



LEA Special Education Point of Contact Monthly Webinar

April 21, 2021

OSSE Division of Systems and Supports, K-12 (K12SS)
OSSE Division of the Chief Information Officer (CIO)
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
- Nonpublic Updates
- SEDS Updates
- Child Outcome Summary (COS) Updates
- Transportation Updates
- Announcements & Reminders



Policy Reminders and Updates

Coming Soon: SY2021-22 Early Access to Students with Disabilities Data Application

Gives LEAs timely and appropriate access to information for pre-enrolled students with disabilities after the end of the current school year and prior to the start of the next school year.

Access is available to the below eSchoolPLUS POCs:

- LEA Data Managers
- Heads of School
- Principals
- Special Education POCs
- Pre-K Special Education POCs
- Early Childhood Transition Coordinators

The application, available **April 28, 2021**, is updated daily and reflects changes in enrollment.

Early Access to Students with Disabilities Data Application

Provides student demographic information from SLED as well as data points from SEDS including:

- Primary disability category
- Eligibility start and end dates
- IEP start and end dates
- Special education level
- Weekly service hours
- Assistive technology
- Related services: setting, time, frequency
- Least restrictive environment
- Dedicated aide and hours
- Transportation eligibility and mode
- ESY eligibility
- IDEA Part C services

NEW for 2021: Transportation eligibility for both SY2019-20 and SY2020-21

Early Access to Students with Disabilities Data Application: User Tips

- Guide meaningful discussions around needs and preparedness, especially considering shifts due to COVID-19.
- Compare staffing levels with student needs.
- Determine additional staff training needs.
- Plan for dedicated aide allocations.
- Review student information to determine classroom and cohort assignments.
- Prepare to complete transportation requests.
- Develop a calendar of meetings.
- Coordinate records transfers with sending schools.
- Establish relationships with parents.
- Regularly destroy exported data to protect student privacy.

Update: IDEA Part B Consolidated Guidance for Remote and Blended Learning

On March 24, 2021, OSSE issued an update to the [IDEA, Part B Provision of FAPE: Guidance Related to Remote and Blended Learning](#) (July 2020) to address requirements related to student observations as part of initial evaluations and reevaluations:

- Clarifying that a student observation may be conducted for determining eligibility for disability categories other than specific learning disability (SLD);
- Student observations must be conducted “in the child's learning environment (including the regular classroom setting);”
- If the student (whether considered for SLD or otherwise) can be validly and reliably observed via online or virtual observation during periods of remote instruction, the group may determine such means are sufficient to inform the evaluation.

Early Access Qlik Applications

In order to access Qlik and the Early Access to Students with Disabilities (SWD) app, you **must** complete these steps:

1. Obtain SLED credentials

- To receive SLED credentials and training, send an email to sled.info@dc.gov.

2. Receive Qlik access from OSSE

- Relevant POC types listed on the official **LEA Contact List** in **eSchoolPLUS** have been granted access (LEA Data Managers are responsible for updating this contact list).
- Use the OSSE Support Tool to troubleshoot access issues.

3. View training webinar:

<https://osse.dc.gov/node/1331101>



Reminder: 2021 ESY Data System Deadlines

| Data System | ESY Required Tasks | Earliest date LEA can begin task | Final deadline to complete task |
|-----------------|---|--|--|
| SEDS | Finalize ESY eligibility & ESY transportation eligibility status on IEP | Fall 2020 | Friday, April 30, 2021 <i>(shows in TOTE next business day)</i> |
| | Enter ESY calendar & ESY progress report dates | Fall 2020 | Friday, April 30, 2021 |
| | Enter Service Trackers | Last day of ESY | Within five business days after ESY ends for LEA |
| | Enter Progress Reports | Last week of ESY | |
| TOTE | Complete transportation request form (TRF) for each student eligible for ESY transportation | Coming soon | Monday, May 3, 2021 |
| eSchool PLUS | Create ESY calendar <i>(LEA Data Managers)</i> | Fall 2020 | Friday, April 30, 2021 |
| SLED ESY Module | Input ESY site location(s) for LEA | April 14, 2021 | Friday, April 30, 2021 |
| | Assign each ESY-eligible SWD to ESY site location | April 14, 2021 | Two days prior to the first day of ESY for the LEA |
| | Document ESY attendance | <i>Can be completed as early as first day of ESY</i> | Within five business days after ESY ends for LEA |



