



LEA Special Education Point of Contact Monthly Webinar

April 20, 2022

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
- Monitoring and Compliance Reminders and Updates
- Special Education Data System (SEDS) Updates
- Transportation Updates
- Reminders and Announcements



Policy Reminders and Updates

ESY Certification for 2022

In accordance with OSSE's Extended School Year (ESY) Services Policy, each spring all LEAs must certify ESY data to OSSE by the **first Monday in May**.

2022 Deadline: Monday, May 2, 2022

- **Purpose of Certification:**
 - Assists LEAs and nonpublic programs in appropriate planning and staffing for the summer months.
 - Assists OSSE in anticipating state-level expenses and transportation needs.

2022 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 2021	Friday, April 29, 2022 <i>(shows in TOTE next business day)</i>
	Enter ESY calendar & ESY progress report dates	Fall 2021	Friday, April 29, 2022
	Enter Service Trackers	Last day of ESY	Within 5 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	Available now	Monday, May 2, 2022
eSchool PLUS	Create ESY calendar <i>(LEA Data Managers)</i>	Fall 2021	Friday, April 29, 2022
SLED ESY Module	Input ESY site location(s) for LEA	April 13, 2022	Friday, April 29, 2022
	Assign each ESY-eligible SWD to ESY site location	April 13, 2022	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



Closing Out the 2021-22 School Year

Prior to the end of the school year, LEAs should:

- Complete reevaluations and annual individualized education program (IEP) team meetings that are due over the summer.
- Complete necessary documentation in SEDS.
 - Log services, progress reports, prior written notices (PWNs), and summaries of performance for students graduating with a diploma.
- Secure summer staffing, including identifying staff who will:
 - Respond to records requests from LEAs receiving students transferring from your LEA; and
 - Receive transition conference invitations and attend transition conferences for children transitioning from IDEA Part C early intervention services (C-to-B transition).

Preparing for the 2022-23 school year

To prepare for the 2022-23 school year, LEAs should:

- Refer to OSSE's Start of School website for information on systems and program preparation;
- Submit Transportation Request Forms (TRFs) no later than 20 days before the start of school;
- Conduct an audit of your LEA's SEDS users;
- Create your 2022-23 school year calendar, including progress reporting periods, in SEDS; and
- Consult with your LEA Data Manager to ensure a smooth switchover of your student information system (SIS).

Preparing for the 2022-23 school year (continued)

To prepare for the 2022-23 school year, LEAs should:

- Plan summer professional development and return to school trainings for teachers and staff;
- Update policies and procedures consistent with the new Chapter 30 regulations;
- Monitor student enrollments through the Early Access to Students with Disabilities Data Application and use available data to plan for service provision; and
- Prepare for and document the first provision of specialized instruction for students with disabilities younger than age 6.

2022-23 School Year Early Access to Students with Disabilities Data Application

This 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 eSchoolPLUS POCs listed below:

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

The application is scheduled to be available on April 27, 2022, is updated daily, and reflects changes in enrollment.

Early Access to Students with Disabilities Data Application

This application provides student demographic information from the Statewide Longitudinal Education Data (SLED) system 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

Early Access Qlik Applications

To access Qlik and the Early Access to Students with Disabilities 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:
osse.dc.gov/node/1331101

Early Childhood Working Group

- OSSE is reconvening the Early Childhood Working Group to further discuss strategies, challenges, and best practices related to:
 - Transition of students from IDEA Part C early intervention services;
 - Access to data systems and student records;
 - Child Outcomes Summary process; and
 - Early childhood literacy.
- First topics: Transition from IDEA Part C; access to student records
 - Wednesday, May 4, 2022, 10-11:30 a.m. ([Register here](#))
- Contact Dawn Hilton (Dawn.Hilton1@dc.gov) or Christie Weaver-Harris (Christie.Weaver-Harris@dc.gov) with questions



Monitoring and Compliance Reminders and Updates

Child Outcomes Summary (COS) Checkpoint

All COS entry and exit data for the 2021-22 school year, are due on **June 30, 2022**.

