LEA Special Education Point of Contact Monthly Webinar

March 20, 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

Extended school year (ESY) services are special education and related services provided to students with disabilities beyond the normal school year to ensure the provision of a free appropriate public education (FAPE).

To prepare for ESY, LEAs must take the following actions:
1. Determine student eligibility
2. Report service dates (ESY calendars)
3. Request transportation service
4. Report attendance for funding purposes

To support LEAs, OSSE will release the 2024 ESY Preparation Guide and will discuss ESY during scheduled touchpoints with relevant LEA points of contact.

2024 ESY Data System Deadlines

Data System	ESY Required Tasks	Final Deadline
eSchoolPLUS	Create ESY calendar *(LEA Data Managers)*	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 *(shows in IDS next business day)*	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, Associate 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

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 (5-A DCMR §3001.3; 5-A 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 (5-A DCMR §3001.2; 5-A DCMR §3003.2(a)); and

  - Any child who is homeschooled as well as a resident and nonresident parentally-placed private school child (5-A DCMR §3003.4)

LEA Obligations for Early Childhood Transition

- In accordance with 34 CFR §300.124 and 5-A 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

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.
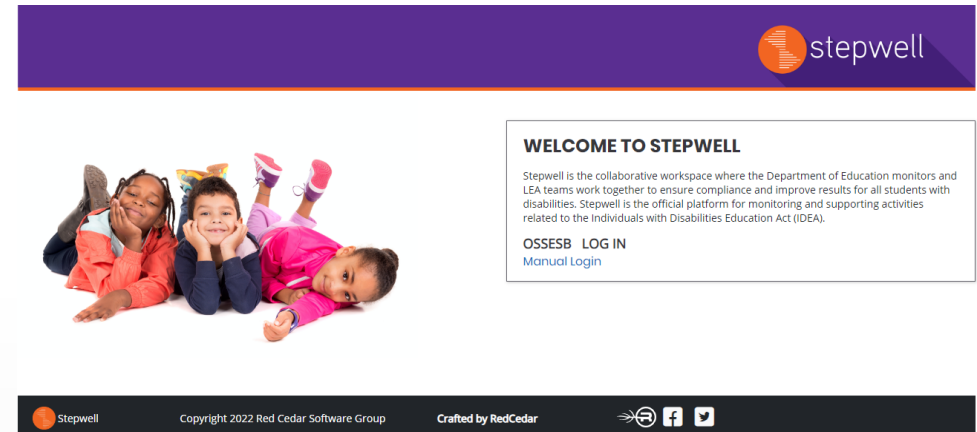
Upcoming IDEA Monitoring Activities

Monitoring Activity	Time Period Being Monitored	Monitoring Report Dates
Secondary Transition Requirements (Indicator 13)	Oct. 1, 2023 – March 31, 2024	Initial Report – April 2024 Final Report – May 2024
Reevaluation Timeliness	Oct. 1, 2023 – March 31, 2024	Initial Report – April 2024 Final Report – May 2024

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 conduct the annual review of Secondary Transition files beginning on **April 1, 2024**.

- Please be sure to conduct an *internal pre-audit* of your transition-age student Individualized Education Programs (IEPs), and particularly transition services.

  - Transition services are a **coordinated set of activities** designed to facilitate a student's movement from school to post-school activities and are based on the **student's needs, strengths, preferences and interests.**

- OSSE monitors based on the LEA requirements:

  - Ensuring all students, by **their 14th birthday** have a current transition plan in effect.

  - *APR Indicator 13 requirements*

    - [OSSE Secondary Transition Compliance Worksheet](#) - OSSE highly recommends that you download and utilize this resource (which highlights the APR Indicator 13 requirements) when you are conducting your LEA's internal Secondary Transition file pre-audit.

Secondary Transition Monitoring: APR Indicator 13

1. Ensure there is an **appropriate measurable postsecondary goal** that addresses education or training, employment, and independent living (if applicable) after high school.
2. Ensure postsecondary goals were **updated annually**.
3. Ensure postsecondary goals were based on **age-appropriate transition assessments**.
4. Ensure there are **transition services** in the IEP that will assist the student to meet postsecondary goals.
5. Ensure transition services include **courses of study** that will enable the student to meet postsecondary goals.
6. Ensure the **annual goals** are related to the student's transition services' needs.
7. Ensure the **student was invited** to the IEP meeting.
   - Be sure there is documentation on file in Special Programs to evidence the student was invited to attend the IEP meeting no later than one day prior to the meeting.
   - Due to challenges within PowerSchool Special Programs (PSSP) for the 2023-24 school year, OSSE will accept *documented* **in-person conversation, phone call, email, text message, or student letter of invitation**.
8. If applicable, there is evidence that a representative of any **participating agency was invited** to the IEP team meeting **WITH the prior consent of the parent or student**.

Secondary Transition Monitoring: Office Hours

Office Hours

March 28, 2024

8 a.m.-4:30 p.m.

- OSSE is offering office hours to support LEAs in preparation for Secondary Transition monitoring.

