



LEA Special Education Point of Contact Monthly Webinar

Feb. 15, 2023

OSSE Division of Systems and Supports, K-12 (K12SS)
OSSE Division of the Chief Information Officer (CIO)
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
- Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020 Updates
- Transportation Updates
- Hot Off the Press
- Reminders and Announcements



Introduction



Policy Reminders and Updates

Chapter 30: Did You Know?

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.

(5A DCMR § 3025.21)

- More information:
 - [Local Special Education Law and Regulations](#) (Chapter 30 full text)
 - [Chapter 30 Resource page](#) (trainings and resources)

Immunization Attendance Policy

- Students with disabilities are not exempt from immunization requirements, and a school may not permit a non-compliant student with a disability to attend school after the 20-school day period has passed.
- Free appropriate public education (FAPE) obligations for students with disabilities excluded due to non-compliance with immunization requirements.
 - If the student has a pending immunization waiver, the local education agency (LEA) should ensure the student is provided access to the same educational opportunities afforded to general education students.
 - If the student is non-compliant and is not seeking a waiver, the LEA is not obligated to ensure the provision of FAPE.
- When a student with a disability misses services due to non-compliance with immunization requirements, when the student returns to school, the individualized education program (IEP) team must consider whether the missed services amounted to a denial of FAPE and provide compensatory services, as appropriate.

Early Childhood Screening Practices Survey

- This survey is intended to gather information from LEAs regarding current practices related to the use of screening tools to identify developmental delays or disabilities in students ages three through five in pre-kindergarten or kindergarten.
- OSSE will use the information collected to inform the development of policy, guidance, and resources to support child find efforts and LEA practices related to the early identification of students who may need special education or related services.

Make sure your LEA or school completes [this brief survey](#) by Friday, March 3, 2023.



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

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 **Feb. 24**.

Note: A student must meet the eligibility requirements of a visual impairment and have an eye medical report from an ophthalmologist on record to qualify for this program.

Reports in DC Corrective Action Tracking System (DC CATS)

Report Name	Year	Date of Notification	Prong 1 Due	Prong 2 Due
1. Reevaluation	2021-22	June 6, 2022	Sept. 4, 2022	June 6, 2023
2. Secondary Transition	2031-22	June 6, 2022	Sept. 4, 2022	June 6, 2023
3. Initial Evaluation	2022-23	Aug. 18, 2022	Nov. 16, 2022	Aug. 18, 2023
5. Onsite or Desktop Monitoring	2022-23	Dec. 28, 2022	March 27, 2023	Dec. 28, 2023

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



Upcoming IDEA Monitoring Activities

Monitoring Activity	Time Period Being Monitored	Monitoring Time Period
Secondary Transition Requirements (Indicator 13)	Oct. 1, 2022 – March 30, 2023	Initial Report – April 2023 Final Report – May 2023
Reevaluation Timeliness	Oct. 1, 2022 – March 30, 2023	Initial Report – April 2023 Final Report – May 2023

Special Education Performance Report (SEPR)