IDEA Reminders and Updates

Upcoming IDEA Monitoring

Secondary Transition Requirements

Time period reviewed: FFY Q2 & Q3
Oct. 1, 2020 - March 31, 2021

LEAs monitored: All LEAs that serve
students ages 16 years and older

Month monitoring takes place:
April 2021

Reevaluation Timeliness

Time period reviewed: FFY Q2 & Q3
Oct. 1, 2020 - March 31, 2021

LEAs monitored: All LEAs

Month monitoring takes place:
April 2021

Secondary Transition Requirements Monitoring

In previous years, LEAs were placed in cohorts and reviewed on a quarterly basis:

- Moving forward, OSSE will review a total of 200 files as a sample from all LEAs (DCPS and DC Charter Schools) serving students ages 16 and older across Q2 and Q3 (Oct. 1, 2020-March 30, 2021)

Reevaluation Timeliness Monitoring

- The sampling approach for monitoring timely reevaluations has changed for the 20-21SY.
- OSSE will now monitor for Q2 and Q3 (Oct. 1, 2020-March 30, 2021) using a sampling approach that includes the following components:
 - LEAs with 100 students or more, OSSE will include 20 percent or minimum N size of 30 (whichever is greater) of reevaluations that were scheduled to take place during Q2 and Q3.
 - All other LEAs raw number of reevaluations that were scheduled to take place during Q2 and Q3 student files will be included.

Updates in DCCATS

New Reevaluation Options in DCCATS

Corrective Action:

Required Document Upload:

File Review Comments:

LEA Status

- LEA Delay
- Student No Longer Enrolled at LEA
- Parental Delay
- COVID 19 Delay (Prior Written Notice Required)
- Request for Appeal
(Option is disabled 30 days after initial report is released.)

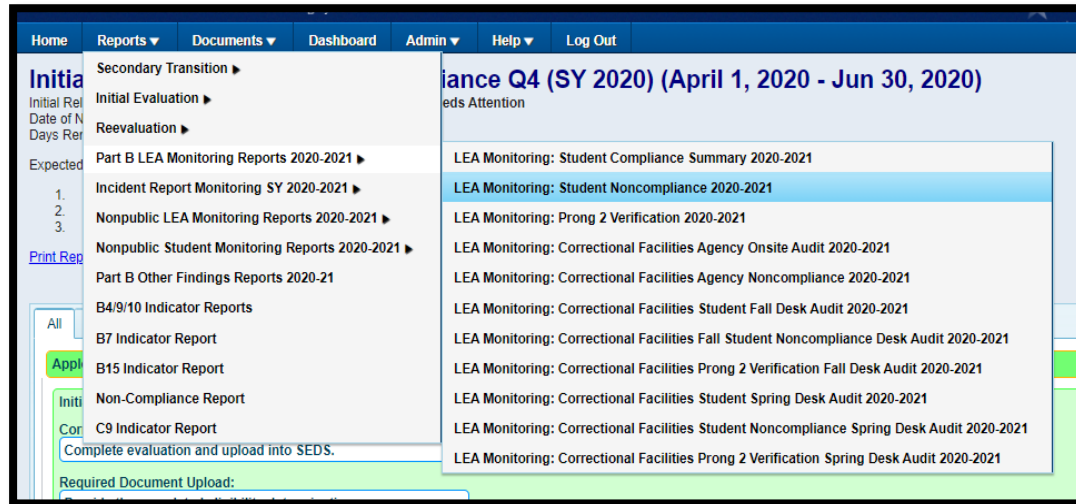
Evidence Documents

- test

OSSE Status

- Approved
- Not Approved
- Pending

Appealing a Finding in DCCATS



- 1) Under Reports, **select** the report for which you would like to make an appeal;
- 2) **Select** the “Student Noncompliance” report;
- 3) **Select** the student’s name for the file you wish to appeal;
- 4) Under LEA Status, **select** “Request Rescinded” and submit corresponding documentation for evidence.

