



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.



LEA Special Education Point of Contact Monthly Webinar

Aug. 19, 2020

OSSE Division of Systems and Supports, K-12 (K12SS)

OSSE Division of the Chief Information Officer (CIO)

OSSE Office Division of Teaching the Chief Information Officer and Learning (TAL)

AGENDA

- Introduction
- Policy Reminders and Updates
- IDEA Monitoring Updates
- Nonpublic Updates
- LEA Guidance for Transportation Services and Nonpublic for the 2020-21 School Year
- SEDS Updates
- Outcome of LEA POC Webinar Survey
- Announcements & Reminders

The Role of the LEA Special Education POC (LEA SE POC)

Policy & Guidance

- Act as the LEA's liaison with OSSE for special education policy and guidance updates and clarifications.
- Identifies key areas of need for TA & PD.

Monitoring & Compliance

- Act as the LEA's liaison with the 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 multiple staff members to serve in this role, and may divide duties as they see fit to best meet the needs of the LEA.
- Must be listed in the [eSchoolPLUS contact list](#) in the LEA SE POC role in order to receive official OSSE communications intended for LEA SE POCs. (LEA Data Manager [controls this list.](#))



LEA SE POCs must work together with other key LEA POCs

LEA Assessment POC

- Work together to ensure students with disabilities receive appropriate assessment accommodations, as documented in IEPs.
- Work together to determine Alternate Assessment eligibility for students with cognitive disabilities.

Pre-K Special Education POC

- Work together to serve 3- to 5-year-old students with disabilities.
- Support Pre-K SE POC in Child Outcomes Summary data collection, as needed.

Early Childhood Transition Coordinator

- Coordinate a smooth C to B Transition for newly enrolled 3- or 4-year-old children coming from DC Early Intervention Program ('Strong Start').
- Coordinate child find duties for young children.

LEA Transportation POC

- Keep up to date on all transportation policies, guidance, and eligibility criteria.
- Support the LEA Transportation POC to ensure timely submission of all Transportation Request Forms (TRFs).

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.)

LEA English Learner Coordinator

- Work together to 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.

OSSE Contact Information for LEA Special Education POCs

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

Preschool Special Education

Dawn Hilton, Special Education Supervisory
Coordinator, Division of Early Learning,
Dawn.Hilton@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*)





Policy Reminders and Updates

COVID-19-Related OSSE Guidance Issuance: IDEA Part B Consolidated Guidance

- On July 21, 2020, OSSE issued the [IDEA, Part B Provision of FAPE: Guidance Related to Remote and Blended Learning](#) to address:
 - Consolidation of guidance issued on Individuals with Disabilities Education Act (IDEA) Part B and nonpublic school procedures;
 - Parent training and counseling as a related service
 - The distinction between homebound instruction and option distance learning, and
 - Serving students who are medically fragile

C-to-B Transition Overview

Under IDEA, LEAs shall ensure a smooth and effective transition of children from IDEA Part C early intervention services to IDEA Part B preschool special education and related services, including ensuring that:

1. The LEA participates in transition planning conferences, as appropriate;
2. The LEA develops an individualized education program (IEP) by the child's third birthday; and
3. The LEA implements the IEP by the child's third birthday.

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

34 CFR §300.124

C-to-B Transition FAQ

- On July 28, 2020, OSSE provided LEAs notification of issuance of the [Early Childhood Transition: Frequently Asked Questions \(FAQ\)](#) to address:
 - Charter LEA responsibility to participate in transition conferences for all students who are Stage 4 or 5 enrolled in their LEA. (Q6)
 - Referral = transition conference notification for children transitioning from Part C to B. (Q11)
 - Children referred to your LEA but not yet enrolled or enrolling – LEAs are responsible for conducting reasonable efforts to obtain consent for evaluation. (Q3)

Toileting Policies & School Enrollment

- Children should not be excluded from school-based toileting ability.
- Toileting skill delays may be caused by a disability identified under IDEA. Exclusion of a student from education due to toileting delays resulting from that disability constitutes discrimination.
- LEA handbooks and parent guides should clearly state **exceptions** to toileting expectations and “school readiness” definitions based on consideration of students with disabilities.