- Please email LaShonda Wilson at LaShonda.Wilson@dc.gov to schedule a time to directly address any individual questions, comments or concerns.

Transportation Reminders and Updates

Calendar Updates

- The deadline for calendar updates within Integrated Data Submissions (IDS) was Aug. 11, 2023.

    ▪ Therefore, any ESY-related changes to the calendars will require the submission of an **OSSE Support Tool** **(OST) ticket** along with the **Calendar Exception Template**. Please ensure timely submission of all changes to ensure no impact to transportation services.

- **Please note:**
    ▪ Not all requests will be honored if submitted within a two-week window.
    ▪ *Emergency* closures or adjustments can be considered by sending a request to OSSE Division of Student Transportation (DOT) at osse.dotcriticalinfo@dc.gov.

Transportation-Based Eligibility Determinations

- Once it has been determined that a student is eligible to receive transportation services, your LEA should immediately submit an official request for transportation via a Transportation Request Form (TRF) in the OSSE IDS System.

- OSSE DOT provides round-trip transportation to and from the student's residence of record and school of enrollment.

  - The processing time for a TRF is three to 10 business days.

  - A new TRF should be entered by your LEA for the following instances:

    - New school year;

    - Change of school;

    - **ESY**; and

    - Change of address or transportation accommodation(s).

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 and notifications sent to student identified as being at risk.

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

Dyslexia Awareness Modules
- This is an annual requirement.
- 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 March 2024.
- Additional training on screener data analysis will be available in April 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: Mathematical Reasoning for All Students

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 at Miryam.Oziel@dc.gov for more information.

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.**
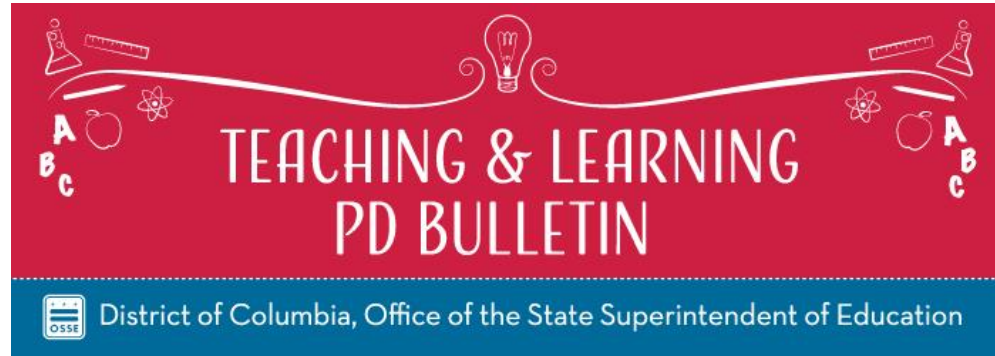
Meeting Schedule: All sessions are Tuesdays from 10:30 a.m. – 12 p.m. **Registration Link**
- March 26, April 23, May 21, June 11, July 16, Aug. 13, Sept. 10

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

Additional PD Opportunities

TEACHING & LEARNING
PD BULLETIN

District of Columbia, Office of the State Superintendent of Education

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, <u>viewable here.</u>

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 3-5. The sessions will occur on the fourth Wednesday of each month.

Join us: **March 27, 2024** from 10-11 a.m.
Topic: Family Engagement Strategies
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.
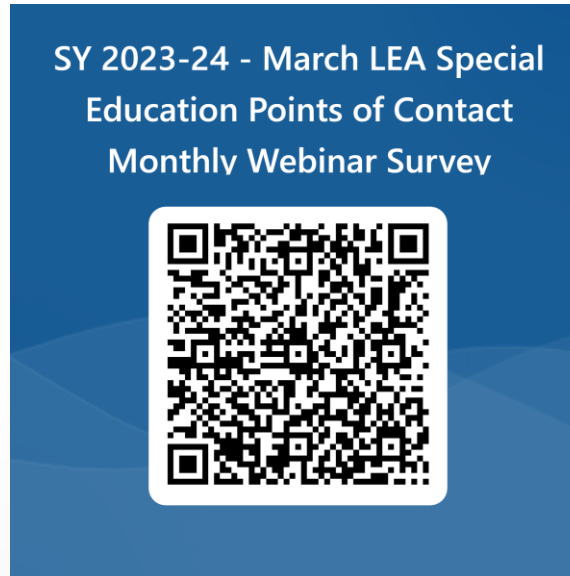
Upcoming LEA SPED POC Webinar

NEXT WEBINAR:

April 10 at 10 a.m.

Complete our Survey

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

SY 2023-24 - March LEA Special Education Points of Contact Monthly Webinar Survey

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	**LEA Transportation POC**
• Ensure students with disabilities receive appropriate assessment accommodations, as documented in IEPs • Determine Alternate Assessment eligibility for students with cognitive disabilities	• 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	**LEA Data Manager**
• Serve 3- to 5-year-old students with disabilities • Support pre-K SPED POC in collecting Child Outcomes Summary data, as needed	• 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	**LEA English Learner 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	• 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.