SEPR Timeline

February

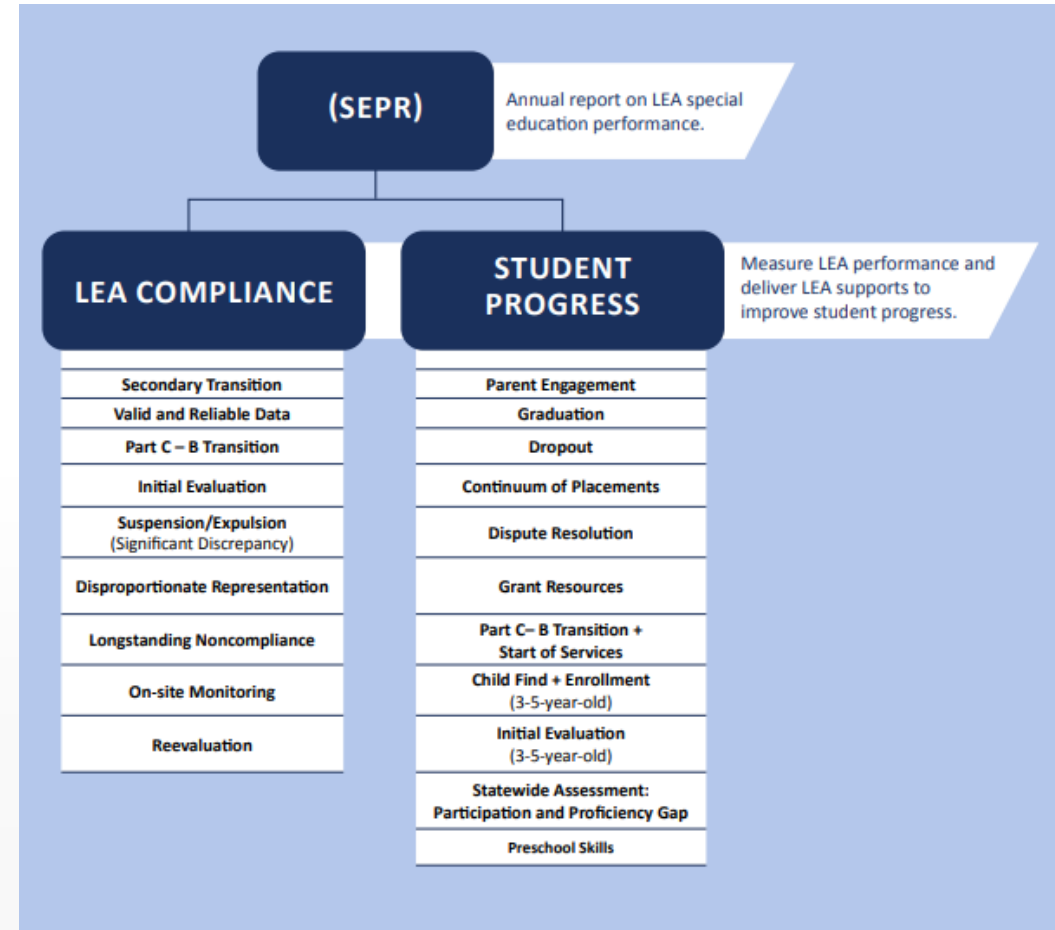
SEPR Scoring Guidance will be available to LEAs and the public.

March-May

Ongoing technical assistance will be provided to LEAs in the form of office hours.

Summer

First LEA SEPR reports will be released to LEAs and subsequently released to the public.





Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020 Updates

Dyslexia Legislation Brief Overview

- OSSE must implement the following as outlined by the Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020 (DC Code §38-2581):
 - Beginning with the 2022-23 school year, OSSE must provide an array of supports, informed by best practices such as the knowledge and practice standards of the International Dyslexia Association (IDA), to assist LEAs and public schools to achieve the requirements and goals set forth in the law.
 - Establish professional development requirements for public school educators on the topic of reading difficulties (including awareness training for all LEA educators).
 - Provide a list of recommended universal screening instruments that an LEA may use to identify students who are at risk of reading difficulties. The universal screener should include phonological awareness, rapid naming skills, correspondence between sounds and letters and decoding.



Professional Learning Requirements

- Beginning with the 2022-23 school year and annually thereafter:
 - Each public school must ensure that the number of educators equal to the number of general education teachers working with students in kindergarten through second grade at that school have completed professional development on reading difficulties.
 - Each educator employed by an LEA must complete awareness training on reading difficulties as provided by OSSE.
 - Educator: a teacher, school administrator, guidance counselor, social worker, or an individual who works with students with special needs in an academic capacity.

Dyslexia Awareness Module

- The self-paced awareness module focuses on:
 - The characteristics and identification of dyslexia;
 - Understanding and recognizing reading difficulties; and
 - Implementation of instruction that is systemic, cumulative, explicit, diagnostic, multi-sensory and evidence-based to meet the educational needs of students with reading difficulties.
- Released on the OSSE Learning Management System (LMS) in January 2023.

Universal Screening Requirements

- Beginning with the 2023-24 school year, using the guidance provided by OSSE, LEAs must ensure that all students in kindergarten through second grade are screened for reading difficulties.
- If an LEA chooses to use a screening instrument that is not recommended by OSSE, the LEA shall make available, upon request, the reasoning as to why the particular screening tool was selected.

