



# LEA Special Education Point of Contact Monthly Webinar

Sept. 20, 2023

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



# Introduction



## Policy Reminders and Updates

# Reminder: Transition to Special Programs

- All federal and District of Columbia special education requirements remain in effect during the transition to Special Programs.
- Local education agencies (LEAs) remain responsible for implementing all obligations under the IDEA, Section 504 of the Rehabilitation Act of 1973, and local laws, regulations and policies governing special education, including but not limited to:
  - Referral, eligibility and individualized education program (IEP) timelines;
  - IEP implementation and service provision;
  - IEP team meetings; and
  - Section 504 eligibility processes, plans and meetings.
- Special Programs is a documentation system. LEAs have discretion within Special Programs regarding where and how they document implementation and compliance with IDEA.



Office of the State Superintendent of Education



# SPECIAL EDUCATION PROCESS HANDBOOK

SEPTEMBER 2023

Access the Special Education Process Handbook on OSSE’s [Special Education Guidance](#) site.

## Special Education Process Handbook

To support LEAs in understanding and implementing special education requirements, OSSE provides this handbook as a comprehensive overview of special education processes from referral to exit.

Evaluation Processes	Individualized Education Programs (IEPs)	Parent Participation
Child Find Obligations	IEP Team	Prior Written Notice (PWN)
Referral Process	IEP Components	Scheduling Meetings
Determining Eligibility	IEP Implementation	Community Resources



# Updated Resource: Extended School Year (ESY) Policy Bulletin

- OSSE updated the [Extended School Year \(ESY\) Services Policy Bulletin](#) to:
  - Update regulatory references and data system names;
  - Add the requirement that the IEP team must use at least three months of progress monitoring data to inform the ESY eligibility determination. If three months of data is not available, the IEP team must use any relevant current data or information from the current school year; and
  - Remove information specific to coronavirus (COVID-19) closures and distance learning.

Access all Special Education Policy Bulletins on OSSE's [Special Education Guidance](#) site.

# Child Count/ Enrollment Audit

- Child count is a federally mandated activity under 34 CFR §300.641(a) that is reported annually and serves as the official special education enrollment number for the District of Columbia.
- Child Count is a component of the enrollment audit process.
  - Child Count Verification for Special Education: An audit of students with IEPs included in the Oct. 5 count and receiving services as of the second certification.
- Special education data collected from LEAs is received from Special Programs.
- Student population:
  - Students enrolled as of Oct. 5, 2023.
  - Must have current eligibility and current or expired IEP.
  - Student records and information entered into Special Programs as of Nov. 14, 2023, at 4 p.m.



# Child Count/ Enrollment Audit

- Each LEA is responsible for ensuring that all students with disabilities receiving services under IDEA have a valid and current eligibility determination and IEP in Special Programs. An enrolled student must have, at minimum, a current IEP or eligibility determination, for inclusion in the Child Count roster.
- Students that qualify as “receiving services under IDEA”: students in Special Programs with:
  - An unexpired eligibility status (three-year maximum duration); and
  - A current or expired IEP and no negating events (refusal, discontinuation, denial, or revocation).

# Child Count/ Enrollment Audit

- If a student's special education information is inaccurate, an IEP team meeting may be required to complete an IEP amendment, create the annual IEP, or conduct a reevaluation to determine continued eligibility.
- **Expired eligibility:** complete the entire eligibility process in Special Programs.
- **Expired IEP:** to update an expired IEP, create a new IEP document in Special Programs.
  - The LEA must convene an IEP team meeting to create the annual IEP.
- **IEP amendment:** to amend an existing unexpired IEP, manually create an IEP document in Special Programs then complete the amendment.
  - Creating the IEP document: This is a documentation process, not a change to the IEP. LEAs are not required to convene IEP teams or obtain signatures to manually enter an existing, unexpired IEP document.
  - Amending the IEP document: complete an IEP amendment through documented written agreement or by convening an IEP team meeting.

# Child Count/ Enrollment Audit Tips

- Work with your LEA Data Manager to ensure the timely and accurate submission of data.
- Student educational environment is pulled directly from the most recent finalized IEP in Special Programs and displayed in the Enrollment Audit/ Child Count Application (EACCA).
- Monitor the EACCA to complete data corrections in the authoritative source system (i.e., Special Programs) before Nov. 14, 2023, at 4 p.m.
- OSSE auditors will complete a 100 percent review of supporting residency documents for students in nonpublic placements
- Refer to the [2023-24 Enrollment Audit and Child Count Handbook](#) and [Resources for LEAs](#) for more information.

