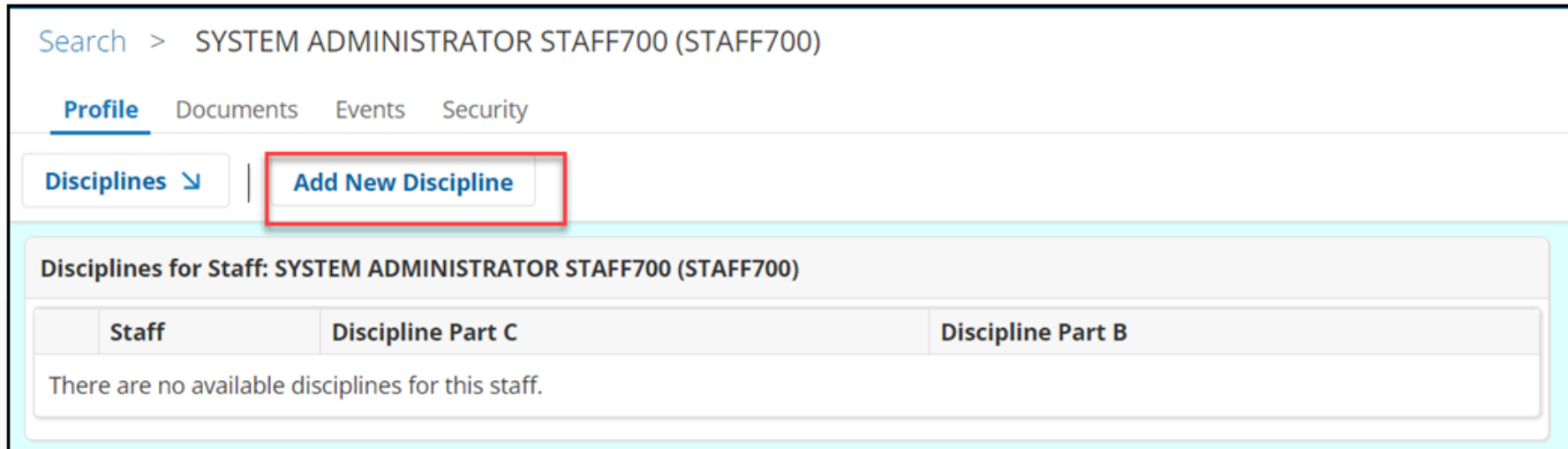
Evaluation Assessments Part B for Staff: SYSTEM ADMINISTRATOR STAFF700 (STAFF700)

Staff	Evaluation/Assessment
There are no available evaluation assessments part b for this staff.	



Update Disciplines

- Add new disciplines to connect Related Service Providers and Teachers to service types.
- Select the appropriate Consultation Services, Related Service, and Special Education Service for staff.



Search > SYSTEM ADMINISTRATOR STAFF700 (STAFF700)

[Profile](#) Documents Events Security

Disciplines ▾ | **Add New Discipline**

Disciplines for Staff: SYSTEM ADMINISTRATOR STAFF700 (STAFF700)

Staff	Discipline Part C	Discipline Part B
There are no available disciplines for this staff.		

Update Part B Direct Services

- Select the appropriate Consultation Services and IEP Service for staff in the Direct Services Part B profile.
- Related Service and IEP Service.
- Special Education Service and IEP Service

Editing Profile: SYSTEM ADMINISTRATOR STAFF700 (STAFF700) Section: Direct Services Part B

Accept Changes Cancel Editing

Direct Services

Service Type: (none) ▾

IEP Service: (none)
Consultation Services
Related Services
Special Education

Accept Changes Cancel Editing

Review

Confirm the following:

- Caseload for students and staff
- Review Discipline
- Direct Services Part B
- Evaluation Assessments
- Other Staff Profiles as needed

Downstream Impacts In Special Programs



Documents:

- Analysis for Existing Data (AED) - **Unable to select/lookup a provider for evaluation assessments.**
 - ✓ This will prevent the provider from being selected in the lookup of available providers.
 - ✓ This will prevent the provider from being notified that an assessment was ordered in their name.
- Individualized Education Program (IEP) - **Unable to select/assign a provider to direct services.**
 - ✓ This will prevent the provider from being selected in the services and supplemental aids section of the IEP.
 - ✓ This will prevent the provider from being assigned to the student(s) IEP Services Part B.