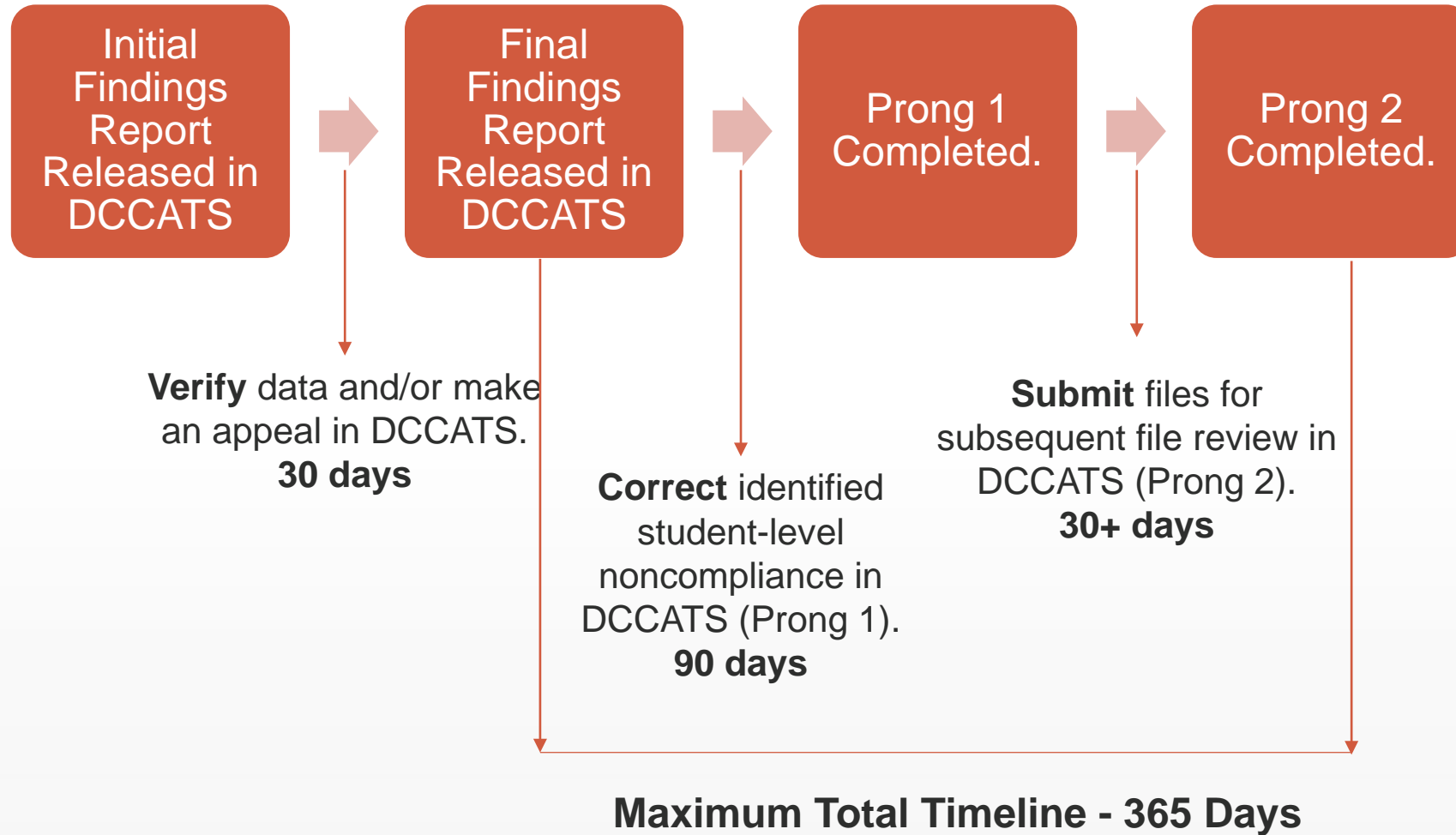
A screenshot of the 'LEA Status' form in the DCCATS application. The form has a light blue background and contains several radio button options: 'Corrected - Timely', 'Corrected - Untimely 07/29/2020' (which is selected), 'Student was not enrolled in SEDS on eligibility due date', and 'Not Applicable'. Below these options is a dropdown menu with the text 'Parental Delay - must upload 3 different cont'. At the bottom of the form, the option 'Request Rescinded (Option is disabled 30 days after initial report is released.)' is selected and is enclosed in a red rectangular box.

