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
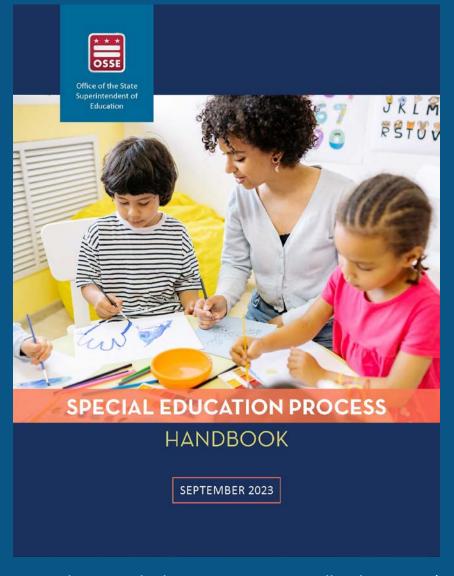
- Announcements and Reminders

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.

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

Access the Special Education Process Handbook on OSSE's Special Education Guidance site.

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) <u>before</u> 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.

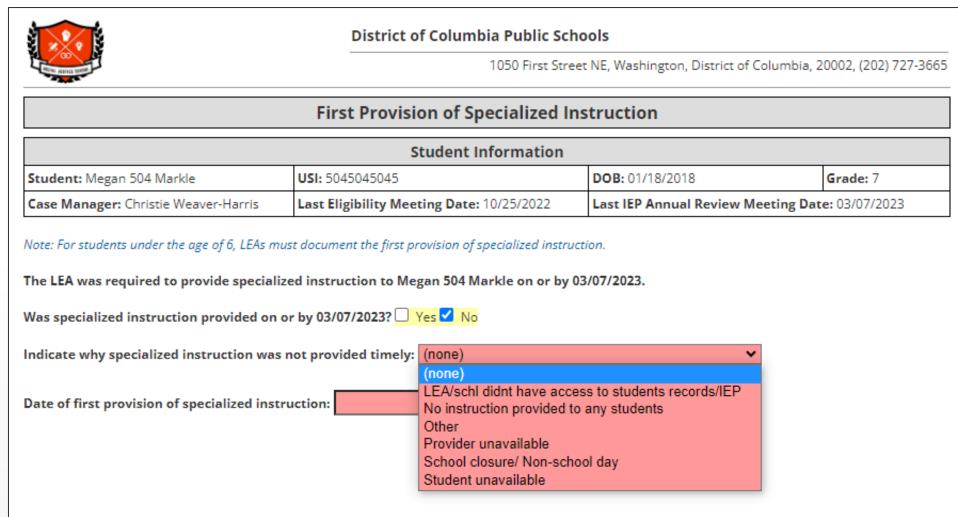# Tracking the First Provision of Specialized Instruction

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.

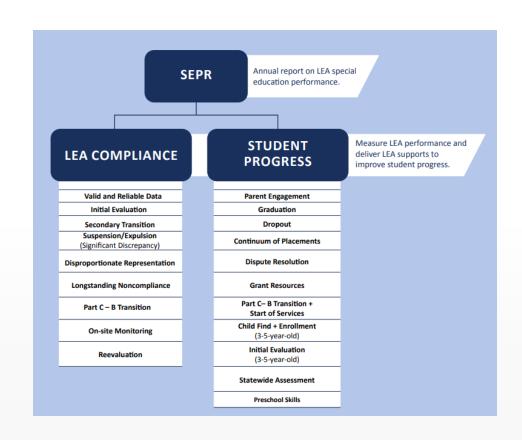# Tracking the First Provision of Specialized Instruction

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: (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

Date of first provision of specialized instruction:

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.

SEPR — Annual report on LEA special education performance.