Early Childhood Focused Monitoring

Child Find & Referral Activities

Child Find

- June 30, 2020 – Notification sent to LEAs that did not meet 8.5 percent Child Find for 3- through 5-year-olds within their LEA during federal fiscal year (FFY) 2018
- August-September 2020 – OSSE delivery of technical assistance to identified LEAs

DC Child and Family Services (CFSA) Referrals for Initial Evaluation

- LEAs will receive notification from DCPS Early Stages of students who are Stage 4 or 5 enrolled in their LEA who are referred by Child and Family Services Agency (CFSA) for initial evaluation
- DCPS Early Stages notification = referral
- Ongoing OSSE review and technical assistance



IDEA Monitoring Updates

Overview of IDEA Monitoring Updates

Beginning in the 2019-20 school year, LEAs will be responsible for the following processes in DCCATS to ensure timely correction of noncompliance:

Documentation for Evidence of Correction for Prong 1
<ul style="list-style-type: none">• DCCATS will require LEAs to upload evidence of correction in order to mark an item as “corrected.”• This is a current process in DCCATS, however, LEAs have been able to mark an item as corrected without uploading evidence of correction.

Verify Reason for Untimely Initial Evaluations and Reevaluations
<ul style="list-style-type: none">• DCCATS will provide detailed options in the drop down menu for LEAs to verify the reason(s) for untimely initial evaluations and reevaluations.• LEAs will be responsible for identifying reasons for delay to reflect accurate compliance rates.

Identify Student Files for Prong 2
<ul style="list-style-type: none">• DCCATS will require LEAs to identify which student files OSSE should review for prong 2.• Prior to the 2019 school year, OSSE monitors would randomly select student files to review for prong 2.

Prong 2 Changes

Old Prong 2 Process	New Prong 2 Process
Monitors pull a random sample of current files from SEDS to review	LEA will select current student files for OSSE to review on a set schedule
Monitors review a number of files depending on the initial numbers on noncompliance and the LEA size (1-10 files)	Monitors will review 1 file per every 5 noncompliant files <i>For example:</i> If an LEA has 8 noncompliant files, LEAs must submit 2 files for review with a maximum of 5 files.
Additional data is sought for the entire year	Additional data will be sought for 2 consecutive periods

Prong 2 Changes in DCCATS

To learn more about how to identify 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 \(Identifying Students\)](#)

Prong 2 Process in DCCATS

1. Identify student files for OSSE to review.

- The eligibility meeting must have taken place after the current report.
- Example: If your LEA was flagged for an untimely initial eligibility in the Initial Eligibility Q2 Report, (October 1, 2019-December 31, 2019), identify student files where the eligibility occurred after January 1, 2020.

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

- Enter student name and USI into the prong 2 report.
- 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.

Monitoring Schedule for School Year 2021-2022

Monitoring Activity	Fall	Winter	Spring	Summer
Secondary Transition Requirements			X	
Reevaluation Timeliness			X	
Initial Evaluation Timeliness <i>with a focus on 3-5-year-old children</i>				X
Child Find Monitoring <i>with a focus on 3-5-year-old children</i>				X
C to B Transition				X
Significant Discrepancy and Disproportionate Representation (Indicator 4 and 9, 10)			X	
Significant Disproportionality				X

Compliance Technical Assistance for the 2020-21 School Year

- Quarterly touch points with LEAs on initial evaluation, C to B transition, Child Find and Reevaluation
- Focus on data review and root cause analysis, improvement in practice and results for students with disabilities
- Allows for a more meaningful and simplified approach to monitoring and supportive technical assistance.



Nonpublic Monitoring Updates

Nonpublic Monitoring Process

The sending LEA shall ensure that all data required by OSSE regarding a student with a disability placed in a nonpublic school is entered into Special Education Data System (SEDS) and that such data is accurate, up-to-date and complete, including ensuring that:

- The student's attending school is correct in the LEA student information system; and
- Nonpublic school staff have appropriate access to student records and are documenting the provision of services
 - Nonpublic school staff should have access to:
 - SEDS site for each sending LEA
 - Special Education Attendance Tracking System (SEATS)

Contact Info & Resources

OSSE Nonpublic Monitoring Unit Contact Information:

- Dr. Edgar Stewart
Edgar.Stewart@dc.gov
- Sharon Powell
Sharon.Powell@dc.gov

[Nonpublic School Student
Progress Monitoring and
Special Education Compliance
Tip Sheets](#)

[LEA-Nonpublic School
Memorandum of Agreement
Webinar](#)



Special Education Data System (SEDS)

Administrative Tasks

SEDS Administrative tasks for Start of School

- Transition to New School Year
- Caseload Set Up Wizard
- Account Management
- SEDS System Updates
- Access to Student Records
- OSSE Support Tool (OST)

Roll Over System to 2020-21 School Year

Ensure your site is operating in the 2020-21 school year.