The purpose of this checkpoint is to assure:

- A record was created and entry data was submitted in DC CATS for all children enrolled in a prekindergarten 3 or 4 special education program.
- Exit data was submitted in DC CATS for every child who has exited the prekindergarten special education program or will exit at the end of the 2021-22 school year.

COS: Exit Data

Within 60 days prior to a child's exit out of a pre-kindergarten special education program or at the time of one of the following events, exit scores are required. This includes:

- Children who will participate in kindergarten during the upcoming school year,
- Children who turned age 6,
- Children who are no longer eligible for preschool special education, and
- Children who moved out of state, are now home schooled, or attend a private school

COS: Tips to Remember

- When creating a new record, if you receive an alert indicating that the "student already exists" the LEA should 1) submit a transfer student record request in DC CATS to transfer the record between LEAs or 2) contact OSSE.COSFAQ@dc.gov to "unlock" a record previously closed by your LEA.
- Exit data must be collected in all three functional areas regardless of a child's disability, identified areas of delay, or specific goals and services.
- If a student unexpectedly withdraws from an LEA before exit data is collected, the LEA must "close out" the open record by providing information about the student's exit in DC CATS and stating the reason why exit scores were not obtained.

For additional assistance, contact OSSE.COSFAQ@dc.gov

Pre-Kindergarten Spring & Summer Referrals to Special Education

Beginning in April 2022, with the acceptance of lottery seats and the completion of stage 3 enrollment for the 2022-23 school year, public charter LEAs will be responsible for completing all referrals, to special education, of children under the age of 6.

These most frequent referrals and referral source include:

- IDEA Part C to B transition referrals, DC Strong Start
- IDEA Part C Extended Option - Exit Transition referrals, Strong Start
- IDEA Part B child find referrals, Early Stages

To request access to a student's SEDS record prior to the official switchover of the LEA's student information system (SIS) to the following school year, the LEAs should submit an OSSE Support Tool (OST) ticket (octo.quickbase.com)