What are Prong 1 and Prong 2?

Prong 1 and Prong 2 are the processes OSSE utilizes to ensure that when it identifies noncompliance with the requirements of IDEA, Part B, the noncompliance is corrected.

- Prong 1: The LEA corrects individual student-level noncompliance.
Action step: LEA uploads necessary documentation in the noncompliance report in DCCATS to demonstrate that the student-level noncompliance has been corrected.
- Prong 2: The LEA demonstrates that it is now correctly implementing the specific regulatory requirement.
Action step: LEA identifies student file(s) and enters student name and USI information in the Prong 2 report in DCCATS.

What is the overall timeline for correction of noncompliance?



How many files do I need to submit for Prong 2?

Once your LEA completes Prong 1 in DCCATS, your LEA's Prong 2 report will open and will populate the number of files you need to submit.

| Number of files flagged for Noncompliance | Number of student files to upload for Prong 2 |
|--|--|
| 1-5 files | 1 file |
| 6-10 files | 2 files |
| 11-15 files | 3 files |
| 16-19 files | 4 files |
| 20 + files | 5 files |

How exactly do I complete the Prong 2 process?

1. Identify student files for OSSE to review.

- The files for submission must be newer than the reporting period that was monitored.
- Example: If your LEA was flagged for an untimely initial eligibility in the Initial Eligibility Q2 Report, (Oct. 1, 2019-Dec. 31, 2019), identify student files where the eligibility occurred after Jan. 1, 2020.

2. Provide the student information for your OSSE monitor to review in DCCATS.

- Enter student name and Universal Student Identification (USI) number into the Prong 2 report.
- Email your LEA monitor to inform them that you completed Prong 2 as DCCATS will not alert your monitor
- Once OSSE reviews the student's record to confirm timeliness, **the OSSE monitor** will upload the student's final eligibility report and approve to close out the Prong 2 process.

Reminder: This is your LEA's opportunity to demonstrate the work your LEA has done in the identified area of noncompliance.

Questions about what students to use for Prong 2? Review your LEAs Performance and Planning report in the Statewide Longitudinal Education Data (SLED) system.



Is there a tutorial for prong 2?

Yes. To learn more about how to enter student files for your OSSE monitor to review as part of the Prong 2 process, please watch the following DCCATS tutorial video:

[Prong 2 Tutorial \(Identifying Students\)](#)

Are there any tools that can assist with file selection for prong 2?

Yes. OSSE encourages LEAs to utilize the LEA Performance & Planning (P&P) Report.

LEA P&P is part of the Enterprise Reporting System, accessible via SLED, or directly at reports.osse.dc.gov.

Upcoming Reports Due in DCCATS

| Due Date | Report |
|----------------|---|
| June 10, 2021 | <ul style="list-style-type: none">• Initial Evaluation Q2• Reevaluation Q2 |
| July 21, 2021 | <ul style="list-style-type: none">• Initial Evaluation Q3• Reevaluation Q3 |
| Aug. 27, 2021 | <ul style="list-style-type: none">• Initial Evaluation Q4• Reevaluation Q4 |
| Sept. 30, 2021 | <ul style="list-style-type: none">• Secondary Transition Q4 |

IDEA Part B Monitoring and TA Schedule

| Estimated Timeline | Monitoring and Compliance Activity |
|--------------------|--|
| April 2021 | <ul style="list-style-type: none"> • Secondary transition requirements monitoring • Reevaluation timeliness monitoring • Targeted technical assistance in the areas of initial evaluation, reevaluation and C to B transition with a focus on students ages 3-5 |
| May 2021 | <ul style="list-style-type: none"> • Significant discrepancy and disproportionate representation monitoring • Child Find monitoring |
| July 2021 | <ul style="list-style-type: none"> • Targeted technical assistance in the areas of initial evaluation, reevaluation and C to B transition with a focus on students ages 3-5 • Significant disproportionality monitoring • Initial evaluation and C to B transition monitoring |
| August 2021 | <ul style="list-style-type: none"> • Issuance of IDEA LEA Determinations for federal fiscal year 2019 (FFY19) |



Nonpublic Updates

Nonpublic Schools and Programs

Reminder

- Pursuant to 34 CFR 300.325 (c), responsibility for compliance with IDEA Part B remains with the public agency (LEA) and the SEA, even if a private school or facility implements a child's IEP.