# Tracking the First Provision of Specialized Instruction

For the 2023-24 school year, LEAs continue to be required to **document the first provision of specialized instruction for students younger than age 6** who have specialized instruction prescribed on their IEP but for whom specialized instruction has not been previously documented, including the following students:

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

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

# Tracking 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:

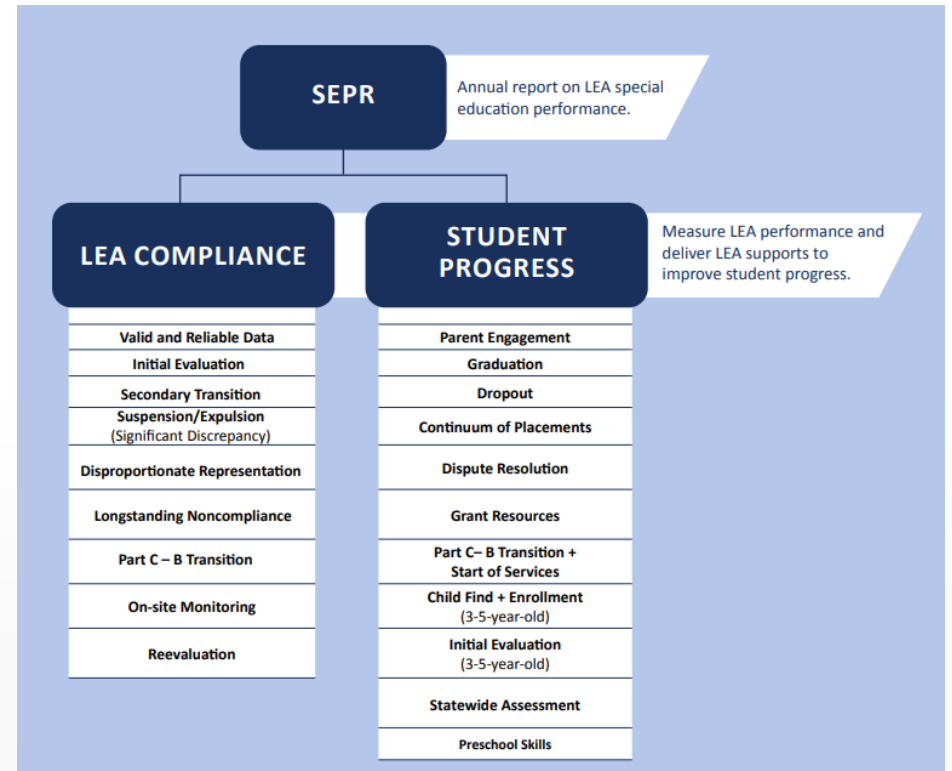
- (none)
- (none)
- LEA/schl didnt have access to students records/IEP
- No instruction provided to any students
- Other
- Provider unavailable
- School closure/ Non-school day
- Student unavailable



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

# Special Education Performance Report (SEPR)

- On **July 13**, OSSE released LEAs' first annual SEPR.
- LEAs can access their reports in the SEPR Application in Quickbase.
- All LEA SEPR reports will be made public on OSSE's website by **Sep. 29**.
- OSSE will provide LEA with resources to support communication with school staff and parents around public release.
- Any questions, please contact Karen Morgan-Donaldson at [Karen.Morgan-Donaldson@dc.gov](mailto:Karen.Morgan-Donaldson@dc.gov).



# SEPR – What's Next?

OSSE will:

- Conduct an analysis of all LEA SEPRs;
- Identify trends;
- Plan for appropriate supports in the form of professional development and technical assistance;
- Implement plan; and
- Monitor for compliance and improvement.



# IDEA Onsite and Desktop Monitoring

- Multi-year process that meaningfully monitors compliance and improvement in specific areas to effectively drive positive outcomes for students with disabilities
- Cyclical, cohort model
- Differentiated based on support needed
- The first cohort will be notified of selection for monitoring in November.

# Upcoming IDEA Monitoring Activities

Monitoring Activity	Time Period Under Review	Monitoring Time Period
<ul style="list-style-type: none"><li>C to B Transition</li></ul>	July 1, 2022 – June 30, 2023	September 2023
<ul style="list-style-type: none"><li>Significant Disproportionality</li><li>Significant Discrepancy</li><li>Disproportionate Representation</li></ul>	July 1, 2022 – June 30, 2023*	October 2023 – December 2023

For more information on OSSE’s Equity Requirement monitoring, please visit [Equity Requirements under IDEA Website.](#)

\* *Discipline data is lagged: July 1, 2021 – June 30, 2022*



# 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

Need DCCATS Access? Please request access by visiting [DCCATS Home Page](#).