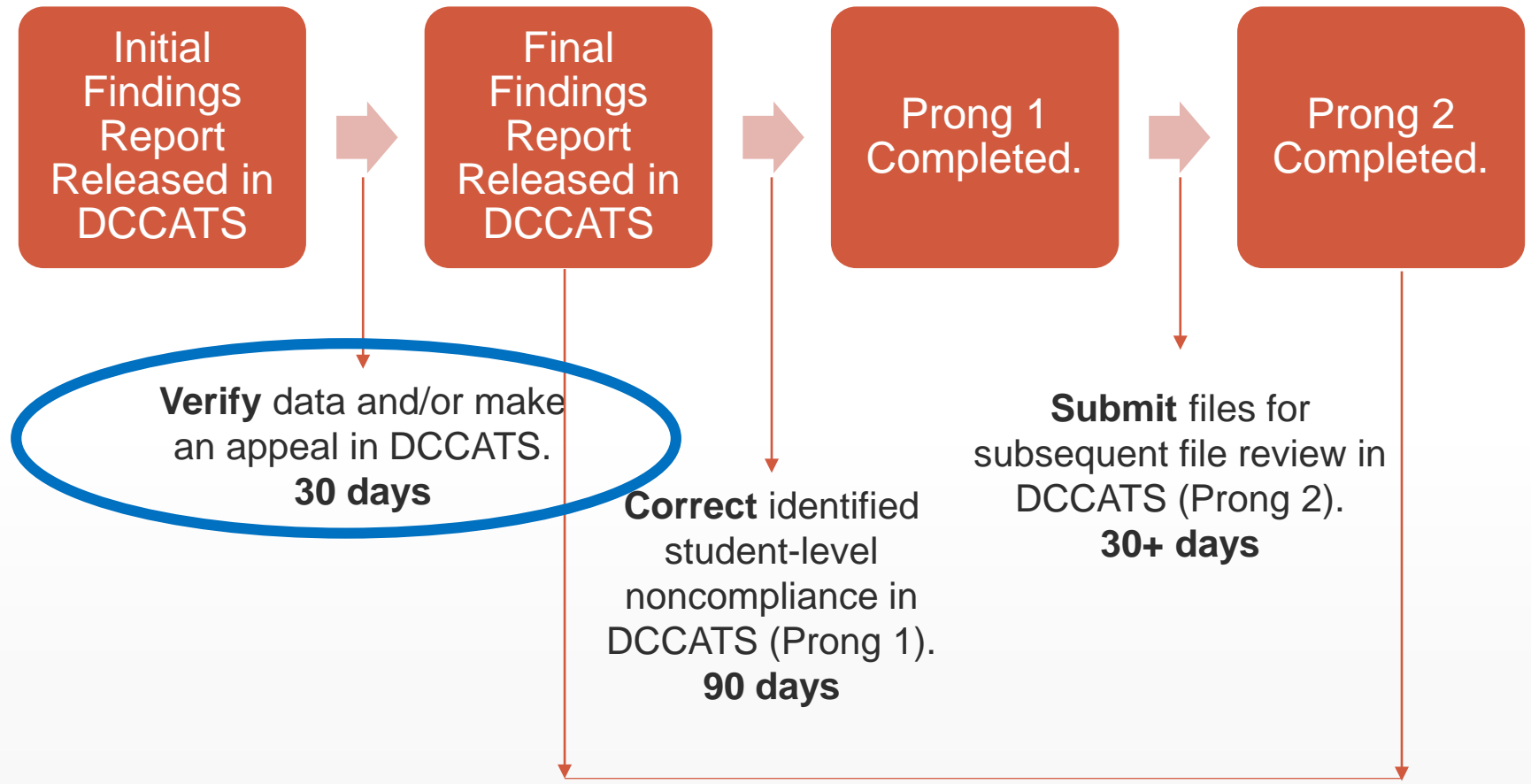
Pre-Kindergarten Referrals

- IDEA Part C to B transition: LEAs are expected to participate in the transition meeting and responsible for completing the initial eligibility determination and IEP prior to a child's third birthday.
- IDEA Part C Extended IFSP Option - exit transition: LEAs are expected to participate in the final transition meeting and responsible for completing the IEP prior to the beginning of the 2022-23 school year.
- IDEA Part B Child Find referrals: LEAs are responsible for acknowledging receipt of each referral and completing the initial eligibility and IEP processes within the initial timeline.

All Monitoring and Compliance Activities

Estimated Timeline	Monitoring and Compliance Activity
April 2022	<ul style="list-style-type: none">• Secondary Transition Requirements Monitoring• Reevaluation Timeliness Monitoring• The Initial Provision of Specialized Instruction
June 2022	<ul style="list-style-type: none">• Child Outcome Summary (COS)• The Initial Provision of Specialized Instruction
July 2022	<ul style="list-style-type: none">• Initial Evaluation Timeliness Monitoring with a focus on 3- to 5-year-old students• The Initial Provision of Specialized Instruction

What is the overall timeline for correction of noncompliance?



Maximum Total Timeline - 365 Days

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.

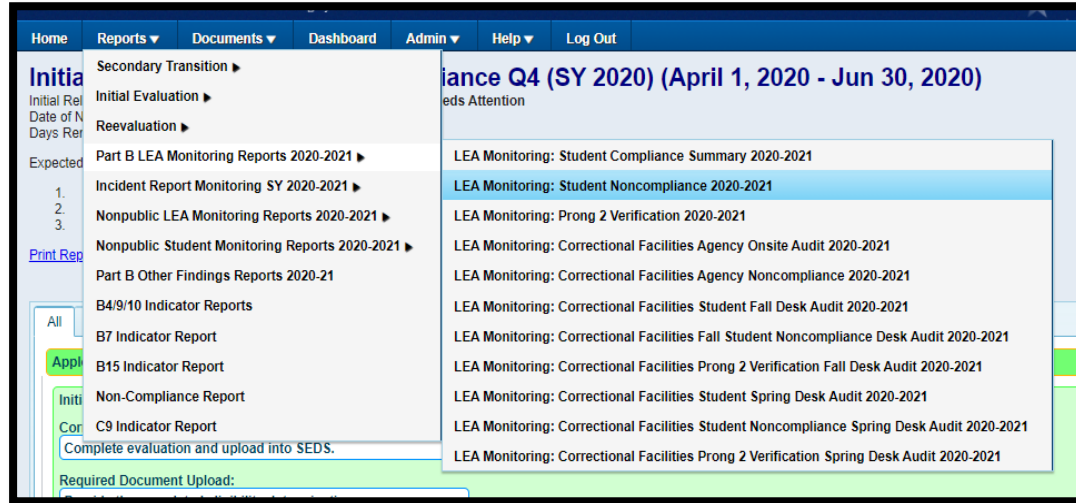
- Prong 1: The LEA corrects individual student-level noncompliance.

