



## LEA Special Education Point of Contact Webinar

Oct. 16, 2024

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

OSSE Division of Strategic Funding for School Quality (FSQ)

OSSE Division of Student Transportation (DOT)

OSSE Division of Teaching and Learning (TAL)

# Agenda

- SY 2024-25 OSSE Communication Updates
- Policy Reminders and Updates
- Special Education Monitoring Reminders and Updates
- Transportation Reminders and Updates
- Nonpublic Reminders and Updates
- Professional Development Reminders and Updates
- Announcements and Reminders

# SY 2024-25 OSSE Communication Updates

OSSE is committed to continuously improving communication with our stakeholders, including clear and actionable information to LEAs.

Beginning in the 2024-25 school year, OSSE will communicate important special education information three ways:

**1. Webinars** are scheduled for the following dates at 10 a.m.:

- Oct. 16, 2024
- Feb. 19, 2025
- April 23, 2025
- To register for the webinars, please click [here](#).

**2. Newsletters** will be issued via email for the remaining months of the school year.

- To receive the newsletter, please click [here](#).

**3. Office Hours** – information on how to register for Office of Special Education office hours can be found in this presentation.





## Policy Reminders and Updates

# New Special Education Guidance

- [2024-25 Special Education Process Handbook \(updated\)](#): Provides a comprehensive overview of requirements and best practices from referral through exit from special education.
- [Parent Participation and Engagement in the Special Education Process Guidance](#): Provides a summary of regulatory requirements governing parent participation in the special education process and Local Education Agency (LEA) obligations to effectively engage parents and families.
- [Special Education Transportation Eligibility Guidance](#) supports Individualized Education Program (IEP) teams in determining eligibility for transportation as a related service by connecting transportation eligibility criteria, IEP team considerations, and student-level data.
- [Special Education Vehicle Accommodations Guidance](#) provides descriptions and eligibility considerations for OSSE Division of Student Transportation (DOT) vehicle services and accommodations to support IEP teams in making appropriate designations.

# Documenting the First Provision of Specialized Instruction

For SY 2024-25, LEAs continue to be required to document the first provision of specialized instruction for students under the age of six who have specialized instruction prescribed on the IEP but for whom specialized instruction has not been previously documented, including the following students:

- Students at/around the age of 3 transitioning from Part C;
- Students at/around the age of 4 transitioning from an Extended Individualized Family Services Plan (IFSP); and
- Students younger than age 6 newly determined eligible for special education, including children transferring from out of state.

To assist LEAs in appropriately documenting the first provision of specialized instruction in Special Programs, please see [OSSE's step-by-step guide](#).

# Documenting the First Provision of Specialized Instruction



District of Columbia Public Schools

1050 First Street NE, Washington, District of Columbia, 20002, (202) 727-3665

## First Provision of Specialized Instruction

### Student Information

Student: Megan 504 Markle	USI: 5045045045	DOB: 01/18/2018	Grade: 7
Case Manager: Christie Weaver-Harris	Last Eligibility Meeting Date: 10/25/2022	Last IEP Annual Review Meeting Date: 03/07/2023	

Note: For students under the age of 6, LEAs must document the first provision of specialized instruction.

The LEA was required to provide specialized instruction to Megan 504 Markle on or by 03/07/2023.

Was specialized instruction provided on or by 03/07/2023?  Yes  No

Indicate why specialized instruction was not provided timely:

Date of first provision of specialized instruction:

- (none)
- (none)
- LEA/schl didnt have access to students records/IEP
- No instruction provided to any students
- Other
- Provider unavailable
- School closure/ Non-school day
- Student unavailable



# LEA Self-Monitoring: First Provision of Specialized Instruction

There are two strategies for reviewing your LEA's data:

## Add a column to your home page:

1. On your home page, select "Customize Columns."
2. Filter by "Special Education Part B." Under "Subclass Timely Services" select "First Date of Specialized Instruction" and "Save."
3. When you return to your home page, a column labeled "First Date SI will be added."

If a student on your caseload has a blank value in the column, and the student is under the age of seven, it is recommended that you complete a First Provision of Specialized Instruction document.