Edit School System Information

School System Name:	<input type="text" value="Docs Demo"/> *
School Year:	<input type="text" value="2019-2020"/> *
School System Code:	<input type="text" value="docs"/>
Address:	<input type="text" value="810 First St, NE"/>
City, State, ZipCode:	<input type="text" value="Washington"/> <input type="text" value="DC"/> <input type="text" value="20001"/>
E-Mail Address:	<input type="text" value="docs@dc.gov"/>
Phone Number:	<input type="text"/>
Fax Number:	<input type="text"/> <input type="button" value="Upload New Data"/>
Time Zone:	<input type="text" value="US/Eastern (GMT -05:00 / -04:00)"/>
County:	<input type="text"/>

School Year:	<input type="text" value="2019-2020"/> *
School System Code:	<input type="text"/>
Address:	<input type="text"/>
City, State, ZipCode:	<input type="text"/> <input type="text" value="DC"/> <input type="text" value="20001"/>
E-Mail Address:	<input type="text"/>
Phone Number:	<input type="text"/>
Fax Number:	<input type="text"/> <input type="button" value="Upload New Data"/>
Time Zone:	<input type="text" value="MT -05:00 / -04:00"/>
County:	<input type="text"/>
EasyFAX Pages Used in Current Month:	<input type="text"/>

2019-2020
2020-2021



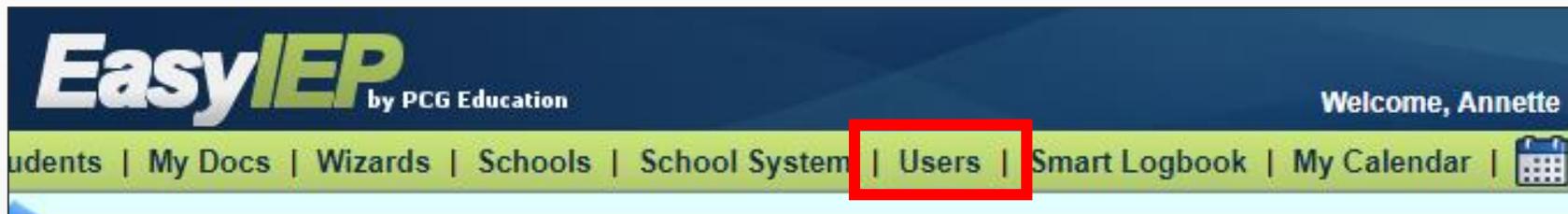
Start of School SEDS User Audit

LEA SE POCs are responsible for **protecting the privacy** of student information by controlling access to student files in SEDS.

Start of school housekeeping should include a **SEDS user audit** to search for:

- 1) Users who no longer work at the LEA
- 2) Users who no longer need access to student files
- 3) Nonpublic users who no longer need access to student files

STEP 1: Open the 'Users' tab in SEDS



Start of School SEDS User Audit

STEP 2: Select **all** LEA and school-level roles. **Unselect all state-level** roles (never change profiles for OSSE staff user accounts).

User Type(s): *
(check none to match all)

