



LEA Special Education Point of Contact Monthly Webinar

Feb. 21, 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
- Teaching and Learning Reminders and Updates
- Announcements and Reminders



Policy Reminders and Updates

Extended School Year (ESY) Certification for 2024

In accordance with OSSE's [Extended School Year \(ESY\) Services Policy](#), each spring all LEAs must certify ESY data to OSSE by the **first Monday in May**.

2024 ESY Data Certification Deadline:

Monday, May 6, 2024

- **Purpose of Certification:**
 - Assists LEAs and nonpublic programs with appropriate planning and staffing for the summer months.
 - Assists OSSE with anticipating state-level expenses and transportation needs.

ESY Eligibility Determinations

- Individualized education program (IEP) teams must:
 - Determine each student's eligibility for ESY services on an annual basis and document its determination using the ESY section of the student's IEP in Special Programs.
 - Use child-specific data to quantify, to the extent possible, the likely impact of a break in service on educational benefit, through a rigorous discussion of critical skill regression and recoupment.
 - Utilize three months of progress monitoring data, or any relevant current data or information if three months of data is unavailable.
- ESY eligibility criteria:
 - Impact of break in service on critical skills
 - Degree of regression of critical skills
 - Time required for recoupment of critical skills

ESY Eligibility: Impacts on Critical Skills

- **Rule:** The break in service will jeopardize one or more of the student's previously attained or emerging critical skills.
 - **Critical skill:** a skill that is essential to a student's overall educational progress and may include an academic skill, such as reading, or a non-academic skill that has a direct educational impact, such as a fine motor skill.
- **Describe:** the impact of the break in services on the student's critical skill(s), including analyzing relevant progress monitoring data from the current school year.
- **Ask:** Will the break in service jeopardize one or more of the student's previously attained or emerging critical skills?

ESY Eligibility: Likelihood and Degree of Regression

- **Rule:** the student is likely to experience a significant regression in previously attained or emerging critical skills.
- **Describe:** the likelihood and degree of regression related to previously attained or emerging critical skills, including the IEP team's analysis of relevant student data to support the IEP team's conclusion.
- **Ask:** Is there a likelihood of significant regression related to the student's previously attained or emerging critical skills?

ESY Eligibility: Time for Recoupment

- **Rule:** The student will require a significant or unreasonable amount of time to recoup previously attained or emerging critical skills.
- **Describe:** the time required for recoupment of previously attained or emerging critical skills, including the IEP team's analysis of relevant student data to support the decision.
- **Ask:** Will the student require a significant or unreasonable amount of time to recoup previously attained or emerging critical skills?

ESY Policy Resources

- [Extended School Year \(ESY\) Services Policy](#)
- [Extended School Year \(ESY\) Services Frequently Asked Questions](#)
- [Special Education Policy Bulletin: Extended School Year \(ESY\) Services \(April 2021\)](#)
- Contact the policy team in the Division of Systems and Supports, K-12 at OSSE.DSEpolicy@dc.gov

2024 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	

ESY Contacts

- Student Transportation Services: Jason Campbell, Assoc. Director, DOT
Audit/Compliance: Jason.campbell@dc.gov
- Transportation Data Systems: Stephanie Davis, Deputy CIO: Stephanie.davis3@dc.gov
- ESY eligibility and services: Christie Weaver-Harris, Policy Manager: Christie.weaver-harris@dc.gov
- ESY funding: Sade Wade, Senior Advisor, Budget and Finance: Sade.Wade@dc.gov
- For assistance with the SLED ESY Module, eSchoolPLUS, IDS Transportation Request Tool or SEDS: [OSSE Support Tool](#)
- For SLED access: SLED Team, SLED.info@dc.gov



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

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.