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



# New Scope & Sequence for Special Education Law Training Modules



## Scope and Sequence

- To support LEAs, OSSE has created a scope and sequence for Direct STEP training modules.
- This tool provides a roadmap through the many special education courses made available through this resource.
- The purpose of this tool is to provide ongoing technical assistance and training to all LEA and school-based professionals providing supports and services to students with disabilities in the District.
- Please visit [the LRP Direct STEP: Direct Specialized Training for Education Professional Scope and Sequence](#) for more details.
- Please contact LaShonda Wilson at [LaShonda.Wilson@dc.gov](mailto:LaShonda.Wilson@dc.gov) with any questions.

# New Scope & Sequence for Special Education Law Training Modules

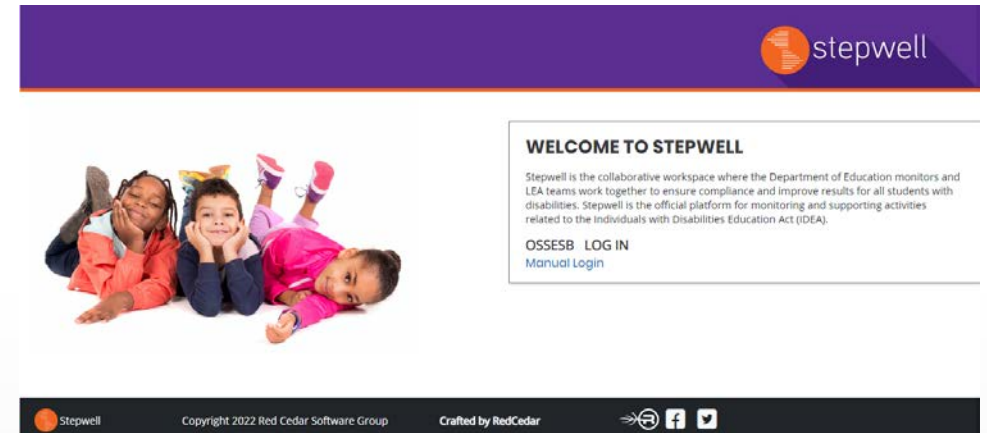


## Modules

- Receive training on IDEA legal requirements
- Learn at your own pace
- Take 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.
- Please contact LaShonda Wilson at [LaShonda.Wilson@dc.gov](mailto:LaShonda.Wilson@dc.gov) with any questions.

# New Monitoring and Compliance Tracking System

- In November, OSSE will transition from District of Columbia Corrective Action Tracking System (DCCATS) to a new tracking system called **Stepwell**.
- This system will track findings of noncompliance issued by OSSE and will communicate directly with Special Programs.
- Trainings are scheduled for Nov. 14 and 15; Please keep a look out for more information on how to register.
- Please continue to use DCCATS until notified of transition.



# New LEA Special Education Calendar - 2023-24 School Year

OSSE has created a **LEA Special Education (SPED) Calendar** that will provide an at-a-glance preview of the following:

- IDEA-related monitoring activities; and
- A chronological sequence and overview of timelines for upcoming special education requirements.

This calendar is subject to change, so be sure to reference any updates during the LEA Special Education Point of Contact Monthly Webinar.

Please contact LaShonda Wilson at [LaShonda.Wilson@dc.gov](mailto:LaShonda.Wilson@dc.gov) if you have any questions.

# Changes to Qlik Applications

- On Oct. 1, 2023, the LEA Performance and Planning (LEA P&P) and DL Data Qlik applications will stop providing current data, due to the transition from the Special Education Data System (SEDS) to Special Programs.
- LEAs can use the Reports function in Special Programs to design and run the same or similar reports. These applications are replaced with the following reports in Special Programs:

LEA P&P	DL Data
<ul style="list-style-type: none"><li>• IEP Compliance</li><li>• Eligibility Compliance</li><li>• Initial Eligibility List</li><li>• Students with Overdue IEPs &amp; Reevaluations</li><li>• C-to-B Timeliness</li></ul>	<ul style="list-style-type: none"><li>• Subclass I</li><li>• Subclass II</li><li>• Subclass IV</li></ul>

For more information on reporting functionalities in Special Programs, please attend Special Programs Report Writer training, available in [OSSE's Learning Management System \(LMS\)](#).





## Transportation Reminders and Updates

# Calendar Updates

- The ability to update calendars within the Integrated Data System (IDS) closed on **Aug. 11, 2013.**
- Changes to the calendars after the deadline 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.