LEA COMPLIANCE	STUDENT PROGRESS
Valid and Reliable Data	Parent Engagement
Initial Evaluation	Graduation
Secondary Transition	Dropout
Suspension/Expulsion (Significant Discrepancy)	Continuum of Placements
Disproportionate Representation	Dispute Resolution
Longstanding Noncompliance	Grant Resources
Part C – B Transition	Part C– B Transition + Start of Services
On-site Monitoring	Child Find + Enrollment (3-5-year-old)
Reevaluation	Initial Evaluation (3-5-year-old)
	Statewide Assessment
	Preschool Skills

Measure LEA performance and deliver LEA supports to improve student progress.

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
• C to B Transition	July 1, 2022 – June 30, 2023	September 2023
• Significant Disproportionality • Significant Discrepancy • Disproportionate Representation	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.

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 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 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 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
• IEP Compliance • Eligibility Compliance • Initial Eligibility List • Students with Overdue IEPs & Reevaluations • C-to-B Timeliness	• Subclass I • Subclass II • Subclass IV

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.

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

Current	New
Travel Within DC 75 minutes	Travel Within DC 90 minutes
Up to 6 miles outside of DC 75 minutes	Up to 6 miles outside of DC 105 minutes
6-15 miles outside of DC 90 minutes	6-15 miles outside of DC 120 minutes
Over 15 miles outside of DC 90 minutes	Over 15 miles outside of DC 190 minutes

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 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.

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

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

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.

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.

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

DYSLEXIA DC

OSSE

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

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

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.

Upcoming Trainings with LRP Special Ed Connection

For more information about Special Ed Connection, please contact Karen.Morgan-Donaldson@dc.gov.

PROGRESS Center Resources
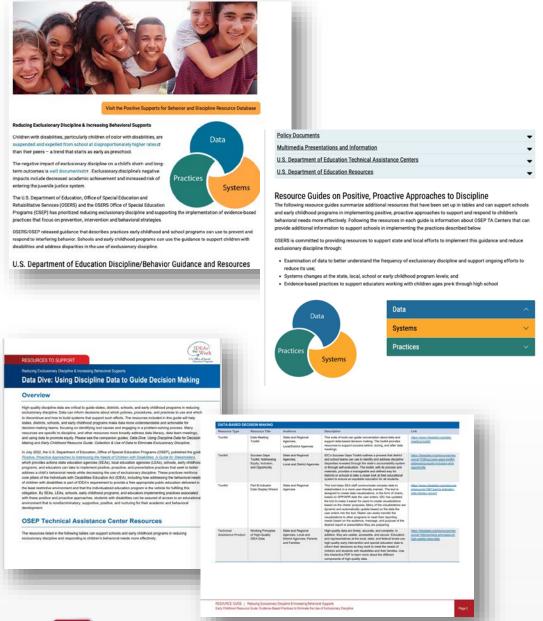

https://promotingprogress.org/

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.osepideasthatwork.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	OSSE.DSEpolicy@dc.gov
Monitoring & Compliance	Karen Morgan-Donaldson, IDEA Part B Monitoring and Compliance Team	Karen.Morgan-Donaldson@dc.gov
	Sharon Powell, Nonpublic Monitoring Team	Sharon.Powell@dc.gov
Evidence-Based Practice	Byul Yim, Teaching and Learning Division	Byul.Yim1@dc.gov
Data Apps & Systems	Use the OSSE Support Tool for questions or support with special education data systems and applications Locate your LEA's DAR Liaison	OSSE Support Tool Locate DAR Liaison
Preschool Special Education	Dawn Hilton, Special Education Supervisory Coordinator, Division of Early Learning	Dawn.Hilton1@dc.gov
	Child Outcomes Summary Data Collection	OSSE.COSFAQ@dc.gov
Assessment Accommodations	Lauren Thompson, Deputy Director of Assessments, Data, Assessment, and Research	Lauren.Thompson@dc.gov
Student Transportation	TOTE Support Team:	(202) 576-5520 or DOT.Data@dc.gov
	School Liaisons and Parent Resource Center	(202) 576-5000 *(follow prompt for school officials)*

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

- 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

- Special education program supports and consultation services: Opportunity Consulting, DCSPED@opportunityconsulting.com

- ESY funding: Ryan Aurori, Director, Budget and Finance: 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

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.