Available Resources for Students with Visual Impairments: Federal Quota Program

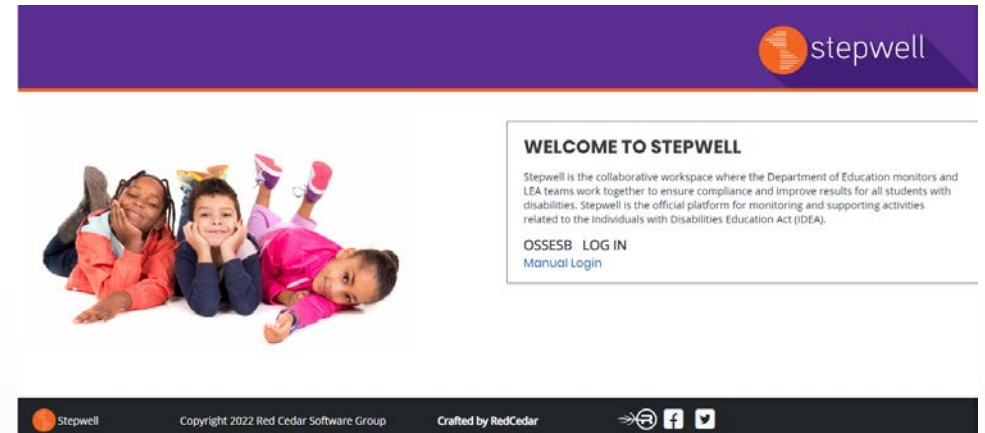
The Federal Quota Program provides free materials to eligible visually impaired students.

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, 2024**.

New Monitoring and Compliance Tracking System

- 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.





Transportation Reminders and Updates

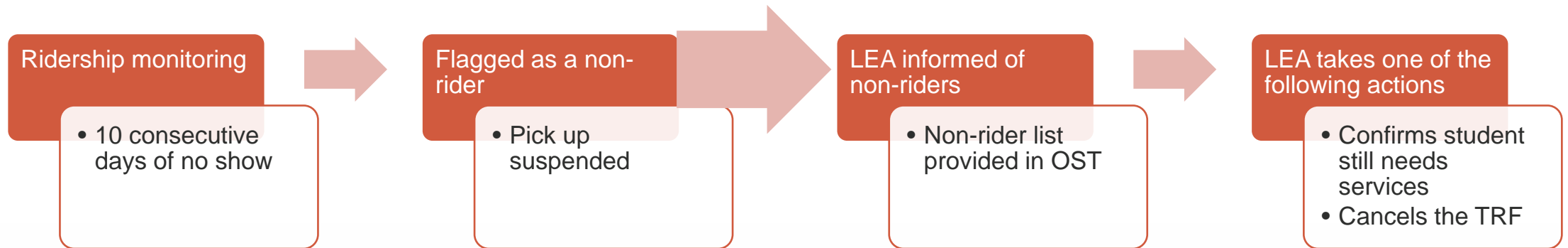
Student Transportation Family Handbook

- OSSE’s Division of Student Transportation (OSSE-DOT’s) mission is comprised of three attributes:
 - To **increase access to learning opportunities** for eligible students in the District of Columbia;
 - **Provide safe and timely access to quality education** for the students we serve with children and families as our top priority; and
 - **Build upon our partnership** with parents and families.
- In an effort to streamline information for parents and families, we are offering this handbook as a resource of information related to student transportation for the 2023-24 school year.

[Student Transportation Family Handbook](#)

Non-riders and Transportation

The Division of Transportation captures data on students who are routed for transportation but do not utilize the services.



Next Steps

- LEAs should review the OSSE Support Tool (OST) and resolve accordingly.
- A Unified Data Error will be created, in the coming months, to reflect the invalid address to LEAs.

Transporting to Commercial Address

OSSE's Division of Transportation in collaboration with the Office of the Chief Information Officer performed a mid-year audit on student pick-up and drop-off addresses.



Next Steps:

- LEAs should review the pick-up and drop off addresses and update accordingly.
- A Unified Data Error will be created in the coming months to reflect the invalid address to LEAs.

Transportation Reminders

- Please review and update the following:
 - School Calendars and Schedules in IDS
 - Staff roles and contact information
 - Information related to OSSE DOT's Inclement Weather Plan can be found on:

[Inclement Weather Procedures](#)



Teaching and Learning Reminders and Updates

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

Universal Screening

- Midyear screening of K-2 students should be completed or underway.

Compliance

- OSSE's [Dyslexia Compliance Reporting page](#) reflects updated LEA statuses.

Dyslexia Awareness Modules

- This is an annual requirement.
- The new K-5 facing module will be made available on the LMS by February 29th.
- Modules for Pre-K and adolescent to adult serving educators will be released by the March 8th.
- Additional training on screener data analysis will be forthcoming for K-2 serving educators.

Technical Assistance

- If any staff are still having issues with accessing the LMS, have a representative from your LEA contact Dustin Tamsen at Dustin.Tamsen@dc.gov.