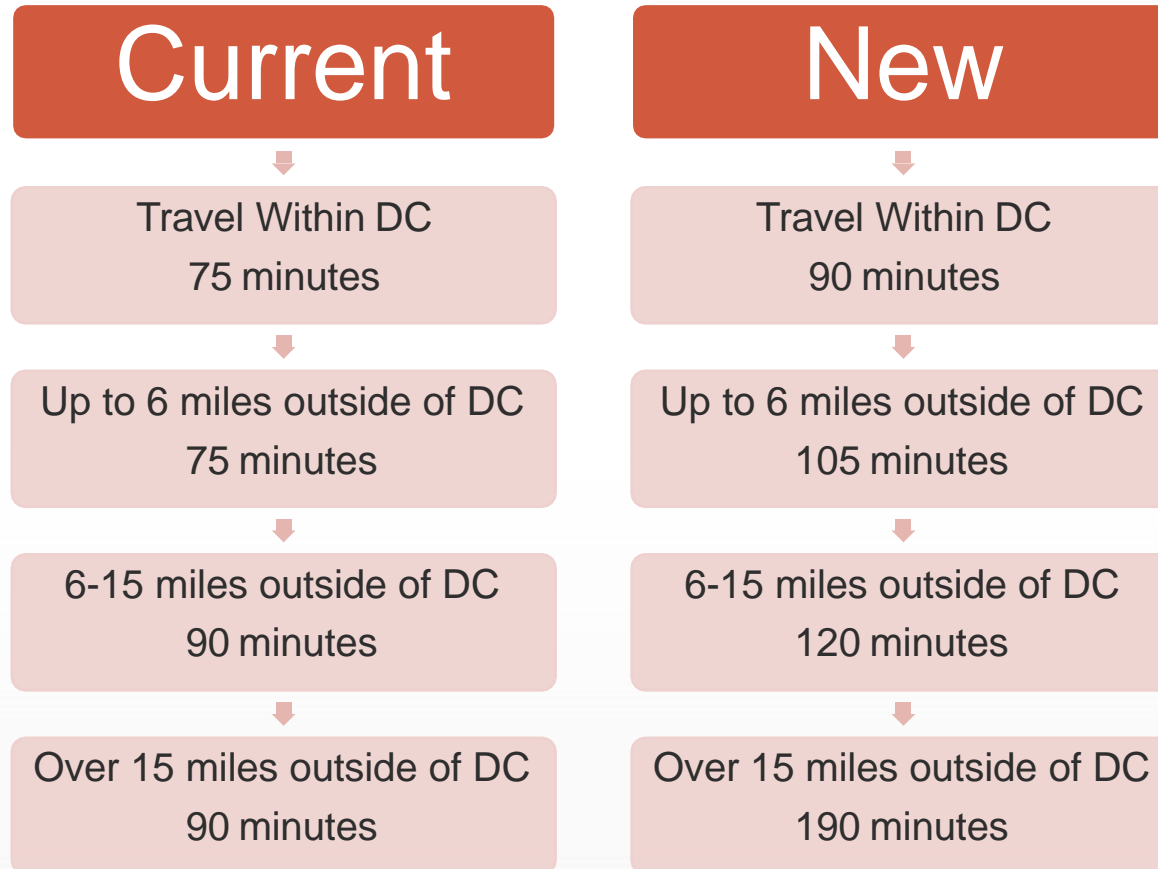
## Please note:

- 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 DOT at [osse.dotcriticalinfo@dc.gov](mailto:osse.dotcriticalinfo@dc.gov).

# Transportation Policy Update

- The amount of time a student spends on an OSSE Division of Student Transportation (OSSE DOT) vehicle from onboarding to off boarding, during a single commute (AM,PM) is known as the Ride Time.
- For the 2023-24 school year, the Ride Time allocated will be increased. The increase became effective for all routes on **Aug. 28, 2023**.
- OSSE has completed outreach to parents on the updated ride times.

# New Ride Times



# Mitigating Factors

The District of Columbia and surrounding jurisdictions have undergone major changes since the last update of this OSSE DOT policy. The following factors were most prevalent when considering these changes:

- New Public and Charter LEAs supported by OSSE DOT since established ride time
- Updated Traffic Patterns
- Construction and upcoming development projects
- New business and personal property developments
- Distance traveled to accommodate students supports
- Staffing and vendor support (drivers, nurses, vendor services)

**Outcome:** Efficient routing and soundness of scheduling.



## Nonpublic Reminders and Updates

# Nonpublic Schools Scheduled for Monitoring (2023-24)

Nonpublic Schools
The Lab School of Washington
Devereux Georgia, Ackerman Academy
The Hughes Center
Youth for Tomorrow
High Road of Maryland
CARD Academy-Alexandria/The Rivermont Alexandria Academy
Devereux Florida Vierra Campus
Coastal Harbor Treatment Center
Woods Services

# New Nonpublic School SPED POC Webinar Series

- **When?**
  - June 2023 – December 2024
- **What?**
  - June 2023 – January 2024: OSSE Special Programs Data System Transition Focus
  - March 2024 – December 2024: Nonpublic School Sessions
- **Who Should Attend?**
  - Nonpublic School Points of Contact

Help us spread the word, share with your Nonpublic School POCs that this new resource is available and refer them to [Sharon.Powell@dc.gov](mailto:Sharon.Powell@dc.gov) for information on how to register!