Announcement

- A number of nonpublic schools have recently returned or have plans to soon return to in-person instruction.



SEDS Updates

OSSE Medicaid Parental Consent Form

Current process for documenting Medicaid Parental Consent uses *EasyFax* to attach the signed consent form and create a Medicaid Parental Consent event.

Key Issues:

- Access to fax machines
- Consideration for current conditions
- Attached documents do not create events

**Office of the
State Superintendent of Education**

**Notification Regarding Access to Public Benefits and
Consent for Medicaid Reimbursement**

The Local Education Agency (LEA) and The Office of the State Superintendent of Education (OSSE) are eligible to receive federal Medicaid reimbursement for certain health related services provided to your child when the services meet state Medicaid requirements and are provided in accordance with your child's Individualized Education Plan (IEP). These services may include any of the following:

- Assistive Technology Services/Assessment
- Audiology Services/Assessment
- Behavioral Support Services
- Nutrition
- Occupational Therapy/Assessment
- Orientation and Mobility Services/Assessment
- Personal Care Aide Services
- Physical Therapy Services/Assessment
- Psychological Evaluation
- Skilled Nursing Services
- Speech-Language Pathology Services/Assessment
- Special Education
- Transportation Services

A claim containing personal information about your child must be submitted to the Department of Health Care Finance (DHCF) in order to receive reimbursement. DHCF will not be allowed to use this information for any other purpose and will be required to keep this information confidential. The Family Educational Rights and Privacy Act (FERPA) requires that your written consent be obtained to share or disclose personally identifiable information from your child's educational records. In addition, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) requires your written consent in order to bill for Medicaid eligible health related services provided to your child. By completing and signing this form, you will help meet these consent requirements.

Rights

- The District will not require you to enroll in Medicaid in order for your child to receive special education services.
- The District will not require you to incur out-of-pocket expenses incurred in filing a claim for services. The District may pay the cost that you would otherwise be required to pay.
- The District will not use Medicaid if that use would: (1) decrease the available lifetime coverage or any other insured benefit; (2) result in any cost to your family; (3) increase premiums or lead to the discontinuation of benefits or insurance.
- You are not required to provide your consent, and your refusal to do so will not prevent your child from receiving special education services at the expense of the District.
- Upon written request, you or your child may receive a copy of the information shared with DHCF.

Parental Consent

By signing below, I voluntarily give the LEA and OSSE my consent to share with DHCF my child's name, primary address, date of birth, social security number, Medicaid number, IEP, and all information about health related services provided to my child, the dates and frequency of the services provided, and special education assessments and evaluations related to my child. I also authorize the release of this information to state and/or federal Medicaid representatives for the purpose(s) of determining eligibility and/or completing audit/review requests. I understand and agree that OSSE and my child's LEA may access my or my child's Medicaid benefits to pay for services in my child's IEP. I understand that this consent is valid and will remain in effect until I revoke it in writing and that I may revoke this consent at any time. If I do revoke consent, my previous consent is still valid regarding all information shared prior to my revoking consent. In addition to providing consent for services provided after the date of my signature, I also grant consent to OSSE and the LEA to seek Medicaid reimbursements for IEP services that occurred within two years prior to the date of my signature that have not already been submitted.

CONSENT FOR MEDICAID REIMBURSEMENT (please check the appropriate box below)

I am providing consent as indicated by my signature below

I am providing consent if my child becomes Medicaid eligible in the future as indicated by my signature below

I decline to provide consent to bill for Medicaid reimbursable services

Student Name _____ Student Local ID _____ Student State ID _____

Student Medicaid ID (if available) _____ Parent Signature _____ Date _____



Local Education Agency Name: _____

Manually Create the Medicaid Consent Event

Steps:

- Select student and navigate to the **Personal Page**
- Access is restricted by user type
- Navigate to the bottom of the page, **Parental Consent** to bill Medicaid Services
- Add the appropriate signature date and begin date

--- Parental Consent to bill for Medicaid Services ---

Signature Date: 01/14/2021  Begin Date: 01/14/2021  End Date:

[Update the Database](#)

[Make this Student Inactive](#)

Confirm the Medicaid Consent Event

Steps:

- Confirm the **Signature Date** and **Parent Response** from the dropdown menu
- Use **Signature Date** and **Medicaid Begin date**, when dates are **not the same**
- Update the Database to **save all changes**

Confirm Events

Please confirm the following new event(s) for Cathy Training1 by checking the appropriate checkboxes. Also, fill in any missing information, and correct any incorrect information.