Check All Check None

<input checked="" type="checkbox"/> Special Education Teacher	<input checked="" type="checkbox"/> Special Education Specialist
<input checked="" type="checkbox"/> Related Service Provider	<input checked="" type="checkbox"/> Occupational Therapist
<input checked="" type="checkbox"/> Special Education Coordinator	<input checked="" type="checkbox"/> Physical Therapist
<input type="checkbox"/> State Data Administrator	<input checked="" type="checkbox"/> Speech/Language Pathologist
<input type="checkbox"/> State Placement Officer	<input checked="" type="checkbox"/> Psychologist
<input type="checkbox"/> Help Desk Support Tier 1	<input checked="" type="checkbox"/> Social Worker
<input checked="" type="checkbox"/> SEC/RSP	<input checked="" type="checkbox"/> Art Therapist
<input checked="" type="checkbox"/> Pre-Training Account Access	<input checked="" type="checkbox"/> Audiologist
<input checked="" type="checkbox"/> RSP Supervisor	<input checked="" type="checkbox"/> Adapted PE Teacher
<input checked="" type="checkbox"/> Transportation Coordinator	<input checked="" type="checkbox"/> Related Service Provider- Vendor
<input checked="" type="checkbox"/> LEA View Only Administrator	<input checked="" type="checkbox"/> School Leader
<input checked="" type="checkbox"/> LEA Data Administrator	<input checked="" type="checkbox"/> RSP Program Coordinator
<input type="checkbox"/> State Special Education Staff	<input checked="" type="checkbox"/> ASO
<input checked="" type="checkbox"/> Special Education Supervisor	

Start of School SEDS User Audit

STEP 3: From the list of users, identify accounts that need to be inactivated.

Del	IM	CP	Cal	Name	School(s)	Students	Title	User Type
<input type="checkbox"/>				Administrator 1295	-All-	7, 14	LEA Data Administrator	LEA Data Administrator
<input type="checkbox"/>				Administrator 1296	-All-	3, 11	Special Education Coordinator	LEA Data Administrator
<input checked="" type="checkbox"/>				Administrator 1297	-All-	5, 7	Special Education Coordinator	LEA Data Administrator
<input checked="" type="checkbox"/>				Administrator 1298			Coordinator	LEA Data Administrator
<input type="checkbox"/>				Administrator 1299			Coordinator	LEA Data Administrator
<input type="checkbox"/>				Dummy Account				LEA Data Administrator

TIP: Clicking on a column header will sort the list alphabetically by that column type.

Inactivate Selected Users

Check the box in the “Delete” column, then click “Inactivate Selected Users.”

Start of School SEDS User Audit

Inactivating a user account does **NOT** permanently delete the account.

Inactivated accounts can be **reactivated** at any time.

- Go to the “School System.”
- Click on “Inactive Users.”
- Search for user by name.
- Reactivate user.

WELCOME, AMIEL

School System | Users | Smart Logbook | My Calendar | [Calendar Icon]

| Assign Schools | Inactive Students | User Types | Unr

| Assign Teachers | Inactive Users | User Type Assign | Man

Criteria for Selecting Inactive Users to View

User Last Name: Exact Match

User Code: Exact Match

Sort List By: User's Last Name ▼ *

[View Inactive Users *](#)

Date Terminated: 08/09/2017 [Calendar Icon]

[Update the Database](#)

[Re-Activate this User in the Database](#)

SEDS Access for Non-Public Staff

Access for nonpublic staff requires OSSE, the nonpublic, and LEAs to work together. Key players include :

- 1. Nonpublic SEDS Point of Contact (NP SEDS POC):** Each nonpublic campus has a designated POC who is responsible for:
 - Coordinating SEDS access for nonpublic staff
 - Training nonpublic staff on how to use SEDS
- 2. LEA SE POC:** Responsible for overseeing SEDS access for **any user, including nonpublic users**, who serves students from that LEA. LEA SE POC directly controls which student files a user can access.
- 3. OSSE Help Desk Staff:** Only the NP SEDS POC and/or the LEA SE POC can communicate with the OSSE Help Desk by using the OSSE Support Tool.

Caseload Set Up Administration Wizard

LEA SE POCs are setting up caseloads for

Special Education Teachers

- Related Service Providers
- Non-Public Staff

EasyIEP by PCG Education

Welcome, Annette

Students | My Docs | **Wizards** | Schools | School System | Users | Smart Logbook | My Calendar

Caseload Administration Wizard - Current Special Education Caseload

Teacher Train10

Case Manager		Team Member		Student	School	Grade	Date Of Birth	Current Case Manager
<input type="button" value="Check All"/>	<input type="button" value="Check None"/>	<input type="button" value="Check All"/>	<input type="button" value="Check None"/>					
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Daniel Dcps50	DCPS3	2	01/08/2013	Teacher Train10		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Isaac Initial1	DCPS3	4	01/08/2011	Teacher Train10		

(2 Students)

OSSE helpdesk does not set up caseloads.