Reminder: Adolescent Literacy Training: Addressing Learning Gaps with Syllable Instruction

OSSE is pleased to announce the first of a series of trainings on adolescent literacy. This first offering is an opportunity for 4th–12th-grade teachers, literacy coaches, special educators, multilingual educators, and administrators to undergo training on multisyllabic word instruction by The Literacy Architects.

This training includes:

- Approximately six hours of asynchronous coursework
- Time dedicated to applying learned skills in their classrooms (approximately 6 hours)
- Opportunity to attend two 90-minute synchronous sessions to explore and practice instructional routines in more detail (Session 1: covering Modules 1–3; Session 2: covering Modules 4–6) (3 hours total)
- The total time commitment is approximately 12–15 hours.***

[Register Here](#). Participants will receive 12 PLUs for the asynchronous coursework and an additional 4 PLUs for the facilitated sessions. For questions, please email Vaani Gupta at Vaani.Gupta@dc.gov

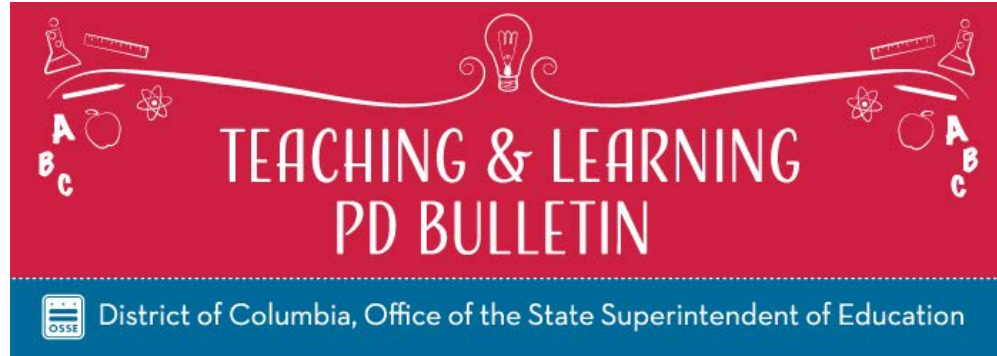
Mathematical Reasoning for All Students – Enrolling Now!

OSSE is excited to offer professional learning to increase mathematical reasoning for all students. This training will be a two-day course on March 26 and 27, from 9 a.m.-3 p.m., and will provide participants with five research-based strategies to teach all students how to think and reason mathematically.

Participants will learn what it looks like when students reason mathematically, as well as different ways in which students access and develop mathematical thinking. They will learn teaching strategies for engaging students in mathematical thinking and discourse, supporting their students' development of mathematical thinking, and helping their students develop independence as learners. Finally, participants will leave the course ready to support every learner to develop as mathematicians based on their individual learning profiles. **Participants must attend both days and will receive 12 professional learning units.**

Register [here](#) or contact Miryam.Oziel@dc.gov for more information.

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

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 to 5. The sessions will occur on the fourth Wednesday of each month.

Join us: Feb. 28 from 10-11 a.m.
Topic: Family Engagement Strategies
Register ([link](#))

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.

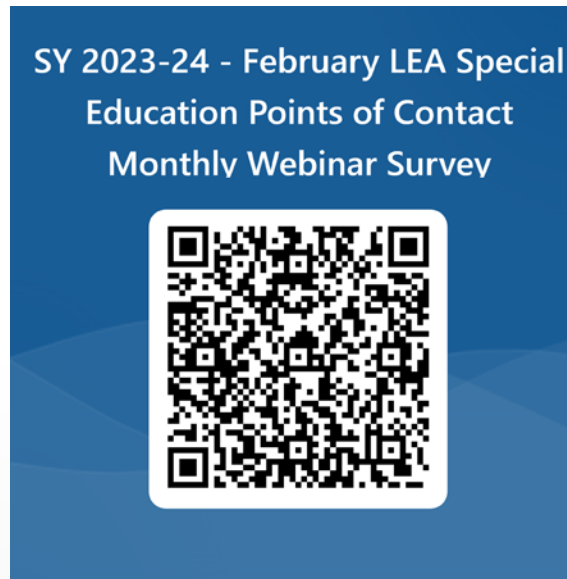
Upcoming LEA SPED POC Webinar

NEXT WEBINAR:

March 20 at 10 a.m.

Complete our Survey

Please provide your feedback on the February 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 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 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.