Action step: LEA uploads necessary documentation in the noncompliance report in DC CATS 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 DC CATS.

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 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 highlighted with a red rectangular border.

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

Once your LEA completes Prong 1 in DC CATS, 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 USI number into the Prong 2 report.
- Email your LEA monitor to inform them that you completed Prong 2 as DC CATS 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 the closeout of 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 SLED.



Prong 2 Tutorial

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 DC CATS tutorial video:

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



SEDS Updates

SEDS 2.0 Reminder

SEDS 2.0 LEA Engagement Session

**April 21, 2022
1-2:30 p.m.**



District of Columbia, Office of the State Superintendent of Education

All SPED POC, Special Education Teachers and Related Service Providers are encouraged to participate. [Register Now](#)

**Find registration links for all upcoming
LEA Engagement Sessions
OSSE Training Registration**



Transportation Updates

ESY 2022/2022-23 School Year 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 2022/2022-23 School Year

These are the key operational processes for LEAs to make note of, for DOT to appropriately complete Start of School preparations and to deliver timely service at the start of the new school year. **The TOTE system began accepting school calendars for ESY 2022, 2022-23 school year and TRFs on March 14, 2022.**

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

- **Certification deadline: ESY 2022 (TRFs and ESY calendars are submitted by first Monday in May)**
- **Certification deadline: 2022-23 (TRFs and school year calendars are submitted by first Monday in June)**
- 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



New Students to Your LEA

Each year, LEAs enroll new students who are eligible for and require transportation services.

- LEAs can utilize the 2022-23 School Year Early Access to Students with Disabilities (SWD) Data application in Qlik (LEA Data Managers have access to this application) to prepare necessary information in order to submit a Transportation Request Form (TRF) as soon as the LEA enrolls the student.
- OSSE DOT processes requests received 10 or more business days prior to the first day of school to ensure services begin on the first scheduled school day.
- All other TRFs are processed on a rolling basis according to OSSE DOT policy.
- OSSE DOT will reimburse LEAs for transportation service provided to students that, through no fault of their own, were unable to submit a timely TRF. Information regarding the LEA Reimbursement Program can be found [here](#).

Requirements to Pause Transportation Service

Once the school year begins, for any reason your school's in-person posture changes and transportation services need to be temporarily suspended, please notify OSSE DOT at DOTcriticalinfo@dc.gov.

- DOT requires a **minimum** of five business days' notice to resume transportation services. This allows OSSE DOT time to reassess services, verify student information, and ensure adequate staff coverage to resume services efficiently.
- Contact the Parent Call Center at (202) 576-5000 to make service adjustments for individual students. Please be sure to provide the dates of the adjustment and the date service is expected to resume.

TOTE Training Dates for ESY 2022/2022-23 School Year

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 for the training class, by clicking the link [TOTE Training Link](#)*
- Training Time: 10 a.m.-12 p.m.
- Dates:
 - April 20, 2022
 - May 4, 2022
 - May 18, 2022

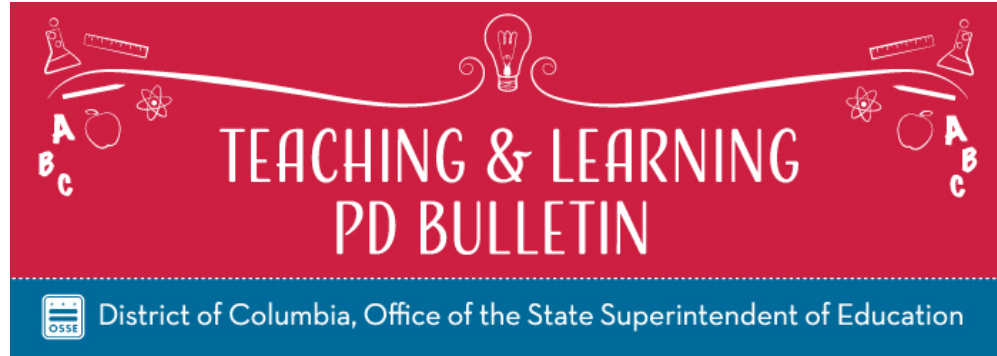
TOTE Support can be reached M-F between 9 a.m.-5 p.m. at (202) 576-5520 or email dot.data@dc.gov