# Teaching and Learning Reminders and Updates

# Secondary Transition Capacity Building Institute 2023

## Expanding Postsecondary Pathways for Students with Disabilities



- **When and Where?**
  - Friday, Sept. 29, 2023, from 8:15 a.m.-4 p.m. at OSSE (1050 First St. NE, Washington, DC 20002)
- **What?**
  - Increase their knowledge about secondary transition for students with disabilities
  - Work in teams to develop a strategic plan for improved secondary transition programming at their school campus
- **Who Should Attend?**
  - School teams of three to five diverse professionals are encouraged to join as there will be designated team planning session with facilitators. Space is limited to 150 educators. [Register here by Friday, Sept. 22, 2023](#)

For questions or to register, please contact Training and Technical Assistance Specialist (Special Education), Byul Yim at: [Byul.Yim@dc.gov](mailto:Byul.Yim@dc.gov).

# Multi-Tiered System of Supports (MTSS) Implementation Series

- **When?**
  - Sept. 12-29, 20 1-hour sessions
- **What?**
  - Identify, unwrap essential standards
- **Who Should Attend?**
  - Anyone who is interested in learning more about MTSS
- **How to Attend?**
  - Join via this link - <https://solutiontree.zoom.us/j/95847148463?pwd=ZTVUTGxpejQ4RnBTb0NoZFdUM1JsZz09>

Identifying Essential Standards	Unwrapping Essential Standards	Using Data to Drive Essential Standards
9/21 10:30 a.m. 9/21 11:30 a.m.	9/22 1:00 p.m. 9/22 2:00 p.m. 9/25 8:30 a.m. 9/25 9:30 a.m. 9/26 12:30 p.m. 9/26 1:30 p.m.	9/27 12:30 p.m. 9/27 1:30 p.m. 9/28 7:30 a.m. 9/28 8:30 a.m. 9/29 9:00 a.m. 9/29 10:00 a.m.

For questions or to register, please contact Multi-Tiered System of Supports Specialist, Angela Awonaike at: [Angela.Awonaike@dc.gov](mailto:Angela.Awonaike@dc.gov).





# Dyslexia Awareness

The OSSE [Dyslexia DC](#) landing page offers an overview of [DC Law 23-191](#) Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020. The page includes the [2022-23 School Year Approved Kindergarten - 2nd Grade Universal Screeners](#) and other resources to support implementation.

OSSE's three-part **dyslexia awareness course** is for all educators serving grades kindergarten through grade 12 who lead and support literacy instruction and language development. Participants can earn up to 16 professional learning units (PLUs) for completion of all three modules. Please register [here](#). For questions, please contact Dustin Tamsen at: [Dustin.Tamsen@dc.gov](mailto:Dustin.Tamsen@dc.gov).

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

## Professional Development

- Nearly 10,000 educators have completed the Dyslexia Awareness Modules in OSSE's Learning Management System (LMS).

## Universal Screening

- All LEAs must select an assessment tool to conduct **universal screening for reading difficulties for students in grades K-2**
- OSSE has generated a list of approved screeners, as well as universal screener implementation guidance.

## Technical Assistance

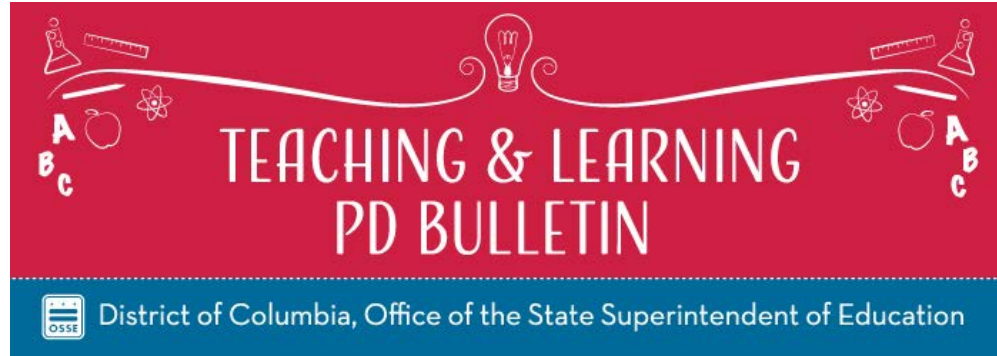
- OSSE will host office hours to answer questions and provide support regarding the Dyslexia legislation:
  - Session 3: Friday, Sept. 15 from 11 a.m.-12 p.m. ([Register here](#))
  - Session 4: Monday, Oct. 16 from 11 a.m.-12 p.m. ([Register here](#))
- OSSE has created a Frequently Asked Questions (FAQ) document to support LEAs with implementation
- For questions, please contact Dustin Tamsen at [Dustin.Tamsen@dc.gov](mailto:Dustin.Tamsen@dc.gov)