## Run a customized report:

1. Select "Reporting" then "Standard Report."
2. Select "New List Report" which will display:
  - Report Name
  - Description
  - Type of Information: select the types of information to include
  - An option with all columns will appear at the bottom
3. Select the column(s) to display on your report, then "Accept."
4. The report will display in edit mode.
5. Add additional columns by selecting the plus sign (+) before or after a column.
6. Select "Finish Editing Report."



# Special Education Monitoring Reminders and Updates

# Special Education Performance Report

- On Aug. 5, OSSE released Special Education Performance Report (SEPR) 2024 in [OSSE's SEPR QuickBase Application](#).
- OSSE provided LEAs an eight-week window to appeal their LEA's SEPR results.
- On Oct. 15, OSSE publicly posted SEPR results on [OSSE's website](#).
- SEPR 2024 is based on data from Federal Fiscal Year 22 (FFY22) or SEPR SY 2022-23.

# Interpreting SEPR: Data-Informed Decision Making

OSSE encourages LEAs to complete the following steps to incorporate SEPR into their data-informed decision-making:

- Review your LEA's SEPR;
- Review the published SEPR scoring guidance;
- Review the SEPR Technical Guide;
- Review your LEA's underlying data;
- Identify your LEA's success gaps; and
- Identify your LEA's next steps.

# Parent and LEA Staff Engagement about SEPR

OSSE encourages LEAs to utilize the following resources to support the public release of its SEPR:

- The parent letter template which allows LEAs to communicate their LEA's SEPR Level, areas for improvement, and actions to address those areas;
- The parent-facing one-page overview of SEPR created by DC's Special Education Hub; and
- The one-page overview of SEPR that may be shared with LEA and school-based staff.

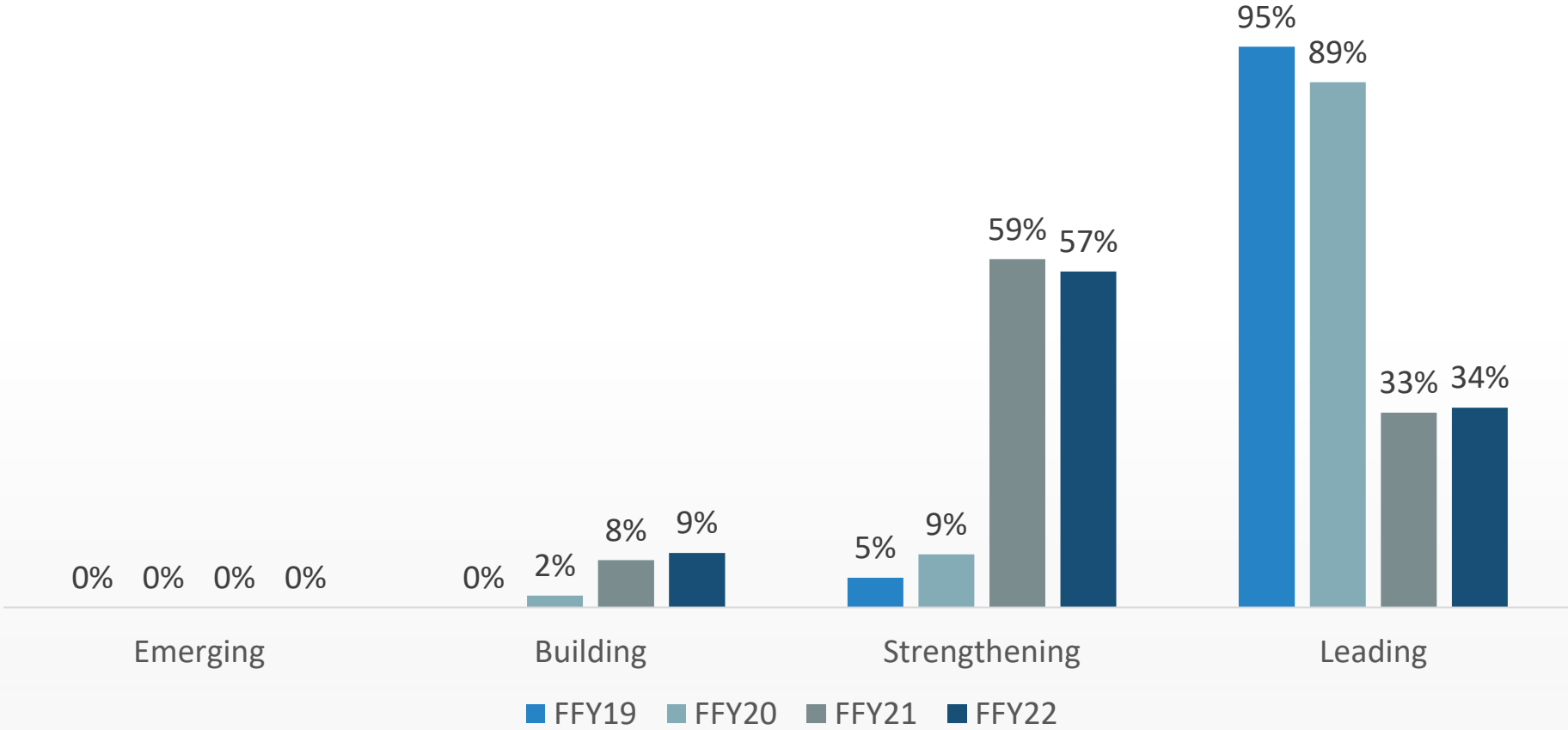
OSSE provided these resources to all LEA leaders and SPED points of contact via email on Oct. 15.

