



LEA Special Education Point of Contact Monthly Webinar

May 15, 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

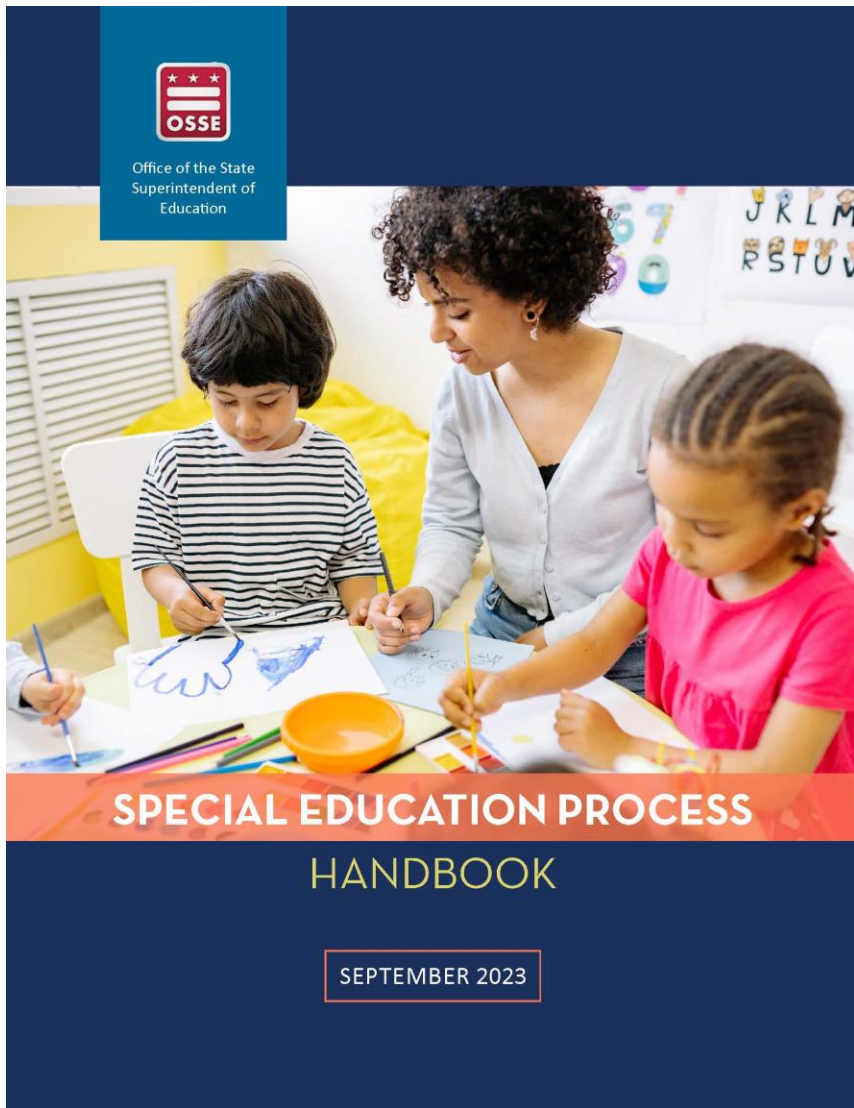
- Introduction
- Policy Reminders and Updates
- Individuals with Disabilities Education Act (IDEA) Monitoring Reminders and Updates
- Transportation Reminders and Updates
- Nonpublic Reminders and Updates
- Teaching and Learning Reminders and Updates
- Announcements and Reminders



Policy Reminders and Updates

Special Education Policies Update

- Effective July 1, 2024, the following [special education policies](#) will be removed from the website:
 - Individualized Education Program (IEP) Process Policy
 - Least Restrictive Environment Policy
 - IDEA Part B Initial Evaluation and Reevaluation Policy
- Local education agency (LEA) obligations related to initial evaluation, reevaluation, IEP processes, and least restrictive environment remain in effect.
 - Requirements within these policies were superseded by Chapter 30, and guidance or procedural language is reflected in the Special Education Process Handbook.
- Remaining policies will be reformatted prior to the 2024-25 school year to highlight areas where policy requirements were superseded by Chapter 30.
- Please contact the special education policy team at OSSE.DSEpolicy@dc.gov with questions.