# English Learner (EL) POC Start of School Training

- **When and Where?**
  - Sept. 27, 2023, 9-11:30 a.m.
  - OSSE Main Building, 1050 First St NE- Eleanor Holmes Norton I
- **What?**
  - Overview of obligations and best practices to support ELs
  - Overview of Qlik app and the various resources to support ELs
- **Who Should Attend?**
  - All LEA EL Points of Contact (POCs)

# 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



# Child Sex Trafficking and Exploitation Awareness Training

## Child Sex Trafficking and Exploitation Awareness Training

OSSE, in collaboration with the District of Columbia Office of the Attorney General (OAG) will host a virtual training session called Child Sex Trafficking and Exploitation Awareness on **Friday, Oct. 20, 2023 from 10 a.m.-12 p.m.** This training is for District of Columbia K-12 educators and school staff that interact with District students.

The training will provide information on:

- Risk factors that make students susceptible to exploitation
- Recognizing signs of human trafficking
- How to respond to and report suspected human trafficking cases
- Promising practices and resources for LEAs

You are invited to attend this virtual training and can register [here](#) to attend. For more questions or additional information, contact OSSE's Placement Oversight Unit at [OSSE.LRE@dc.gov](mailto:OSSE.LRE@dc.gov).

# Upcoming Trainings with LRP Special Ed Connection



For more information about Special Ed Connection, please contact [Karen.Morgan-Donaldson@dc.gov](mailto:Karen.Morgan-Donaldson@dc.gov).

# PROGRESS Center Resources

**PROGRESS Center**  
Promoting Progress for Students with Disabilities

DEVELOPMENT IMPLEMENTATION NEWS & EVENTS - RESOURCES & TOOLS - TRAINING ABOUT - CONTACT

The **PROGRESS** Center provides information, resources, and support for local educators and leaders responsible for the **development** and **implementation** of high-quality educational programming for students with disabilities that ensures access to free appropriate public education (FAPE) and progress toward appropriately ambitious goals... [MORE](#)

**Improving Access and Outcomes for Students with Disabilities**

**Development of high-quality educational programming for students with disabilities**

[MORE](#)

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**Implementation of high-quality educational programming for students with disabilities**

[MORE](#)

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**Ensure access to FAPE and improve outcomes for students with disabilities**

**IEP Tip Sheet: PLAAFPs**  
Present Levels of Academic Achievement and Functional Performance

**IEP Tip Sheet: Measurable Annual Goals**

**IEP Tip Sheet: Measuring Progress Toward Annual Goals**

**IEP Tip Sheet: What Does IDEA Say?**

**IEP Tip Sheet: Tips for Developing a Monitoring Plan**

**IEP Tip Sheet for Parents: An Overview of the IEP**  
What to Know About Your Child's IEP and How It is Developed

**IEP Tip Sheet for Parents: The IEP Team**  
Who is part of the IEP team?

**IEP Tip Sheet: Present Level of Academic Achievement and Functional Performance (PLAAFP) or Present Levels Statement**

**IEP Tip Sheet: Measurable Annual Goals**

**IEP Tip Sheet: Monitoring Plan**

**PROGRESS Center**  
Delivering Instruction  
What Do Teachers Need to Know About Delivering Instruction?

**PROGRESS Center**  
Teaching Social Behaviors  
What Do Teachers Need to Know About Teaching Social Behaviors?

**PROGRESS Center**  
The State of the States: National Trends in State Education Agency Guidance on Special Education

APRIL 2021

**AIR** **CCSS** **IEA**

**Billy Pickens tells us how his teacher's high expectations for him may not have been welcome in high school but that as an adult who is deaf-blind, he now appreciates how important it was for his future.**

**IDEA and the IEP: From Compliance to PROGRESS**

This course provides an overview of the seven required components of the individualized education program (IEP) as outlined in the...

**Faculty/PD Provider, General Educators, LEA/School Leaders, Special Educators/Providers**

[ONLINE MODULE](#)

**The What and Why of Measurable Annual Goals**

This course is intended to explain the Individuals with Disabilities Education Act (IDEA) requirements for measurable annual goals and the...

**Faculty/PD Provider, General Educators, LEA/School Leaders, Special Educators/Providers**

[ONLINE MODULE](#)

**Path to PROGRESS: Developing and Implementing High-Quality Educational Programs**

This course is intended to encourage reflection on the larger purpose of the Individuals with Disabilities Education Act (IDEA) and...