# SEPR and Enforcement Actions

Part B regulations of IDEA specifically designate the enforcement actions that states must apply after an LEA is determined as the following:

<b>SEPR Level (Determination Level)</b>	<b>Examples of Possible Enforcement Actions</b>
<b>Leading (Meets Requirements)</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Strengthening (Needs Assistance) for two or more consecutive years</b>	<ul style="list-style-type: none"> <li>• Technical Assistance</li> <li>• Direct the use of funds</li> <li>• Impose special conditions</li> </ul>
<b>Building (Needs Intervention) for three or more consecutive years</b>	<ul style="list-style-type: none"> <li>• Require a corrective action plan</li> <li>• Recover funds</li> <li>• Withhold further payments</li> <li>• Refer the matter for appropriate legal enforcement action</li> </ul>
<b>Emerging (Needs Substantial Intervention)</b>	<ul style="list-style-type: none"> <li>• Recover funds</li> <li>• Withhold further payments</li> <li>• Refer the matter for appropriate legal enforcement action</li> </ul>

# SEPR and Determinations Levels by Year



# SEPR – Looking Ahead

As part of its commitment to building educator and system capacity to serve students with disabilities, OSSE will do the following:

- Analyze 2023 and 2024 SEPR results by LEA, identify trends, and continue to build supports that meet the needs of LEAs;
- Identify LEAs that require enforcement actions under IDEA and LEAs that require additional compliance and continuous improvement monitoring (CCI);
- Provide tiered support to LEAs through technical assistance and professional development; and
- Plan for 2025 SEPR, considering state database limitations during SY 2023-24 and its effects on LEA and state data.

# Reports in DC Corrective Action Tracking System (DC CATS)

Report Name	Year in DCCATS	Date of Notification	Prong 1 Due	Prong 2 Due
LEA Monitoring: Student Compliance (Desktop)*	2023-24	June 11, 2024	Sept. 9, 2024	June 10, 2025
Secondary Transition	2023-24	June 25, 2024	Sept. 23, 2024	June 24, 2025
Reevaluation Timeliness	2023-24	June 25, 2024	Sept. 23, 2024	June 24, 2025
LEA Monitoring: Student Compliance (Onsite)*	2023-24	June 25, 2024	Sept. 23, 2024	June 24, 2025
Initial Evaluation	2023-24	Aug. 12, 2024	Nov. 10, 2023	Aug. 11, 2025

*\*Compliance and Continuous Improvement (CCI) Monitoring SY 2023-24 Cohort Only*

Questions about your LEA's open reports? Please contact Debra Melville at [Debra.Melville@dc.gov](mailto:Debra.Melville@dc.gov).