Downstream Impacts In Special Programs



Profiles:

- Individualized Education Program (IEP) - **Unable to select/assign a provider to direct services**
 - ✓ This will prevent the provider from being assigned to the student's IEP Services Part B.
 - ✓ The provider will be unable to document service capture.
- Unable to process associated Medicaid claims.
 - ✓ No provider or provider type assigned.

Reports:

- Unable to run reports on profiles
 - ✓ IEP Services Part B
 - ✓ Service capture Part B
 - ✓ Assessments Part B



Nonpublic Reminders and Updates

LEA Age-Out Reminders

- During the school year in which a child with a disability placed in a nonpublic school will exceed the maximum age or grade for children served by the LEA as specified in its charter, the LEA shall:
 1. Provide written notification to the parent of their responsibility to enroll the child at another LEA; and
 2. Provide such notification before Dec. 31 of the school year.
- Please make sure you are working with students and families regarding enrollment options through the start of next school year.
- **Considerations:**
 - Is the student also aging out of their nonpublic school?
 - Is the team considering transitioning the student to a lesser restrictive environment?
 - Should a meeting occur between the current LEA, receiving LEA, parent, and nonpublic school?
 - Should I be considering a nonpublic school location when the student will no longer be in our LEA?

Students Attending Residential Programs – Transportation

- **OSSE Travel Guidelines:**

- This [document](#) is provided to parents and LEAs by OSSE *several times* following a service location to a residential school/program.
- Please ensure you are reading Addendum B which outlines OSSE Travel Guidelines. An FAQ is also included within this document.

- **Transportation Responsibility Memo:**

- OSSE additionally provides parents and LEAs a Transportation Responsibility Memo as a part of the Interstate Compact on Placement of Children (ICPC) process.
- The memo outlines that the LEA will assume responsibility for all travel arrangements to ensure the student's safe return to the District of Columbia, should a disruption of placement occur for whatever reason while the student is attending the residential school/program.

Reminders for Change in Placement (CIP)/Change in Location (CIL) Process - *LEA Support and Parent Participation*

- **Before the meeting:**
 - LEA provides support for parental understanding of the process, including participation in the service location process.
- **During the service location process:**
 - LEA ensures parent(s) respond to emails and/or phone communication from nonpublic schools;
 - LEA ensures that parents and students are completing visits; and
 - LEA supports parent(s) with transportation concerns.
- **After the referral to the service location:**
 - The LEA is then responsible for scheduling and holding the meeting with parent and nonpublic school.
 - Once the meeting is held, the LEA must forward OSSE the **Prior Written Notice (PWN)**.



Teaching and Learning Reminders and Updates

Implementation of *DC Law 23-191 Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020*

Dyslexia Awareness Modules

- The new dyslexia awareness modules will be available on OSSE's Learning Management System (LMS).
- Modules for Pre-K, K-5, and adolescent to adult serving educators will be released in April.

Science-Based Reading Program Requirement

- OSSE has developed several new resources to support LEAs with implementing high-quality instructional materials (HQIM) and science-based literacy instruction. These will include:
 - A list of literacy programs that meet the criteria of science-based and high-quality instructional materials.
 - HQIM rubric to assist LEAs in evaluating whether literacy programs meet the requirements of a high-quality science-based reading program.
 - A guidance document will support LEAs to utilize the HQIM rubric to evaluate and select evaluate and select literacy curricula.
- All new literacy resources will be released in April.