**Faculty/PD Provider, General Educators, LEA/School Leaders, Special Educators/Providers**

[ONLINE MODULE](#)

<https://promotingprogress.org/>



Visit the Positive Supports for Behavior and Discipline Resource Database

**Reducing Exclusionary Discipline & Increasing Behavioral Supports**

Children with disabilities, particularly children of color with disabilities, are suspended and expelled from school at disproportionately higher rates than their peers – a trend that starts as early as preschool.

The negative impact of exclusionary discipline on a child's short- and long-term outcomes is well documented. Exclusionary discipline's negative impacts include decreased academic achievement and increased risk of entering the juvenile justice system.

The U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) and the OSERS Office of Special Education Programs (OSEP) has prioritized reducing exclusionary discipline and supporting the implementation of evidence-based practices that focus on prevention, intervention and behavioral strategies.

OSERS/OSEP released guidance that describes practices early childhood and school programs can use to prevent and respond to interfering behavior. Schools and early childhood programs can use the guidance to support children with disabilities and address disparities in the use of exclusionary discipline.

U.S. Department of Education Discipline/Behavior Guidance and Resources



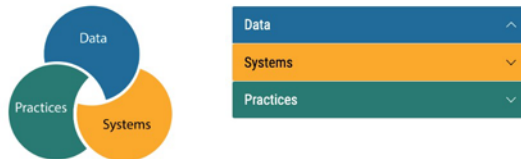
- Policy Documents
- Multimedia Presentations and Information
- U.S. Department of Education Technical Assistance Centers
- U.S. Department of Education Resources

**Resource Guides on Positive, Proactive Approaches to Discipline**

The following resource guides summarize additional resources that have been set up in tables and can support schools and early childhood programs in implementing positive, proactive approaches to support and respond to children's behavioral needs more effectively. Following the resources in each guide is information about OSEP/TA Centers that can provide additional information to support schools in implementing the practices described below.

OSERS is committed to providing resources to support state and local efforts to implement this guidance and reduce exclusionary discipline through:

- Examination of data to better understand the frequency of exclusionary discipline and support ongoing efforts to reduce its use;
- Systems changes at the state, local, school or early childhood program levels; and
- Evidence-based practices to support educators working with children ages pre-k through high school



**RESOURCES TO SUPPORT**

Reducing Exclusionary Discipline & Increasing Behavioral Supports

**Data Dive: Using Discipline Data to Guide Decision Making**

**Overview**

High-quality discipline data are critical to guide states, districts, schools, and early childhood programs in reducing exclusionary discipline. Data can inform decisions about which policies, procedures, and practices to use and which to discontinue and how to build systems that support such efforts. The resources included in this guide will help states, districts, schools, and early childhood programs make data more understandable and actionable for decision-making teams, focusing on identifying root causes and engaging in a problem-solving process. Many resources are specific to discipline, and other resources more broadly address data literacy, data team meetings, and using data to promote equity. Please see the companion guides, *Data Dive: Using Discipline Data for Decision Making and Early Childhood Resource Guide: Collection & Use of Data to Eliminate Exclusionary Discipline*.

In July 2020, the U.S. Department of Education, Office of Special Education Programs (OSEP) published the guide *Positive, Proactive Approaches to Addressing the Needs of Children with Disabilities: A Guide for States/States*, which provides actions state education agencies (SEAs), local education agencies (LEAs), schools, early childhood programs, and educators can take to implement positive, proactive, and preventative practices that seek to better address a child's behavioral needs while decreasing the use of exclusionary discipline. These practices reinforce core pillars of the Individuals with Disabilities Education Act (IDEA), including how addressing the behavioral needs of children with disabilities is part of IDEA's requirement to provide a free appropriate public education delivered in the least restrictive environment and that the individualized education program is the vehicle for fulfilling this obligation. By SEAs, LEAs, schools, early childhood programs, and educators implementing practices associated with these positive and proactive approaches, students with disabilities can be assured of access to an educational environment that is nondiscriminatory, supportive, positive, and nurturing for their academic and behavioral development.

**OSEP Technical Assistance Center Resources**

The resources listed in the following tables can support schools and early childhood programs in reducing exclusionary discipline and responding to children's behavioral needs more effectively.