## Transportation Reminders and Updates

# School Calendars

## **Calendars provide the following guidance for OSSE DOT:**

- Information necessary to determine accurate pick up and drop off times for each student; and
- An understanding of each school's scheduling needs (for example: holidays, breaks, early dismissal, staging, etc.).

## **Please review all calendars in the Integrated Data Submission (IDS) portal to ensure the following is accurate:**

- School start and end dates;
- Instruction start time;
- PM dismissal time;
- Non-instructional dates; and
- Early dismissal dates/times.

# Requests for Transportation Schedule Adjustments

Requests for emergency/immediate schedule adjustments must be submitted by email and cannot be entered through the calendar application in IDS.

1. Gather details of the event (time, duration and children impacted).
2. Send email to [OSSE.DOTcriticalinfo@dc.gov](mailto:OSSE.DOTcriticalinfo@dc.gov). Include [PRCescalations@dc.gov](mailto:PRCescalations@dc.gov) (notifies the community outreach team).
3. Look for a response from a DOT representative. This is your official confirmation that we have the details and are working on the accommodation.

# Requests for Transportation Schedule Adjustments

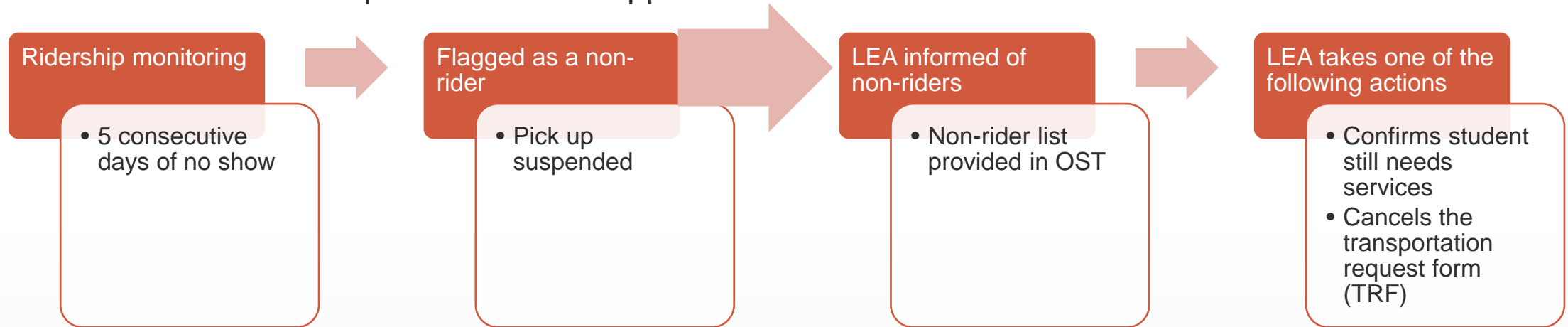
- OSSE DOT can not guarantee all requests will be honored
- Acceptable adjustments include, but are not limited to:
  - Weather related events
  - Government related events
  - School safety and access issues
  - lock-downs/public safety matters

Please note:

Calls to the Parent Resource Center (PRC) are not confirmation of accepted adjustments.

# Non-riders and Transportation

The Division of Transportation captures data on students who are routed for transportation but do not use the services. LEAs should review the OSSE Support Tool (OST) data and cancel student transportation where applicable.