2020-21 School Year SEDS Updates

- Disability Worksheet and Category Update: formerly labeled Mental Retardation will now appear as Intellectual Disability
- Non-binary gender option
- Update IEP

2020-21 School Year SEDS Updates

Disability Worksheet and Category Update: formerly labeled Mental Retardation will now appear as **Intellectual Disability**

Form Updated 02/20/2020

Disability Worksheet: Intellectual Disability

Student Information

Student: Abraxas A. A. Test	Local ID:	State USI: TEST343423	DOB: 12/07/2013	Grade: 1
Last Eligibility Meeting Date: 08/13/2019		Last IEP Annual Review Meeting Date: 08/13/2019		

LEA/School Information

LEA of Enrollment: District of Columbia Public Schools	Case Manager: Ernest Test
School/Site: Abraxas Academy Morgantown PA	School Phone: 610-913-8000 x227
School Address: 1000 Academy Dr, Morgantown, PA 19543	

Teams should use the following checklist as a tool to facilitate discussion about the determination of eligibility for **Intellectual Disability**. Teams are expected to use evidence including evaluation information and other existing data to confirm or deny each criterion in order to make a differential determination of eligibility.

Intellectual Disability

State Policy Definition: **Intellectual Disability** means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

Federal and State regulation reference: 34 CFR §300.8(c)(6), 5 E DCMR 3001.1



2020-21 School Year SEDS Updates

Update IEP will save the last selection so that users can easily identify the last update to the page.

Each LEA is responsible for ensuring that students with disabilities are educated alongside students without disabilities to the maximum extent appropriate. To change the student's Educational Environment, please select the option that corresponds to the percentage of time the student is served outside the general education classroom or the setting in which the student is educated. Refer to the [Guidance Document](#) for additional assistance in choosing the appropriate Educational Environment.

NOTE: An inaccurate Educational Environment selection will result in a special education data error in the Unified Data Error Qlik application. Refer to the [UDE Guide](#) for additional information.

Effective Date:	<input type="text" value="08/06/2020"/> 
IEP Begin Date:	<input type="text" value="11/04/2019"/>
IEP End Date:	<input type="text" value="11/03/2020"/>

Educational Environment:

- Children Attending a Regular Early Childhood Program At Least 10 Hrs Per Week
 - And Receiving the Majority of Hours of Special Education And Related Services In The Regular Early Childhood Program
 - And Receiving the Majority of Hours of Special Education And Related Services In Some Other Location
- Children Attending a Regular Early Childhood Program Less Than 10 Hrs Per Week



SEDS Support

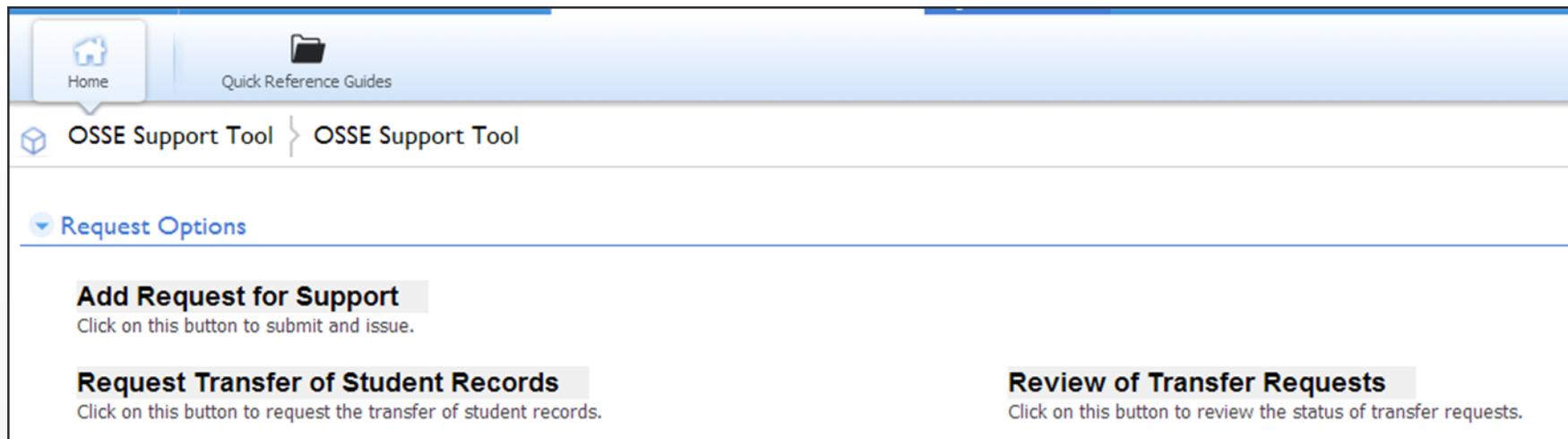
OSSE Support Tool (OST)