Medicaid Consent Signature Date:  Consent? Medicaid Consent Begin Date 



Medicaid Consent Event – Student History Page

Steps:

- Confirm that the Medicaid Parental Consent event appears on the **Student History** page
- Notice there is **no document** attached
- User must create a place for storing the signed document

| <u>Event ID</u> | <u>Event Date*</u> | <u>Event Type (transferred from)</u> | <u>Begin Date</u> | <u>End Date</u> | <u>User</u> | <u>Document</u> | <u>Date Created</u> | |
|-----------------|--|--------------------------------------|--|--|--------------|-----------------|---------------------------|-------------------------|
| 97573 | 01/14/2021  | Medicaid Parental Consent (Overall) | 01/14/2021  | <input type="text"/>  | Rita Larkins | | 04/09/2021 10:40 (3 days) | Details |

OSSE Medicaid Consent Cover Sheet

Steps:

- Select the **OSSE Medicaid Parental Consent Form Cover Sheet**.
- Scroll down to the bottom of the page and click **Create Final Document**.

The screenshot shows a web interface for creating a final document. At the top, there are three tabs: "Special Education – Student Data", "Cover Sheets" (highlighted with a red box), and "Medicaid Service Logging Tracker". Below the tabs, there are four radio button options: "Certified Mail Receipt Blank Forms", "EasyFAX Historical IEP Cover Sheet", "Miscellaneous Cover Sheet", and "OSSE Medicaid Parental Consent Form Cover Sheet" (highlighted with a red box). Below the options, there is a "Create Final document" section. On the right side of this section, the user's name "Cathy Training1" and a "New Mail" link are visible. The main content area contains the text "The following information is required before you can create this Final Document" followed by the title "OSSE Medicaid Parental Consent Form Cover Sheet". Below the title, there is a sub-section titled "OSSE Medicaid Parental Consent Form" with three date fields: "Consent Signature Date:" (01/14/2021, highlighted with a red box), "Medicaid Parent Consent Begin Date:" (01/14/2021), and "Consent?" (Yes-One Time). At the bottom center, there is a green "Create Final Document" button.

Documents Page

Steps:

- On the **Documents page**, see OSSE Medicaid Parental Consent Form Cover Sheet document
- To attach the signed consent form, navigate to the bottom of the screen and click **Upload External Attachments**.

Documents created for Cathy Training1 (School Year: 2020-2021)

| Del | Doc ID | Date Generated | Document | Batch | Received |
|--------------------------|--------|----------------|---|-------|--------------------------|
| <input type="checkbox"/> | 50426 | 04/08/2021 | OSSE Medicaid Parental Consent Form Cover Sheet | PDF | <input type="checkbox"/> |

An 'E' in the 'Del' column indicates that the document is associated with an Event. A 'C' in the 'Del' column indicates that the document is associated with a Parent Contact. In either case, the document can't be deleted until the associated event or contact is deleted. An 'A' in the 'Del' column indicates that the document is associated with another Document and it will be deleted when the associated document is deleted.

(1 Document)

Update the Database View Document Batch

Upload External Attachment(s)

Change Fax Labels

Attached the Signed Consent Form

Steps:

- To associate the attachment with the correct document, select the **OSSE Medicaid Parental Consent Form Cover Sheet**
- At the bottom of the screen, upload the signed Medicaid consent form, **from desktop or file share**, assigning a name for the document, and clicking **Upload File**.
- The file will be saved in the system as an **attachment to the OSSE Medicaid Parental Consent Form Cover Sheet** on the **Documents tab**.