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.

LEA Individualized Special Education Supports

Onyx Therapy Group's special education experts are available to answer questions on a range of topics, including:

- Individualizing lesson plans and accommodations
- Implementing student support strategies
- Meaningfully communicating with families
- Correcting noncompliant practices within the LEA
- Engaging in data-informed decision making in the instructional design process
- Consistently implementing state education agency (SEA) and LEA policies with fidelity



To request this support, send your inquiries to SpecialeducationTA@onyxtherapygroup.com, or leave a message in the voicemail-box at (240) 326-3648, and a consultant will get back to you within 48 hours. Do not send student personally identifiable information (PII) to the email or voicemail-box.

Closing Out the 2023-24 School Year

Prior to the end of the 2023-24 school year, LEAs should:

- **Special Programs:** complete necessary documentation
 - Complete reevaluations and annual IEP team meetings that are due over the summer
 - Service logs, progress reports, prior written notices (PWNs), and summaries of performance for students graduating with a diploma
- **Continuing operations:** identify points of contact who are available over the summer
 - Respond to records requests from LEAs receiving students transferring from your LEA
 - Receive transition conference invitations and attend transition conferences for children transitioning from IDEA Part C early intervention services (C-to-B transition)

Preparing for the 2024-25 School Year

To prepare for the 2024-25 school year, LEAs should:

- **Data systems:** coordinate activities across systems
 - Submit Transportation Request Forms (TRFs)
 - Monitor student enrollments through the Early Access to Students with Disabilities Data Application
 - Consult with your LEA Data Manager to ensure a smooth switchover of your student information system
 - Ensure appropriate access to student records in Special Programs
 - Prepare for and document the first provision of specialized instruction for students with disabilities younger than age 6 in Special Programs
- **Programmatic preparation:** make a plan for building LEA and educator capacity
 - Review student data to inform staffing, develop calendars, and prepare for service provision
 - Ensure necessary staff complete Special Programs trainings
 - Identify required trainings for staff (OSSE Dyslexia training, physical restraint training, etc.)
 - Attend OSSE trainings, as appropriate

OSSE Contact Information for LEA Special Education POCs

Topic	Point of Contact	Email/Phone
Policy & Guidance	Christie Weaver-Harris, 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
Nonpublic Placement	Katie Reda, Placement Oversight Unit	Katie.Red@dc.gov
State Complaints	Kirstin Hansen, State Complaints Team	Kirstin.Hansen@dc.gov
Parent Support	Jasmine Fleming, Special Education Policy Team	Jasmine.Fleming@dc.gov
Instructional Practices	Byul Yim, Division of Teaching and Learning	Byul.Yim1@dc.gov
Statewide Assessments	Asaad Fulton, Assessment Specialist, Special Populations	Asaad.Fulton@dc.gov
Data Systems & Applications	OSSE Support Tool	OSSE Support Tool
Preschool Special Education	Dawn Hilton, Division of Early Learning	Dawn.Hilton1@dc.gov
	Child Outcomes Summary Data Collection	OSSE.COSFAQ@dc.gov
Student Transportation	Transportation Request Forms: OSSE Support Tool	(202) 576-5520 or DOT.Data@dc.gov
	School Liaisons and Parent Resource Center	(202) 576-5000 <i>(follow prompt for school officials)</i>