The purpose of the OST is to provide a vehicle for LEAs to contact the state for support and technical assistance. The tool is also designed for users to request a student's special education records from the previous LEA.

- Only the LEA SE POC and the LEA's Data Manager/Registrar should have access to the OST.
- Special education teachers, related service providers and other related staff should not access the OST.
- If an individual has a question or an issue with SEDS, **the LEA SE POC is responsible for providing a solution.**

OSSE Support Tool (OST)

- To send OSSE a question/issue, click on the “**Add Request for Support**” button.
- To request student records to be transferred to your LEA’s SEDS site, click the “**Request Transfer of Student Records**” button.
- To review the status of submitted transfer requests, click the “**Review of Transfer Requests**” button.



OSSE Support Tool

- Student records transfer will follow an automated process for 2020-21.
- No approval required from previous LEA.
- Only use this process in the event automated transfers do not occur.

The screenshot displays the OSSE Support Tool interface. At the top, there is a section titled "Request Options" with a dropdown arrow. Below this, there are four buttons with their respective descriptions:

- Add Request for Support**: Click on this button to submit and status.
- Request Transfer of Student Records**: Click on this button to request the transfer of student records. This button is circled in red.
- Review Outstanding Transfer Requests**: Click this button to review and approve outstanding transfer requests.
- Status Search**: Click on this button to search for an status.
- Review of Transfer Requests**: Click on this button to review the status of transfer requests.

Below the buttons is a table with a "More" dropdown at the top left. The table has the following columns: Student First Name, Student Last Name, Date Of Birth, LEA Name, School Name, Request Transfer?, and Previous LEA Transfer Decision. The first row contains the following data:

Student First Name *	Student Last Name *	Date Of Birth	LEA Name *	School Name	Request Transfer?	Previous LEA Transfer Decision
Johnny	Appleseds		Fake LEA		Yes	<input type="button" value="v"/>
						Yes
						No

Transfer of Special Education Records

Criteria	Records Transfer Process
<ul style="list-style-type: none"> • Stage 5 enrollment (attending new LEA) 	<p>Upon student's first day of attendance, OSSE will initiate records transfer. If initiated by 5 p.m., records will be available on the second business day.</p>
<ul style="list-style-type: none"> • Stage 4 enrollment (registered in SIS) • My School DC LEA matches LEA in SEDS 	<p>OSSE will initiate records transfer. If initiated by 5 p.m., records will be available on the second business day.</p>
<ul style="list-style-type: none"> • Stage 4 enrollment (registered in SIS) • LEA does not participate in My School DC , OR • My School DC LEA does NOT match LEA in SEDS 	<p>LEA SE POC requests records transfer using OST, and former LEA confirms transfer request in OST.</p> <p>OSSE transfers records over within two business days.</p> <p>If new or former LEA is nonresponsive, OSSE will initiate records transfer on fourth day of student remaining in Stage 4. If initiated by 5 p.m., records will be available on fifth business day.</p> <p>In the case of duplicative enrollment, the records will be sent to the LEA who most recently registered the student in their SIS.</p>



DOT LEA Guidance for Timely Transportation Services

SY20-21

LEA Considerations/Decisions for SY20-21

As we shift towards preparation for the 2020-21 school year, these are key preparation items that LEAs will need to consider and decide. They will be critical in preparing transportation services for eligible students that will be receiving any *in-person* education for the 2020-21 school year.