| File | Name (if not provided the file name will be used) |
|--|--|
| <input type="button" value="Choose File"/> Testing Med...t Form.docx | <input type="text" value="Testing Medicaid Consent Form"/> |
| <input type="button" value="Upload File"/> | |

| Doc ID | Date Generated | Document | Batch | Received | Del | Attachment | Batch Attachment | Date Received |
|---------|----------------|---|-------|--------------------------|--------------------------|--------------------------|---|---------------|
| 6292803 | 04/12/2021 | OSSE Medicaid Parental Consent Form Cover Sheet | PDF | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Testing Medicaid Consent Form | 04/12/2021 |



Child Outcome Summary (COS) Updates

Child Outcome Summary (COS)

The Child Outcome Summary (COS) process is a way for states to measure the progress of preschool and pre-K students who receive special education services. OSSE will complete the second COS data checkpoints in June. For the June 2021 checkpoint:

- LEAs should collect and report COS exit data for every pre-K student with an IEP who will exit a pre-K special education program by the end of the current school year (e.g., children who will participate in kindergarten during the next school year, turned age 6, or exited preschool special education)
- LEAs can begin submitting COS exit data 60 days prior to the last day of school in the District of Columbia Corrective Action Tracking System (DC CATS)
- All COS exit data must be submitted in DC CATS prior to **June 1, 2021**

Additional information and guidance is available on the [OSSE website](#).



Transportation Updates

ESY 2021 Preparation

Calendars and Transportation Request Forms

Accurate calendar information is essential to scheduling student service times.

- Bell Times
- Correct Cohort
- Exception Days
- Half Days
- Holidays

Accurate student information

- Will student utilize transportation
- Address verification
- School
- Program

Impact of inaccurate or late data submissions

- Increases risk of service failure
- Route instability

DOT LEA Guidance for ESY 2021


These are the key operational processes for LEAs to make note of, in order for DOT to appropriately complete SOS preparations and to deliver timely service at the start of the new school year.

| Category | Process step | Owner |
|----------------------------|--|----------|
| Data Submissions | Submit school calendars in TOTE (Calendar upload assistance can be provided- Contact TOTE Support) | LEA |
| | Submit student transportation request forms (TRFs) in TOTE | LEA |
| Transportation Preparation | Activities include: data verification, system configuration, data transfers, routing development, QA process, route assignments, practice routes, parent/LEA/school communications, etc. | OSSE DOT |

- LEAs data submissions should be no less than 20 business days (four weeks) prior to their first day of school
- TOTE Support can be reached M-F between 9 a.m.-5 p.m. at (202) 576-5520 or email dot.data@dc.gov

In Person Start Date in TOTE

The In Person Start Date field has been created for the purpose of the LEA to inform DOT of the start of their hybrid schooling when they are creating their school year calendar.

| | |
|----------------------|---|
| Grade | Pre-K 3- 5th |
| LEA Code | 1 |
| School Code | 202 |
| * Cohort Schedule | A: Monday, Tuesday (Offsite: W ▼) |
| In Person Start Date | 11/9/2020  |

TOTE Training Dates for SY 2020-2021

OSSE DOT continues to offer TOTE certification training or refresher training throughout the school term. Training details are listed below:

- Training Location: Online TOTE Training via Microsoft Teams (Link is sent to registered attendees 24 hours prior to training)
- Registration Information: *All attendees can register the training class, by clicking the link [TOTE Training Link](#)*
- Training Time: 10 a.m.-12 p.m.
- Dates:
 - April 7
 - April 28
 - May 12
 - May 26
 - June 9
 - June 23

TOTE Support can be reached M-F between 9 a.m.-5 p.m. at (202) 576-5520 or email dot.data@dc.gov





Reminders and Announcements

Feedback?



Upcoming Professional Learning Opportunities and Resources

Participants in today's webinar are asked to share the following opportunities with relevant staff members at their LEA and school campuses.

Secondary Transition Institute: May 11-14, 2021



District of Columbia
Office of the State Superintendent of Education



**COLLEGE & CAREER READINESS FOR
STUDENTS WITH DISABILITIES:
SECONDARY TRANSITION FOR
INCLUSIVE & EQUITABLE SCHOOLS**

May 11-14, 2021 | 10 a.m. - 3 p.m.

(Presentations & Resource Fair will occur virtually)

The Office of the State Superintendent of Education's (OSSE) Division of Elementary, Secondary, and Specialized Education will host a DC Secondary Transition Institute for interested Local Education Agencies (LEAs). Participants will increase their knowledge about secondary transition for students with disabilities and be given the opportunity to gather resources and meet with individuals from across the District who are working diligently on improving post-school outcomes for students with disabilities.