Physical Restraint Trainings

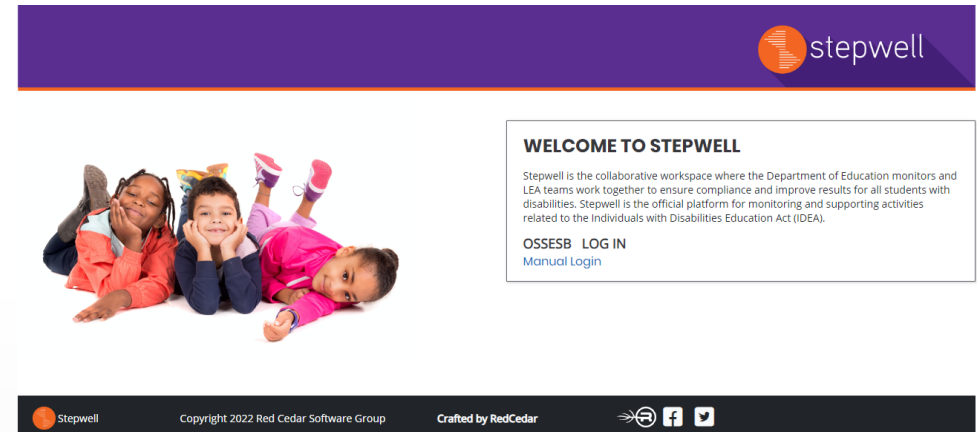
- OSSE is again providing in-person training for certification in the Mandt System, a de-escalation and physical restraint training program. All trainings are provided by Onyx Therapy Group.
- Trainings will be held in the spring and summer at LEA/school sites and at OSSE. Trainings to be held at OSSE 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
Secondary Transition Requirements (Indicator 13)	Oct. 1, 2023 – March 31, 2024	Initial Report – April 19, 2024
Reevaluation Timeliness	Oct. 1, 2023 – March 31, 2024	Initial Report – April 26, 2024

Direct questions about the listed monitoring activities to LaShonda Wilson at LaShonda.Wilson@dc.gov.



Upcoming IDEA Monitoring Activities

Monitoring Activity	Time Period Being Monitored	Monitoring Begin Date
Initial Evaluation (Indicator 11)	July 1, 2023 – June 30, 2024	As early as July
C to B Transition (Indicator 12)	July 1, 2023 – June 30, 2024	As early as August

Direct questions about the listed monitoring activities to Karen Morgan-Donaldson at Karen.Morgan-Donaldson@dc.gov.



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.



Secondary Transition Monitoring

- OSSE released your LEA's initial Secondary Transition Monitoring report in DCCATS in April 2024.
- 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.
- **Update to Correction of Noncompliance Guidance for Secondary Transition Item 19:**
 - OSSE is aware of the limitations LEAs are continuing to experience in the new Student Information Data system, PowerSchool Special Programs. If you receive a finding for ***Secondary Transition Item 19: Student Invited to IEP Meeting §300.321(b)***, select “Request for Appeal” for the correction of noncompliance and be sure to indicate that a student letter of invitation was not available in PowerSchool Special Programs.
- If you have any questions, please reach out to LaShonda Wilson at LaShonda.Wilson@dc.gov.



Transportation Reminders and Updates

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 Integrated Data Submissions (IDS) System.
- The Office of the State Superintendent of Education's Division of Student Transportation (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;
 - **Extended School Year (ESY)**; and
 - Change of address or transportation accommodation(s).

Calendar Updates

- Please be advised that effective **Friday, Aug. 9, 2024, at 5 p.m.**, the SY 2024-25 calendar function in the IDS Tool Transportation Dashboard will be locked and no further adjustments will be allowed.
- For the 2024-25 school year academic term, calendar changes submitted after the locked date, will now require approval. This enhancement is forthcoming, and OSSE DOT will provide you with information on the steps and guidelines.
- Please note that *emergency* closures or adjustments can be considered by sending a request to OSSE DOT at OSSE.DOTcriticalinfo@dc.gov. All other calendar adjustment requests must be requested via the [OSSE Support Tool](#).

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 5-7 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>





Nonpublic Reminders and Updates

Closing Out the 2023-24 School Year – Nonpublic

Prior to the end of the 2023-24 school year, LEAs should:

- **Data systems:** complete necessary documentation for students placed in nonpublic schools
 - Special Programs: service logs, progress reports, PWNs, and summaries of performance for students graduating with a diploma
 - Data collected and maintained by your LEA: attendance, transcripts, final grades, and grade promotion/graduation information
- **Continuing operations:** identify points of contact who are available over the summer
 - Work with students and families to ensure that enrollment is completed for the next school year (within your LEA or with transfer to a receiving LEA)
 - Respond to records requests from LEAs receiving students transferring from your LEA who are currently or previously attended a nonpublic school
 - Respond to requests from nonpublic schools and parents regarding student level needs