Reminder: Secondary Transition Community of Practice

The Secondary Transition Community of Practice (COP) supports DC youth with disabilities as they transition into a self-directed life. We are a citywide cross-section of stakeholders who come together to strengthen our individual and collective ability for action. This community of practice is led by SchoolTalk's InclusiveDC. The Secondary Transition COP convenes regular monthly meetings and small group solution-oriented opportunities on specific transition-related topics. Most activities occur via Zoom or in a hybrid format. [Visit the website to learn more.](#)

Meeting Schedule: All sessions are Tuesdays from 10:30 a.m. – 12 p.m. **Registration Link**

- April 23, May 21, June 11, July 16, Aug. 13, Sept. 10

For more information, please contact Kalecia Baity with the Division of Postsecondary and Career Education at Kalecia.Baity@dc.gov.



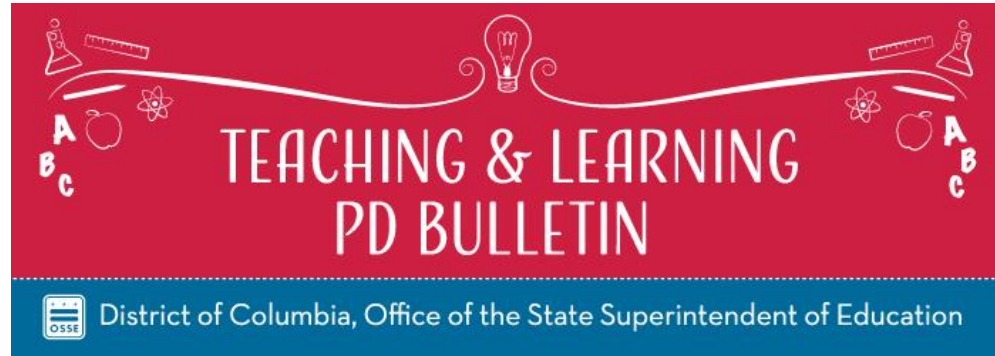
Introduction to Universal Design for Learning (UDL) Asynchronous Course

Dive into the theory and practice of UDL and explore how it is used as a framework for inclusive practice that allows for more accessible and equitable learning environments. The Office of the State Superintendent of Education's (OSSE's) Division of Teaching and Learning is excited to offer eight-module asynchronous introductory series to UDL. This coursework is open to all DC public and public charter educators via OSSE LMS. Educators will be able to engage in learning the "why," "what" and "how" of UDL and how UDL can create a more accessible learning environment for all learners. **[Sign up for the course here](#)**

For questions, please contact Byul Yim with the OSSE Division of Teaching and Learning at Byul.Yim@dc.gov.



Additional PD Opportunities




All DC educators are encouraged to subscribe to the monthly TAL PD Bulletin to stay informed of upcoming PD sessions, resources and tips from fellow educators. [Subscribe here.](#)

Find registration links for all upcoming PD sessions in the most recent TAL PD Bulletin, [viewable here.](#)



Announcements and Reminders

Innovative Technology for Early Childhood Assessment



INTECA
Innovative Technology for Early Childhood Assessment

Have you used technology to support the assessment of young children with disabilities?

Have you conducted assessments virtually with young children (that is, where you are not in the same room with them)?

If so, you are invited to participate in a project gathering information to improve the use of technology to support the assessment of young children with disabilities. We would like to interview you about your experiences with technology and assessment. We are talking with early interventionists, early childhood special education teachers, speech language pathologists, psychologists, occupational and physical therapists and other professionals who conduct assessments.

About the interview

- The interview will take 30–45 minutes.
- The interview will be conducted by phone or virtually via Zoom.
- You do not have to answer any questions you do not want to answer.
- You will receive a \$30 gift card as a token of thanks for your time.
- Your answers will be seen only by the project team. They will not be shared with your program, district, state agency or anyone else outside of the project team.