Student Level

- Student assignments: How will students be assigned to a particular schedule?
 - i.e., which students will be in school on which days
- Prioritize service preparations and data submissions for students with disabilities.
 - i.e., submit the required school calendars and transportation requests forms

Notes

- If the considerations and decisions are delayed into the transportation preparation time, LEAs should consider and prepare to utilize the parent or LEA reimbursement options
- If your LEA is not offering in-person services for students with disabilities, no action is required

LEA Transportation Guidance for SY20-21

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

Category	Milestone/ Process step	Owner	Deadline
Data Submissions	Submit school calendars in TOTE (Calendar upload assistance can be provided- Contact TOTE Support)	LEA	July 6, 2020 – July 24, 2020
	Submit student transportation request forms (TRFs) in TOTE	LEA	July 6, 2020 – July 24, 2020
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	July 24, 2020 – TBD

- The dates in the table above are based on start dates between Aug. 24 and Aug. 31, 2020
- DOT will conduct outreach to LEAs that have start dates on or before the week of Aug. 24, 2020
- LEAs data submissions should be no fewer than 30 business days (four weeks) prior to their first day of school
- TOTE Support can be reached Monday-Friday, 9 a.m. – 5 p.m. at (202) 576-5520 or dot.data@dc.gov



Outcome of SPED POC Webinar Survey

Outcome of SPED POC Webinar Survey

- Review of feedback given during survey
 - Themes identified:
 - More than 70 percent of survey participants want monthly webinars-looking for consistency of meetings
 - Providing materials in advance of webinar or at the start, quick follow up of documents posted on website
 - More interactive, ability to ask more questions
 - Improved quality of information, more action oriented and less FYI, looking for more examples of how-to implement information presented
 - Request to formalize communications
 - Follow up email answering questions presented in webinar

Outcome of SPED POC Webinar Survey

What LEAs would like to learn:

- Database Usage
 - Running reports in Qlik (RSMR)
 - DCCATS
- Preparing for Child Count during distance learning
- LEA/Nonpublic responsibilities
- Home/Hospital best practices
- SPED compliance and IEP development best practices
- Leadership tips, building an effective team
- Understanding district-wide metrics, show case best practices of other LEAs



Reminders and Announcements

Early Access to Incoming Student Data: Tools for Schools

Learn more about OSSE's Early Access to Student Data Qlik applications by viewing these resources and pre-recorded trainings:

- [May 12, 2020 Overview of all Early Access Qlik apps](#)
- [Getting Started with Early Access to Students with Disabilities Data](#)
- [Getting Started with Early Access to English Learners Data](#)
- [Getting Started with High School Transition \(Bridge to High School Data Exchange\)](#)

Purpose of Apps: Preview of student-level data for students who are **pre-enrolled in but not yet attending** an LEA to enable LEAs to plan effectively to serve these student populations.

Target Audience: School Counselors, LEA Data Managers, Special Education Points of Contact, English Learner Coordinators, and all other administrative staff who plan to access and use one or more of the apps.

SEDS Trainings & Resources

Archived Resources:

- Getting Started with SEDS: Related Service Provision 101 (webinar recording)
<https://osse.dc.gov/node/1288166>
- Navigating the Initial Eligibility Process in SEDS (webinar recording)
<https://osse.dc.gov/node/1317041>
- [SEDS Basic User Guide](#) (200-page manual with step-by-step instructions & screenshots)

Start of School Training Videos for LEA SE POCs

SEDS Train-the-Trainer Modules

- Eligibility Process
- IEP Process
- Related Services Documentation

Summer 2020 Monthly POC Webinars

- Policy & Monitoring Updates
- Transportation Updates
- Start of School Updates
- Resources & Tools

Orientations for New POCs

- New LEA Transportation POCs
- New LEA Special Education POCs

TOTE Transportation Trainings

- Virtual sessions offered regularly each month
- Visit [OSSE Registration Site](#) to sign up

Early Access to Student Data

- Early Access Qlik Apps Introductory Training
- Early Access to SWD Data Qlik App Training



PD on Demand

Serving SWDs During Periods of Remote or Blended Learning (Toolkit Series)

- Part 1: Balancing LEA Discretion and Flexibility
- Part 2: Ensuring Transparency and Collaboration
- Part 3: Data-driven Supports