Preparing for the 2024-25 School Year – Nonpublic

To prepare for the 2024-25 school year, LEAs should:

- **Data systems:** coordinate activities across systems
 - Submit TRFs - keep in mind students whose nonpublic school has changed
 - Make plans for necessary staff to complete Special Programs trainings – including working with nonpublic school partners
- **Programmatic preparation:** serving nonpublic students with fidelity
 - Ensure that placement decisions are being considered in coordination with the start of your school year for timely service provision
 - Reach out to nonpublic school partners to strengthen partnerships in student monitoring and oversight
 - Review guidance documents on OSSE's website and contact relevant POCs for support with nonpublic-related questions

Nonpublic Incident Reports: *New Online Incident Report Review Tool*

- OSSE will soon provide LEAs with access to a new online tool that will enable LEAs to conduct and track the review of incident reports produced by nonpublic schools within Quickbase.
- The incident report review application (app) will replace an earlier application that provided LEAs with view only access to incident reports.
- This new and improved or enhanced app is designed to ensure that incident reports produced by nonpublic schools are reviewed in a timely manner and that all necessary follow up steps are completed.
- OSSE will periodically review the records within the incident reporting application and engage with LEAs as necessary to support the strengthening of LEA and nonpublic responses to incidents.

Nonpublic Incident Reports: *New Role of Incident Report Manager*

- On May 3, 2024, LEA representatives received a letter announcing the creation of the new online incident report review tool. In the letter, the role of the incident report manager was introduced, and the associated responsibilities were outlined.
- LEA Incident Report Managers are responsible for:
 - Ensuring that each incident report is uploaded to the student's file in Special Programs;
 - Notifying the staff member responsible for monitoring the student's safety and progress, (i.e., case manager or progress monitor) that an incident has occurred and that the report documenting the incident is available for review; and
 - Recording any follow-up steps that were taken by the nonpublic school and/or LEA in response to the incident in Quickbase.
- Trainings on the use of the Incident Report Review Tool, District Incident Reporting and any requirements will be made available to all LEA Incident Report Managers and any other relevant staff members. Training opportunities will be announced via the LEA Look Forward and the LEA Special Education Point of Contact (SPED POC) webinar.



Teaching and Learning Reminders and Updates

2024-25 Dyslexia Legislation Requirements

Section 103 (a) (1) & 104 (a) Professional Development & Screening

- Awareness training on reading difficulties for all LEA educators.
- Kindergarten through second grade educators shall complete professional development on reading difficulties.
- Screening of K-2 students three times each academic year with family notifications for those identified as being at risk for reading difficulties.

Dyslexia awareness modules are live:

- Pre-K
- K-5
- Adolescent to Adult

Additional K-2 training to be released in June:

- Screener data analysis
- Deep dive into Rapid Automatic Naming
- High-leverage instructional practices for support

End of year (EOY) screening

- Template for EOY screening has been posted online

Science Based Literacy Programs

- To support LEAs in the adoption of science-based literacy materials, OSSE has provided:

High-Quality Instructional Materials for Science-Based Literacy Programs Grades K-5

- OSSE has released a list of science-based literacy programs for grades K-5

High-Quality Instructional Materials Rubric & Guidance Document

- OSSE has released an HQIM Rubric and Guidance document to support LEAs in evaluating Tier 1 literacy curricular materials for grades K-5

High-Quality Instructional Materials Community of Practice

- Interested LEAs serving grades K-5 can apply to participate in OSSE's HQIM Community of Practice

Science Based Literacy Resources

[Science Based Literacy List](#)

[HQIM Rubric](#)

[HQIM Guidance Doc](#)

[HQIM Community of Practice](#)

[Science of Reading Asynchronous Course- Available on OSSE's LMS](#)

Starting on June 5, 2024, OSSE will host [Office Hours](#) on Wednesdays, from 2:00 – 3:00 p.m.



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**

- 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.