Resource Type	Resource Title	Audience	Description	Link
Toolkit	Data Meeting Toolkit	State and Regional Agencies, Local/Educational Agencies	This suite of tools can guide conversation about data and inform data-based decision making. The toolkit provides resources to support success before, during, and after data meetings.	<a href="#">Data Meeting Toolkit</a>
Toolkit	Business Data Toolkit: Addressing Equity, Inclusion, and Opportunity	State and Regional Agencies, Local and District Agencies	OE's Business Data Toolkit outlines a process that district and school leaders can use to identify and address discipline disparities revealed through the state's accountability system or through self-evaluation. The toolkit, with its processes and materials, provides a manageable and defined way for districts or schools to take a closer look at their educational system to ensure an equitable education for all students.	<a href="#">Business Data Toolkit</a>
Toolkit	Part B Indicator Data Display Wizard	State and Regional Agencies	This tool helps SEA staff communicate complex data to stakeholders in a more user-friendly manner. The tool is designed to create data visualizations in the form of charts, based on the user's input. Many of the visualizations are dynamic and automatically update based on the data the user enters into the tool. Users can easily transfer the visualizations to other programs to meet their reporting needs based on the audience, message, and purpose of the desired report or presentation. They are preparing.	<a href="#">Part B Indicator Data Display Wizard</a>
Technical Assistance Product	Working Principles of High-Quality IDEA Data	State and Regional Agencies, Local and District Agencies, Parents and Families	High-quality data are timely, accurate, and complete. In addition, they are usable, accessible, and secure. Educators and representatives at the local, state, and federal levels use high-quality early intervention and special education data to inform their decisions as they work to meet the needs of children and students with disabilities and their families. Use the interactive PDF to learn more about the different components of high-quality data.	<a href="#">Working Principles of High-Quality IDEA Data</a>

# NEW! Resources to Reduce Exclusionary Discipline & Increase Behavioral Supports

- Database of 200+ resources customized by audience, topic
- 6 NEW resource guides: data, systems, practices, early childhood collection

[www.osepideastthatwork.org](http://www.osepideastthatwork.org)



# 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.



# Complete our Survey

Please provide your feedback on the September 2023 LEA SPED POC Webinar:

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



[Link to Survey](#)



**Thank You!**



# Appendix



# OSSE Contact Information for LEA Special Education POCs

Topic	Point of Contact	Email/Phone
Policy & Guidance	OSSE Special Education Policy Team	<a href="mailto:OSSE.DSEpolicy@dc.gov">OSSE.DSEpolicy@dc.gov</a>
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>
	Sharon Powell, Nonpublic Monitoring Team	<a href="mailto:Sharon.Powell@dc.gov">Sharon.Powell@dc.gov</a>
Evidence-Based Practice	Byul Yim, Teaching and Learning Division	<a href="mailto:Byul.Yim1@dc.gov">Byul.Yim1@dc.gov</a>
Data Apps & Systems	Use the <a href="#">OSSE Support Tool</a> for questions or support with special education data systems and applications Locate your LEA's <a href="#">DAR Liaison</a>	<a href="#">OSSE Support Tool</a> <a href="#">Locate DAR Liaison</a>
Preschool Special Education	Dawn Hilton, Special Education Supervisory Coordinator, Division of Early Learning	<a href="mailto:Dawn.Hilton1@dc.gov">Dawn.Hilton1@dc.gov</a>
	Child Outcomes Summary Data Collection	<a href="mailto:OSSE.COSFAQ@dc.gov">OSSE.COSFAQ@dc.gov</a>
Assessment Accommodations	Lauren Thompson, Deputy Director of Assessments, Data, Assessment, and Research	<a href="mailto:Lauren.Thompson@dc.gov">Lauren.Thompson@dc.gov</a>
Student Transportation	TOTE Support Team:	(202) 576-5520 or <a href="mailto:DOT.Data@dc.gov">DOT.Data@dc.gov</a>
	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 leaders may assign one or more staff members as the LEA Special Education POC (SPED 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](#).

## Policy and 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 and 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 and 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.)

# 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.

# ESY Contacts

- Student Transportation Services: Jason Campbell, Associate Director, DOT Audit/Compliance: [Jason.Campbell@dc.gov](mailto:Jason.Campbell@dc.gov)
- Transportation Data Systems: Stephanie Davis, Deputy CIO: [Stephanie.Davis3@dc.gov](mailto:Stephanie.Davis3@dc.gov)
- ESY eligibility and services: Christie Weaver-Harris, Policy Manager: [Christie.Weaver-Harris@dc.gov](mailto:Christie.Weaver-Harris@dc.gov)
- Special education program supports and consultation services: Opportunity Consulting, [DCSPED@opportunityconsulting.com](mailto:DCSPED@opportunityconsulting.com)
- ESY funding: Ryan Aurori, Director, Budget and Finance: [Ryan.Aurori@dc.gov](mailto:Ryan.Aurori@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](mailto:SLED.info@dc.gov)

# ESY Resources

- [2023 ESY Preparation Guide](#)
- [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](mailto:OSSE.DSEpolicy@dc.gov).