Reading Intervention Requirements

- Beginning with the 2023-24 school year, if the screening results from the universal screening performed indicate that a student is at risk of having a reading difficulty, an LEA must:
 - Provide remediation and intervention instruction that will explicitly address the area of need identified in the screening; and
 - Provide written notification to the parent or guardian of the student that includes the screening results, a description of the supplemental reading instruction that will be provided and requests a meeting to discuss the individual student.

This requirement does not eliminate the obligations of an LEA under IDEA.

Compliance Reporting

- Beginning Oct. 31, 2023, and by Oct. 31 of each year thereafter:
 - Each LEA must send a letter reporting whether each school has complied with the dyslexia requirements in the previous school year.
 - Public charter schools must send the letter to the District of Columbia Public Charter School Board (PCSB)
 - PCSB will send the letters to OSSE by Nov. 15.
 - DC Public Schools (DCPS) must send the letter to OSSE.
 - If a school has failed to comply with one of more sections of this title, the LEA must provide the name of the school, the deficiency and the timeline for curing said deficiency.
 - OSSE must make the compliance letters publicly available within 10 business days after receiving the letters from DCPS and the PCSB.

Science-Based Reading Curriculum

- Beginning with the 2024-25 school year, each LEA must adopt a science-based reading program.
- OSSE is currently offering professional development in the Science of Reading available to educators.
- For more information on upcoming Science of Reading trainings, please contact Celina Ketelsen at Celina.Ketelsen@dc.gov.

Resources

- [DC State-Wide Comprehensive Literacy Plan](#)
- [Dyslexia Legislation Overview](#)
- [2022-23 School Year Approved Kindergarten-2nd Grade Universal Screeners](#)
- [OSSE Universal Literacy Screener Guidance \(2022\)](#)



Transportation Updates

Transportation Requests Enhancements Training

OSSE will release the enhancements to the Integrated Data Submission (IDS) Tool Transportation Requests on Tuesday, March 8.

The enhancements consists of:

- The ability to update an individual student record
- The ability to transfer students between schools within a single LEA during **the next school year transition**
- The ability to submit the LEA and school calendar details
- Validation checks against authoritative data such as 504, CFSA and homeless
- Key metrics for managing student submissions

To register for an upcoming training, please visit the [OSSE Training Registration](#) application.

Extended School Year and Transportation

SAVE THE DATE

An Extended School Year (ESY) and Transportation Information session will be held on **Wednesday, March 15 at 10 am.**

To register for this session, please visit the [OSSE Training Registration](#) application.



Reminders and Announcements

- On July 1, 2022, the new Chapter 30 special education regulations went into effect.
- Review the new regulations on the Office of the State Superintendent of Education's (OSSE's) [Local Special Education Law and Regulations](#) page.
- See the [Chapter 30 Resources](#) page for:
 - Updated eligibility worksheets
 - Overview of Chapter 30 training
 - Disability Categories training
 - Seclusion and Restraint Requirements training



NEW! Chapter 30 Special Education Regulations

Effective July 1, 2022



Special Education Law Training Modules

OSSE has partnered with Legal Resource Publications (LRP) to provide school district staff with access to DirectSTEP® eLearning courses. In each eCourse you will:

- Receive training on IDEA legal requirements
- Learn at your own pace
- Take three courses based on individual training needs
- Engage in learning through quizzes and activities
- Learn how to make decisions that are educationally and legally sound
- Receive a certificate of completion



Get started today by visiting [OSSE DirectSTEP](#) and self-register for your DirectSTEP® eCourses.

Upcoming Trainings with LRP Special Ed Connection



For more information about Special Ed Connection, please contact Karen.Morgan-Donaldson@dc.gov.

Early Childhood Working Group

The Early Childhood Working Group is an opportunity for LEAs serving students with disabilities, ages 3-5, to learn together. Each session will focus on a specific topic, clarify OSSE policy and LEA obligations, share best practices, ask questions and identify solutions.