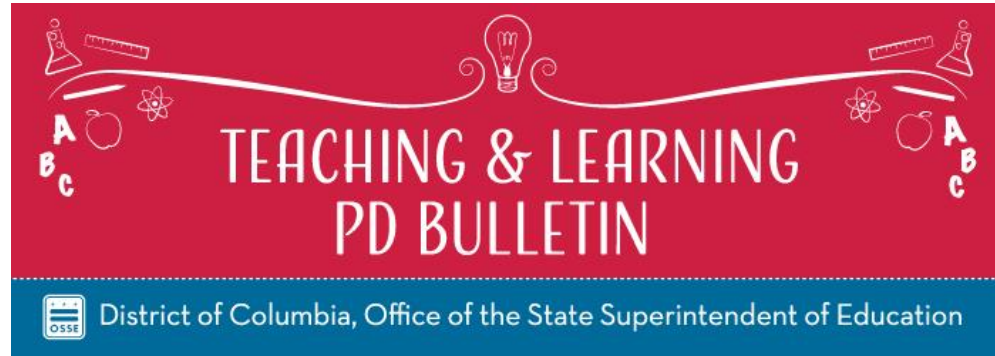


Symposium to Advance Social & Emotional Learning for Students and Staff

The Office of the State Superintendent of Education (OSSE) is pleased to announce it will host, **Thriving Together: A Symposium to Advance Social and Emotional Learning for Students and Staff**, to take place on **Wednesday, June 12, 2024 from 9 a.m. - 3:30 p.m. at the Kellogg Conference Center at Gallaudet University**. This convening aims to bring together educators and stakeholders from DC Public Schools, public charter schools and partner agencies to launch DC's Social and Emotional Learning (SEL) Standards. The event will provide opportunities to attend and lead skill-building workshops, network, and learn about best practices happening across the city.

[Register here](#). For additional information, [visit the conference website](#). For questions, please send an email to Jessica.Dulay@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

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: **May 22, 2024** from 10-11 a.m.

Topic: EC Data Tracking and Reporting

[Register Here](#)

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

Child Outcomes Summary (COS) - Exit Data

- COS exit data must be submitted in Special Programs by July 1, 2024, for all children with an IEP who will exit a pre-K special education program by the end of the 2023-24 school year.
- This includes:
 - Children promoted to kindergarten;
 - Children who turned age 6;
 - Children who are no longer eligible for preschool special education; and
 - Children who moved out of state, are now home schooled, or attend a private school.
- Resources:
 - [Special Programs: Child Outcomes Summary Training Video](#)
 - [COS Process User Manual](#)
 - [COS Quick Sheet.pdf \(dc.gov\)](#)

For questions about COS, please contact our team at OSSE.COSFAQ@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.

2024-25 School Year LEA SPED POC Webinar

NEXT WEBINAR:

This concludes our 2023-24 School Year Webinar Series.

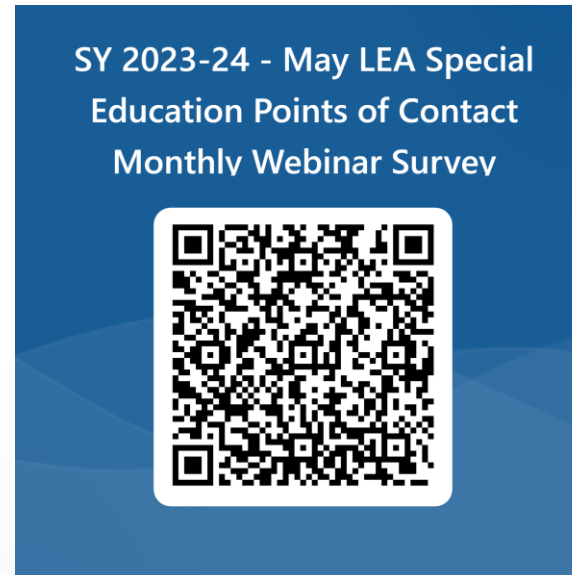
**OSSE will announce the LEA Special Education Point of Contact Monthly Webinar Series
for the 2024-25 School Year in the OSSE LEA Look Forward.**

To subscribe to OSSE's LEA Look Forward, please contact OSSE Communications
at OSSE.Communications@dc.gov and provide your **first name, last name and email address.**



Complete our Survey

Please provide your feedback on the May 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.