The Innovative Technology for Early Childhood Assessment (INTECA) project is seeking the support of practitioners who have used technology to support the assessment of young children with disabilities.

- Participants will engage in a 30–45-minute interview over Zoom.
- Participants will receive a \$30 gift card.

For more information, visit inteca-idea.org or Geneva Dischinger-Smedes, INTECA project coordinator, at Geneva.Dischinger-Smedes@sri.com.

Early Childhood Community of Practice

The Early Childhood Special Education Community of Practice is an authentic opportunity for participants to collaborate with other professionals and improve learning outcomes for children with disabilities, ages 3-5. The sessions will occur on the fourth Wednesday of each month.

Join us: **April 24, 2024** from 10-11 a.m.

Topic: Instructional Practices and Strategies for Specific Disability Categories

[Register here](#)

For questions, please contact Dawn Hilton at Dawn.Hilton1@dc.gov

Missed a Webinar?

Visit our webpage - [LEA Special Education Points of Contact Monthly Webinar Series](#)

- Watch previous webinars
- Download training resources and materials

Recording of this webinar and slides will be posted to the webpage above within one week of the live webinar.

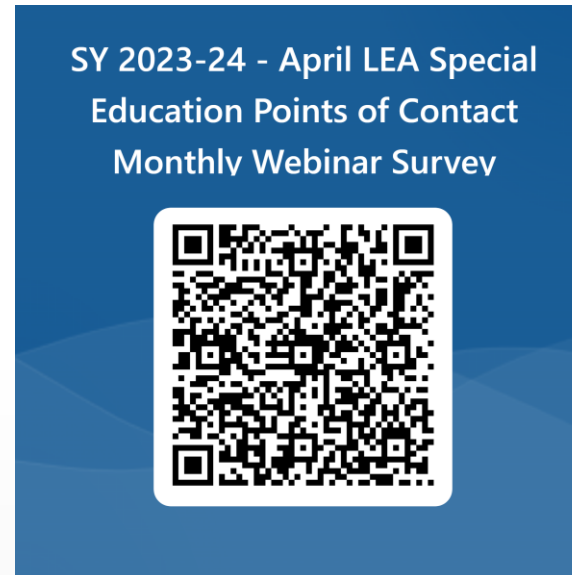
Upcoming LEA SPED POC Webinar

NEXT WEBINAR:

May 15 at 10 a.m.

Complete our Survey

Please provide your feedback on the April 2024 LEA SPED POC Webinar:



[Link to Survey](#)



Thank You!



Appendix

Coordination Between LEA SPED POCs and LEA Teams

LEA SPED POCs coordinate with a range of other POCs to support with the work listed below. Please connect with the staff members who serve in the following roles to ensure you are prepared to support one another throughout the school year.

LEA Assessment POC

- Ensure students with disabilities receive appropriate assessment accommodations, as documented in IEPs
- Determine Alternate Assessment eligibility for students with cognitive disabilities

LEA Transportation POC

- Provided updates to your LEA on transportation policies, guidance and eligibility criteria
- Ensure timely submission of all TRFs.

Pre-K Special Education POC

- Serve 3- to 5-year-old students with disabilities
- Support pre-K SPED POC in collecting Child Outcomes Summary data, as needed

LEA Data Manager

- Ensure accurate enrollment data to allow transfer of records in Special Programs for students with disabilities
- Access and leverage student-level data from multiple OSSE systems (Qlik, SLED, SIS, etc.)

Early Childhood Transition Coordinator

- Coordinate a smooth C to B Transition for newly enrolled 3- or 4-year-old children from the DC Early Intervention Program ('Strong Start')
- Coordinate Child Find duties for young children

LEA English Learner Coordinator

- Serve students who are dually identified as English learners with disabilities, including appropriate assessment accommodations, evaluations and service provision in other languages, family engagement and communication, etc.