Session 5: Early Childhood Referral Transfer Process
Wednesday, March 1, 2023
10-11:30 a.m.

Register for the monthly series [here](#)

Contact Dawn Hilton (Dawn.Hilton1@dc.gov) with questions, comments and/or topic suggestions.

Foundations of Special Education

Skill-Building Opportunities for DC Educators

Obtain endorsement by summer 2023

Praxis & Stipend: Limited to pre-K through grade 12 educators serving in DC public and public charter schools who hold a **current and active OSSE standard teaching credential** in any subject area other than special education.

\$1,500 Stipend

Credential: Submit application in Educator Credential Information System (ECIS) for Special Education Endorsement (add-on to DC Standard Teacher Credential)
Praxis: Special Education Praxis Exam (*fee waived*)

Coursework & Micro-credentials: **Open to all** pre-K through grade 12+ educators, including general and special education teachers, staff and school leaders, serving in DC LEAs.

Up to 32 PLUs

Micro-credential 2: Using Data to Implement IEPs; Interventions and Assessments; High-leverage Instructional Practices

Course 4: Evidence-based Instructional Models

Course 3: Using Data to Develop Student Supports

Micro-credential 1: Using Data to Develop High-Quality IEPs; Ensuring Continuum of Supports and Services; Equity

Course 2: The IEP Team and Process

Course 1: Introduction to Special Education

Coursework is centered on key knowledge and skills needed to serve students with disabilities.



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 SPED POC Webinar

NEXT WEBINAR:

Wednesday, March 15, 2023

Please register [here](#).

Complete our Survey

Please provide your feedback on the February 2023 SPED Webinar:

www.surveymonkey.com/r/C2KB68T





Thank You!



Appendix

OSSE Contact Information for LEA Special Education POCs

Topic	Point of Contact	Email/Phone
Policy & Guidance	OSSE Special Education Policy Team	OSSE.DSEpolicy@dc.gov
Monitoring & Compliance	Karen Morgan-Donaldson, IDEA Part B Monitoring and Compliance Team	Karen.Morgan-Donaldson@dc.gov
	Sharon Powell, Nonpublic Monitoring Team	Sharon.Powell@dc.gov
Evidence-Based Practice	Steaven Hamlin, Teaching and Learning Division	Steaven.Hamlin@dc.gov
Data Apps & Systems	Use the OSSE Support Tool for questions or support with special education data systems and applications Locate your LEA's DAR Liaison	OSSE Support Tool Locate DAR Liaison
Preschool Special Education	Dawn Hilton, Special Education Supervisory Coordinator, Division of Early Learning	Dawn.Hilton1@dc.gov
	Child Outcomes Summary Data Collection	OSSE.COSFAQ@dc.gov
Assessment Accommodations	Asaad Fulton, Assessment Specialist, Special Populations	Asaad.Fulton@dc.gov
Student Transportation	TOTE Support Team:	(202) 576-5520 or DOT.Data@dc.gov
	School Liaisons and Parent Resource Center	(202) 576-5000 <i>(follow prompt for school officials)</i>

The Role of the LEA Special Education POC (LEA SPED POC)

Policy & Guidance

- Liaise with OSSE and your LEA on special education policy and guidance
- Identify key areas of need for special education technical assistance and professional development

Monitoring & Compliance

- Liaise with OSSE IDEA Part B Monitoring and Non-Public Team
- Ensure implementation of dispute resolution correction of noncompliance

Evidence-Based Practice

- Support LEA staff in leveraging OSSE resources on evidence-based practices in serving students with disabilities
- Share training opportunities with staff

Data Apps & Systems

- Serve as the SEDS administrator and trainer on behalf of all LEA staff
- Access and leverage student-level data from multiple OSSE systems (Qlik, SLED, etc.)

- LEA leaders may assign one or more staff members as the LEA SE POC and may divide duties to best meet the needs of the LEA.
- LEA SPED POCS must be [assigned this role](#) in eSchoolPLUS to receive official OSSE communications targeted to their role. Contact your LEA Data Manager to add your name and email to the [eSchoolPLUS contact list](#).

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 Transportation Request Forms (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 SEDS 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.