**An inactive student who remains assigned to a route impacts the pickup schedule for all students on the route.**

# 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. You can reach the PRC at: (202) 576-5000 from 5 a.m.-7 p.m., Monday through Friday.</p>
<p>Parent Stipend Program            Student Transportation Family Handbook            Parent Reimbursement Program Info            OSSE Inclement Weather Procedures            DOT Daily Updates</p>	<p><a href="https://osse.dc.gov/service/student-transportation">https://osse.dc.gov/service/student-transportation</a></p>
<p>Parent Stipend Program            Application Support</p>	<p>Email: <a href="mailto:OSSE.Stipendapp@dc.gov">OSSE.Stipendapp@dc.gov</a></p>
<p>Commute Related Concerns            (for school staff only)</p>	<p>Email: <a href="mailto:PRCescalations@dc.gov">PRCescalations@dc.gov</a></p>
<p>Safety-Related Concerns &amp; Inquiries            (for school staff only)</p>	<p>Email: <a href="mailto:DOT.Safetytraining@dc.gov">DOT.Safetytraining@dc.gov</a></p>





## Nonpublic Reminders and Updates

# Serving Students Placed in Nonpublic (Special Education) Schools

- IDEA requires LEAs to provide a free and appropriate public education (FAPE) in the least restrictive environment (LRE);
- In some cases, the IEP Team determines a student's LRE is a nonpublic special education program or school;
- Students remain enrolled in their LEA while attending the nonpublic school;
- LEAs remain responsible for ensuring students receive FAPE while attending the nonpublic school; and
- OSSE holds LEAs accountable for this ongoing responsibility through:
  - Monitoring in key special education areas (i.e., IEP development and implementation, evaluation, secondary transition, etc.);
  - Periodic review of student files, identification and correction of noncompliance; and
  - Issuance of annual determination of compliance level with IDEA Part B.

# LEA Partnership for Success: Nonpublic School Responsibilities

Partnership across placing LEAs, OSSE, and Nonpublic schools is essential to student success. LEAs should review student progress routinely and ensure that the nonpublic school is:

- Delivering specialized instruction and related services in accordance with student IEP;
- Ensuring Functional Behavior Assessments (FBAs) and Behavioral Intervention Plans (BIPs) are up-to-date and being implemented with fidelity as appropriate;
- Adhering to all relevant reporting and notification requirements;
- Coordinating administration of statewide assessments with OSSE and the sending LEA;
- Reporting all cases of suspected child abuse and neglect, complaints and allegations;
- Participating in IEP team meetings; and
- Considering the appropriateness of the student's placement at least annually and transition student to a less restrictive environment as soon as appropriate.

# Responsibilities of the Sending LEA

- Monitor student progress while attending a nonpublic school;
- Participate in IEP team meetings;
- Consider the appropriateness of the student's placement at least annually and transition student to a less restrictive environment as soon as appropriate;
- Review attendance data, related service delivery documentation, quarterly progress reports, and incident reports;
- Ensure FBAs and BIPs are up-to-date and being implemented with fidelity as appropriate;
- Coordinate administration of statewide assessments with the nonpublic school and OSSE;
- Report child abuse and neglect, complaints, or allegations;
- File a complaint with OSSE in cases where the nonpublic school did not engage in consultation that was meaningful and timely; and
- For students who will exceed the maximum age or grade the LEA serves, the LEA will provide written notification to the parent of their responsibility to enroll their child in another LEA.



# Professional Development Reminders and Updates

# Dyslexia Legislation: Compliance Deadline October 31, 2024

## Compliance Reporting

- By Oct. 31 of each year thereafter, **District of Columbia Public Schools (DCPS)** shall send a letter to OSSE reporting whether each DCPS school has complied with the requirements set forth in this title in the previous school year.
- By Oct. 31 of each year thereafter, each **public charter LEA** shall send a letter to OSSE reporting whether each public charter school within the LEA has complied with the requirements set forth in this title in the previous school year.

## [Dyslexia Legislation Compliance Documents](#)

For questions, contact [Dustin.Tamsen@dc.gov](mailto:Dustin.Tamsen@dc.gov).

# Dyslexia Legislation Compliance: Training and Student Screening

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

- Awareness training on reading difficulties for all LEA educators.
- Kindergarten through second grade (K-2) 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 for all educators employed by an LEA:

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

Training on Preventing Reading Difficulties for all K-2 general educators:

- Screener data analysis
- Deep dive into Rapid Automatic Naming
- Instructional practices for support

Beginning of year (BOY) screening of K-2 students

- [Universal Screener Implementation Guidance](#)
- [Communications Toolkits for Local Education Agencies](#)

[DC Law 23-191 FAQ](#)

# Dyslexia Legislation Compliance: Science Based Literacy Programs

## Section 107

### Science Based Reading Program

Beginning with SY 2024-25, each LEA shall adopt a science-based literacy program.