Missed the Training? No worries.
Recordings and materials
for all summer trainings
are now available at:

osse.dc.gov/startofschoolpresentations

Serving SWDs During Periods of Remote or Blended Learning

- Visit the landing page, <https://osse.dc.gov/page/serving-students-disabilities-during-periods-remote-or-blended-learning>, to find resources including:
 - **LEA toolkit + sample templates and forms + recorded training videos for these sessions:**
 - Overview of three core principles contained in the toolkit
 - Part 1 T.A. Session: Balancing LEA Discretion and Flexibility
 - Part 2 T.A. Session: Ensuring Transparency and Collaboration
 - Part 3: Data-driven Supports

The following tools were developed as part of the Serving Students with Disabilities During Periods of Remote or Blended Learning toolkit and are designed to be examples that LEAs and schools can customize to meet their own needs and context.	
Name	Description
Service Adaptation Worksheet	Use this tool to guide and document IEP Team decision-making around service delivery.
Accommodation Adaptation Matrix	Use this tool to identify potential ways that students' accommodations can be modified.
Promising Practice Resource Matrix	Use this tool to find promising solutions on serving students with disabilities in a remote or blended learning environment from experts in the field.
Student Input Form (Google Form)	This Google Form and Google Doc capture the same information in different formats and are designed to gather information from students about their well-being and learning.
Student Input Form (Google Doc)	
Family Input Form (Google Form)	This Google Form and Google Doc capture the same information in different formats and are designed to gather information from families about their student's well-being and learning.
Educator Input Form (Google Form)	This Google Form and Google Doc capture the same information in different formats and are designed to gather information from educators about a student's well-being and learning.
Educator Input Form (Google Doc)	
Remote Family Engagement Brainstorming Tool	Use this tool to reconsider family engagement efforts and events through the lens of remote or blended learning.
Tiered Supports Snapshot	Use this tool to develop individualized supports for families who demonstrate barriers to engagement.
Weekly Service Tracker	Use this tool to review service provision schedules, document services provided, and track progress towards IEP goals.
Student Data Tool	Use this tool to combine information learned from Student Input Forms, Family Input Forms, and Weekly Service Tracker, and progress towards IEP goals in order to plan for service delivery and track progress towards IEP goals.

Additional PD Opportunities

Upcoming PD Opportunities

Three-Part Series: Addressing Unfinished Teaching and Learning

Aug. 18: [Part 1: Introductory Session](#)

Sept. 9: [Part 1: Introductory Session \(repeated\)](#)

Aug. 24: [Quick Checks for Understanding in ELA](#)

Aug. 25: [Quick Checks for Understanding in Math](#)

Aug. 26: [Quick Checks for Understanding in Science](#)

Sept. 22: [Take Action! Strategies for Teaching Math Remotely](#)

Sept. 23: [Take Action! Strategies for Teaching ELA Remotely](#)

Sept. 24: [Take Action! Strategies for Teaching Science Remotely](#)

Mathematics, Science, STEM

Aug. 20: [Designing Math Instruction with Virtual Manipulatives](#)

Aug. 26: [Supporting a Range of Math Learners: How to use Choice](#)

Aug. 28: [STEM Talks for Early Learners](#)

PBIS, Social Emotional Learning (SEL), Trauma-Informed Practice

Aug. 19-21: [Team Professional Learning Opportunity: Strengtheni](#)

Aug. 31: [Live, Learn, Share: Educator Self-Care and SEL Part 2](#)

Sept. 22: [Building a Culture of Care \(week-long mini-series\)](#)

Sept. 23: [Interactive Story-telling and Social and Emotional Learni](#)



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.
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Find registration links for all upcoming PD sessions in the August 2020 TAL PD Bulletin, [viewable here.](#)



Thank You!

OSSE Points of Contact

Data systems access, training, and troubleshooting, including SEDS issues: OSSE Support Tool or DAR Liaison

Policy questions: OSSE.DSEpolicy@dc.gov or Christie.Weaver-Harris@dc.gov

TOTE and transportation: (202) 576-5520 or DOT.data@dc.gov

Special education monitoring: Karen.Morgan-Donaldson@dc.gov or your LEA state rep

Statewide assessment questions: OSSE.Assessment@dc.gov

NEXT WEBINAR:

Wednesday, Sept. 16, 2020 10-11 a.m.

Register at: <https://attendee.gotowebinar.com/register/4767490523556045838>