Registration information coming soon!

osse.dc.gov

[facebook.com/osse.dc](https://www.facebook.com/osse.dc)

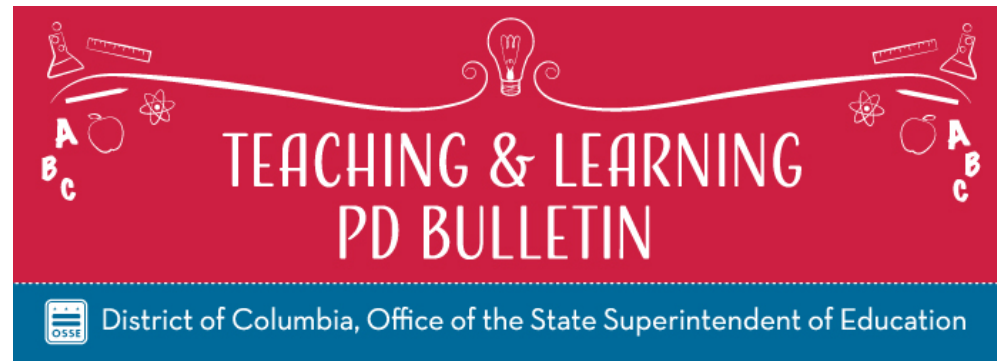
[@OSSEDC](https://twitter.com/OSSEDC)

[\(202\) 727-6436](tel:(202)727-6436)

GOVERNMENT OF THE
DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR



Coming Soon: Summer 2021 PD Opportunities



Find registration links for all upcoming PD sessions in the most recent TAL PD Bulletin, [viewable here](#).

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](#).

Missed Last Month's Webinar?

Visit our webpage- [LEA Special Education Points of Contact Monthly Webinar Series](#)

- Watch previous webinars
- Download training resources and materials

Recording of this webinar and slides will be posted to the webpage above within one week of the live webinar.

Upcoming SPED POC Webinar

NEXT WEBINAR:

Wednesday, May 19, 2021, 10-11 a.m.

Please register [here](#).

Complete our Survey

Complete the April 2021 SPED Webinar Survey:

<https://www.surveymonkey.com/r/april2021spedwebinar>



Upcoming Due Dates

| Estimated Timeline | OSSE Division | Monitoring and Compliance Activity |
|--------------------|---------------|---|
| April 2021 | K12SS | <ul style="list-style-type: none"> • Secondary transition requirements monitoring • Reevaluation timeliness monitoring • Targeted technical assistance in the areas of initial evaluation, reevaluation and C to B transition with a focus on students ages 3-5 • Risk Based Monitoring |
| May 2021 | K12SS | <ul style="list-style-type: none"> • ESY Certification (May 3) • Significant discrepancy and disproportionate representation monitoring • Child Find monitoring |
| June 2021 | K12SS | <ul style="list-style-type: none"> • Child Outcome Summary (COS) June Checkpoint – COS exit data due |
| July 2021 | K12SS | <ul style="list-style-type: none"> • Targeted technical assistance in the areas of initial evaluation, reevaluation and C to B transition with a focus on students ages 3-5 • Significant disproportionality monitoring • Initial evaluation and C to B transition monitoring |
| August 2021 | K12SS | <ul style="list-style-type: none"> • Issuance of IDEA LEA Determinations for federal fiscal year 2019 (FFY19) |



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 |
| | Edgar Stewart, Nonpublic Monitoring Team | Edgar.Stewart@dc.gov |
| Evidence-Based Practice | Jennifer Carpenter, Professional Development Specialist | Jennifer.Carpenter@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 | Michael Craig, Assessment Specialist, Special Populations, | Michael.Craig@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 SPED POC)

Policy & 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 & Compliance

- Liaise with OSSE IDEA Part B Monitoring and Non-Public Team
- Ensures 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 & 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.)

- LEA leaders may assign one or more staff members as the LEA SE POC and may divide duties to best meet the needs of the LEA.
- LEA SE 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](#).



Coordination Between LEA SPED POCs and LEA Teams

LEA SE 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 SE 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.