## Science-based Literacy Programs

LEAs that serve K-5 are required to adopt a science-based literacy program.

- [High-Quality, Science-Based Literacy Programs List](#)
- [High-Quality Instructional Materials \(HQIM\) Rubric Guidance](#)
- [High-Quality Instructional Materials \(HQIM\) Rubric](#)

# MTSS Coaching Academy

Strengthen your school's capacity to provide life-changing support to students with a six-day MTSS Coaching Academy. This comprehensive series of on-site and virtual professional development engagement is designed to prepare educators to prioritize success for every learner by championing the work of MTSS.

## MTSS Coaching Academy participants will:

- Engage in six days of on-site training at OSSE from 8 a.m. - 4 p.m. (December 5-6, 2024, January 23-24, 2025, and March 6-7, 2025).
- Discover powerful practices that are simple, practical, and effective.
- Design and execute a plan of action for implementing a MTSS.
- Receive yearlong support from MTSS experts.
- Resources to support collaboration.

Spaces are **limited to 50 participants**. Teams of up to five participants are given preference and individual educators and LEA staff are welcome to apply.

Apply [here](#) to participate in the series. For questions, contact [Angela.Awonaike@dc.gov](mailto:Angela.Awonaike@dc.gov).



# Secondary Transition Asynchronous Courses

The Office of the State Superintendent of Education's (OSSE's) Division of Teaching and Learning is pleased to announce two asynchronous courses on secondary transition programming on the OSSE Learning Management System (LMS).

- **Student-driven Secondary Transition Planning:** This course consists of five asynchronous foundational courses, each focused on a different aspect of the secondary transition planning process. By the end of this course, educators will gain foundational knowledge and increased capacity in developing and implementing high-quality Individualized Transition Plans (ITPs) with secondary transition-age students. [Registration link](#)
- **Culturally Sustaining Universal Design for Transition (UDT):** This course, inspired by "Universal Design for Transition: The Educators' Guide for Equity-Focused Transition Planning," consists of three modules designed to help educators apply Universal Design for Learning (UDL) principles in transition planning. It aims to equip teachers and school staff with the knowledge and skills to integrate culturally sustaining practices into the transition process, promoting equity and inclusivity. [Registration link](#)

For more information, contact Byul Yim, Instructional Systems Specialist (Special Education), at [Byul.Yim@dc.gov](mailto:Byul.Yim@dc.gov).



## Announcements and Reminders

# Early Childhood Community of Practice

**Purpose:** A genuine platform for professionals to collaborate and enhance learning outcomes for children with disabilities (ages 3-5) enrolled in local educational programs. Participants will discuss topics identified by those currently serving children in our local early childhood programs.

## Details for SY 2024-25:

- **Time Frame:** 10-11 a.m.
- **Dates and Topics:**
  - **Jan. 22:** Early Childhood Data Analysis
    - To register, please click [here](#).
  - **March 26:** Early Childhood IDEA Part B, child find and Part C transition referrals and the referral transfer process
    - To register, please click [here](#).
  - **May 28:** Literacy for Early Childhood
    - To register, please click [here](#).

For questions, please contact Dawn Hilton at [Dawn.Hilton1@dc.gov](mailto:Dawn.Hilton1@dc.gov).

# Missed a Webinar?

Visit our webpage - [LEA Special Education Points of Contact 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.