Reminders and Announcements

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.](#)

Professional Development Opportunities

The Division of Early Learning (DEL) offers monthly professional development (PD) opportunities for preschool staff.

- All PD opportunities are shared via the Professional Development Information System (PDIS).
- Create an account and register for trainings at dcpdis.org/
- If you have an issue creating an account or questions about PDIS, please contact the Early Childhood Education (ECE) Help Desk at ECehelpdesk@dc.gov or (202) 478-5903.

DC Secondary Transition Community of Practice: College & Career Readiness for Students with Disabilities



Mission Statement

The DC Secondary Transition Community of Practice (ST CoP) supports DC youth with disabilities as they transition into a self-directed life. We are a city-wide, cross section of stakeholders who come together to strengthen our individual and collective ability for action.

[ST CoP Website](#)

Next Virtual Meeting:

Friday, April 22, 2022, 10-11:30 a.m.

Topic:

The Unique Transition Needs of Students
Attending Non-Public Schools

[Register Here!](#)

REGISTER TODAY: D.C. Secondary Transition Institute 2022

Bridging the Gap: Secondary Transition is College & Career Readiness for Students with Disabilities



[ST Institute Website](#)



May 17-18, 2022 | 10 a.m.–3 p.m.

SchoolTalk, the Office of the State Superintendent of Education's Division of Postsecondary Careers & Education (PCE), and the DC Secondary Transition Community of Practice will host a DC Secondary Transition Institute for local education agencies and community organizations.

Participants will increase their knowledge about secondary transition for students with disabilities, 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.

This year's Institute will be virtual and centered on **Bridging the Gap: Secondary Transition is College & Career Readiness for Students with Disabilities.**

[Register Today!](#)



SPED Webinar Next Steps Checklist



- **Required: Finalize student ESY Eligibility no later than April 29, 2022**
- **Required: Finalize ESY Calendar no later than April 29, 2022**
- **Required: Enter Transportation Request Form (TRF) in TOTE for ESY 2022 no later than May 2, 2022**
- **Required: Identify Summer SPED POC for your LEA**
- ***Optional:* Complete SPED Webinar survey**

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.

Next SPED POC Webinar

**Wednesday, May 18, 2022
10-11 a.m.**

Please register [here](#) to attend.

Complete our Survey

Please provide your feedback on the April 2022 SPED Webinar:

www.surveymonkey.com/r/8R99H2Q





Thank You!



Appendix

Reminders: Early Childhood Special Education

- **Child Outcomes Summary (COS):** OSSE is conducting the January COS checkpoint to verify the accuracy of all COS entry and exit data. Data must be entered in DC CATS. Upon completion of this checkpoint, OSSE will notify LEAs of any discrepancies.

Resources: [Child Outcomes Summary \(COS\) Data Collection](#) and OSSE.COSFAQ@dc.gov

- **The Initial Provision of Specialized Instruction:** Within five days of delivery, LEAs shall document the initial provision of specialized instruction for all students younger than age 6 with specialized instruction proscribed in their IEP. All documentation must be entered in SEDS.

Resources: [Dear Colleague Letter](#) and [Tracking the Provision of Specialized Instruction](#)

- **Transfer of Referrals:** The new LEA shall submit a written referral, in SEDS, on the same date it has knowledge of the existing referral. LEAs shall begin making reasonable efforts to obtain parent consent within 10 days from the receipt of referral.

Resources: [IEP Implementation for Transfer Students Policy \(December 2014\)](#) and

[Early Childhood Transition: Frequently Asked Questions \(July 2020\)](#)

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 <i>(follow prompt for school officials)</i>



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 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](#).



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 3-4 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.