# OSSE Points of Contact for the Office of SPED

Topic	Point of Contact	Email/Phone	Book Office Hours
<b>Policy</b>			
Policy & Guidance	Christie Weaver-Harris, Special Education Policy Team	<a href="mailto:OSSE.DSEpolicy@dc.gov">OSSE.DSEpolicy@dc.gov</a>	<a href="#">Special Education Policy Office Hours</a>
Parent Support & Engagement	Jasmine Fleming, Special Education Policy Team	<a href="mailto:Jasmine.Fleming@dc.gov">Jasmine.Fleming@dc.gov</a>	N/A
<b>IDEA Monitoring and Compliance</b>			
IDEA Monitoring & Compliance	Karen Morgan-Donaldson, IDEA Part B Monitoring and Compliance Team	<a href="mailto:Karen.Morgan-Donaldson@dc.gov">Karen.Morgan-Donaldson@dc.gov</a>	<a href="#">Special Education Monitoring &amp; Compliance Office Hours</a>
Technical Assistance and Training LEA SPED POC Webinar	LaShonda Wilson Carter, IDEA Part B Monitoring and Compliance Team	<a href="mailto:LaShonda.Wilson@dc.gov">LaShonda.Wilson@dc.gov</a>	<a href="#">Technical Assistance Office Hours</a>
Part B Correction of Noncompliance	Debra Melville, IDEA Part B Monitoring and Compliance Team	<a href="mailto:Debra.Melville@dc.gov">Debra.Melville@dc.gov</a>	<a href="#">Compliance Office Hours</a>
Part C Monitoring and Compliance	Sarah Peisch, IDEA Part B Monitoring and Compliance Team	<a href="mailto:Sarah.Peisch@dc.gov">Sarah.Peisch@dc.gov</a>	<a href="#">Part C to B Monitoring Office Hours</a>
<b>Nonpublic Placement</b>			
Nonpublic Placement	Katie Reda, Placement Oversight Unit	<a href="mailto:Katie.Red@dc.gov">Katie.Red@dc.gov</a>	<a href="#">Special Education Placement Office Hours</a>
<b>Nonpublic Monitoring and Compliance</b>			
Nonpublic Monitoring & Compliance	Sharon Powell, Nonpublic Monitoring and Compliance Team	<a href="mailto:Sharon.Powell@dc.gov">Sharon.Powell@dc.gov</a>	N/A
<b>State Complaints</b>			
State Complaints	Kirstin Hansen, State Complaints Team	<a href="mailto:Kirstin.Hansen@dc.gov">Kirstin.Hansen@dc.gov</a>	<a href="#">State Complaints Office Hours</a>



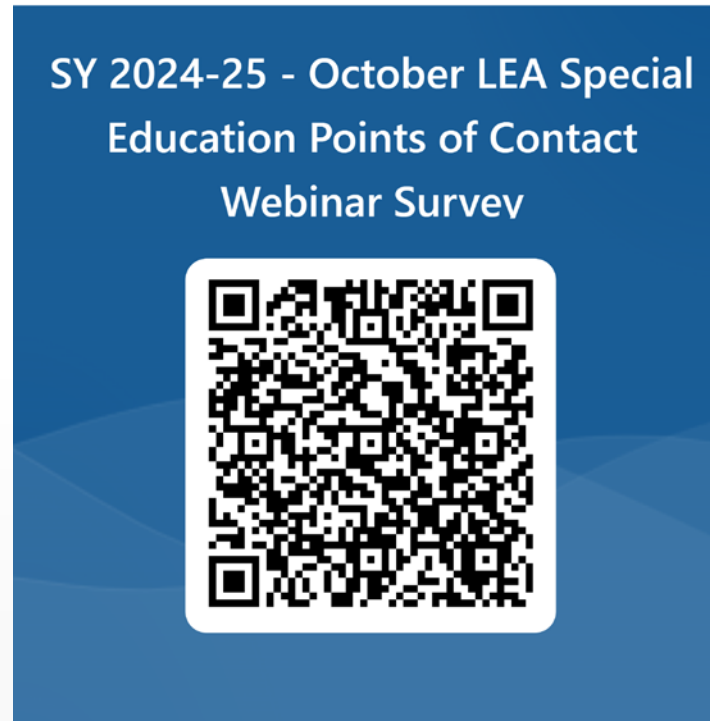
# Upcoming LEA SPED POC Webinar

NEXT WEBINAR:

**Feb. 19, 2025 at 10 a.m.**

# Complete our Survey

Please provide your feedback on the October 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.